

2016-17 Catalog

August 24, 2015 Curriculum Committee

September 8, 2015 Faculty Senate

College of Arts and Humanities

Department of Art

1. Add the following courses to the course descriptions:
 - a. ART 2223: History of Digital Art;
 - b. GAME 3013: Game Development I;
 - c. GAME 3023: Game Development II;
 - d. GAME 4013: Senior Game Project I;
 - e. GAME 4023: Senior Game Project II;
 - f. GAME 4263: 3D Modeling;
 - g. GAME 4633: 3D Animation;
 - h. GAME 4803: Game Design Theory; and
 - i. GAME 4901: Professional Portfolio; and
2. Add the Curriculum in Game and Interactive Media Design.

College of Natural and Health Sciences

Department of Biological Sciences

1. Add the following courses to the course descriptions:
 - a. ENVS 4112 and 4114: Environmental Science Internship;
 - b. ENVS (BIOL) 4124: Biological Assessment of Water Quality;
 - c. ENVS 4133: Environmental Policy;
 - d. ENVS 4881-4: Advanced Topics in Environmental Science; and
 - e. ENVS 4951-4: Undergraduate Research in Environmental Science; and
2. Add the Curriculum in Environmental Science.

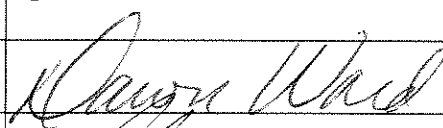
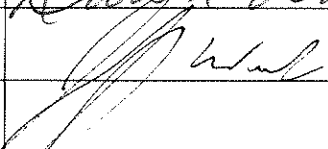
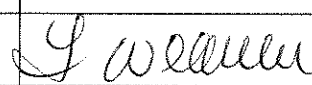
Department of Physical Sciences

1. Add PHSC 2003, Physics in Society and the Environment, to the course descriptions;
2. Modify the Curriculum in Chemistry Biochemistry Option as follows: a) add 2 hours of CHEM 4951-2: Undergraduate Research in Chemistry, or CHEM 4991-2: Special Problems in Chemistry; b) add 3 hours of upper division CHEM electives; and c) change the electives from 11 hours to 6 hours; and
3. Separate the Curriculum in Physical Science for Teacher Licensure into the Curriculum in Chemistry Education and Curriculum in Physics Education;

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/4/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ART	2223	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
History of Digital Art		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
History of Digital Art		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text" value="3"/>		
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"/> 08 Independent Study <input type="radio"/> 12 Individual Lessons <input type="radio"/> 17 Dissertation	<input type="radio"/> 06 Internship/Practicum <input type="radio"/> 09 Readings <input type="radio"/> 13 Applied Instruction <input type="radio"/> 18 Activity Course	<input type="radio"/> 07 Apprenticeship/Externship <input type="radio"/> 10 Special Topics <input type="radio"/> 16 Studio Course <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? <input style="width: 50px;" type="text"/> Select Fee Type <input style="width: 50px;" type="text"/>		
If selected other list fee type: <input style="width: 150px;" type="text"/>		
<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered? <input style="width: 100%; border: 1px solid black;" type="text" value="Once a year"/>		
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.? <input type="text" value="No"/>		

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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.

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ART 2223 History of Digital Art**Professor:** Dr. Dawn Ward**Office** – Norman Hall 104-A **Hours:** 3-5 MWF, 2-3 T & TH**Office Phone** #479.968.0244 **email** – dward23@atu.edu**History of Digital Art**

Course Description: This course will examine the contemporary history of art and focus on work created with digital technology including: new media, video, animation, video games, mobile and other interactive art forms. Through a historical, artistic and technological framework students will gain a better understanding of the current influences that shape contemporary Art.

Course Objectives:

Students will study contemporary artists of the digital age such as Nam June Paik, Peter Campus, Cindy Sherman, Bruce Nauman, Bill Viola, Chuck Close, Jenny Holzer, William Wegman, The Art Guys and Gretchen Bender. Students will examine and explore how these artists create works in the digital format like their predecessors used a paintbrush. This course will not only examine works by these artists but how they incorporate technology with artistic concept and practice.

Course Outcomes:

On successful completion of the course, students will be able to accomplish the following: Provide a critical framework of the use of technology in contemporary art by examining the role of digital art, discussing and identifying contemporary artists, their work and the various media used to produce those works.

Required Textbook: *Digital Art*, by Christiane Paul, second edition 2008, publisher Thames & Hudson *World of Art* series.

Prerequisites: None**Basis for Evaluation and Grading**

Grades are based on periodic weekly written assignments including art critiques, short essays, comparison and contrast papers, art image exams, online discussion participation and promptness meeting assignment deadlines. The assignment points may vary but all assignments will be determined according to the following scale: A= 100-90 B= 89-80 C=79-70 D=69-60 F=59 or below

Successful completion of all projects and examinations are the minimum required to earn a grade of C. Grades above a C are earned by the quality of work and participation. Late work is not accepted unless sufficient documentation supports such an arrangement.

ATTENDANCE:

You will find your assignments on Blackboard and attendance for this class will be counted as part of your grade, along with completion of projects and research assignments. Students are allowed 4 absences without penalty as per the department of art's policy. These absences are up to the student to use wisely. More than 4 absences will result in a reduction in your participation and attendance grade and more than 7 absences will result in the student being dropped from the course for excessive absences.

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ACADEMIC HONESTY:

Cheating, unethical behavior or plagiarism of any type (including the use of web-based public domain items) will not be tolerated and will result in the grade of "F" for the course. Students will be provided with a list of legitimate on-line resources that may be used, all work used in papers must be credited to its source and no other sources except for the course text book and the provided sources may be used for research papers.

BLACKBOARD:

This course will utilize blackboard to post lectures, lessons and discussion boards. You will access your grades and feedback through this site as well so if you need help using Blackboard please notify the instructor at the beginning of class so that you can schedule some time to go over the learning platform.

Check your Tech e-mail account frequently; it may be necessary at times for me to contact you by e-mail with important news and information about the class – once a week is not enough to ensure that information gets to you in a timely manner.

COURSE OUTLINE:**Week 1**

This week will be dedicated to an introduction to the course syllabus, learning how to navigate the course assignments and links on your course page in Blackboard, how to upload your assignments, formats for papers, discussion board requirements and exam procedures. Note: all reading assignments for each week must be completed prior to that week of the course to be prepared for the week's discussions, exams and writing assignments.

Reading Assignment for week 1 – your course syllabus.

Week 2

What is Modernism? When and why did the Modernist's thought and practice become an issue to be challenged by Postmodern artists? How did technology play a role in this shift? We will be examining early technology and interactive art including the works of Marcel Duchamp, John Cage, Moholy-Nagy, John Cage, Andy Warhol who as artists set the stage for experimental-interactive art.

Read – pages 7-16 of the introduction to your text.

Week 3

This week we look at the early history of technology and art and some of the important influences on the movement. What were some of the early technological inventions and how were they used by artists as a tool for making images and how are those images presented and collected? We will discuss the Fluxus movement and Nam June Paik as well as some of the first digital artists John Whitney, Charles Csuri, James and Douglas Davis.

Read – pages 17-25 the introduction to your text *Digital Art*.

Week 4

Discussion of appropriation, collage and photography in earlier modern art movements such as Surrealism, Super Realism, Dada, and Pop Art which includes the artists' interpretation of mass

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production and reproduction as a pivotal shift in the process of making art. This shift most aptly described in Walter Benjamin's essay on "The Work of Art in the Age of Mechanical Reproduction" helps define the new age of art and will be looked at for its influential role in critical theory. Artists in this discussion include Raoul Hausmann, Herbert Bayer, Richard Estes, Andy Warhol, Max Ernst and Sherrie Levine, Paul Smith, Scott Griesbach.

Read – pages 26-42 of Chapter 1 "Digital Technologies as a Tool"

Exam 1 over Weeks 1-4 (from notes and book)

Week 5

Photography, deconstruction and the manipulating of images with digital technologies. What happens to the original? The value and existence of the traditional/original work of art is the debate on work that can be easily reproduced and copied. Discussion of the processes and theories of deconstruction and dematerialization of art and how this is reflected in Postmodern works of art by the Sarn Twins (Mike & Doug), The Art Guys, Cindy Sherman, Daniel Canogar, Peter Campus, Carl Fudge, Michael Rees and Ana Marton .

Read – pages 42-65 Chapter 1 "Digital Technologies as a Tool"

Week 6

This week we will be looking at the part one of the fusion of art and technology to create virtual worlds. We will be examining forms of digital art using Installation Art to depict Virtual Reality as an art medium from the early explorations of Morton Heilig and his Sensorama Machine invented in 1957 to current practitioners of the art such as Perry Hoberman, Bill Seaman, Gideon May, Rafael Lozano-Hemmer, Jeffery Shaw and Michael Naimark.

Read – pages 67-87 Chapter 2 – "Digital Technologies as a Medium"

Week 7

Part two of the fusion of technology and art looks at the film & video artists who have used this medium in both installation settings and sculptural forms to make their work or convey their work such as Nam June Paik, Bill Viola, Jim Campbell, Peter Campus, Toni Dove, Adrian Piper, Wilson and Mierle Ukeles.

Read – pages 88-107 Chapter 2 – "Digital Technologies as a Medium"

Midterm Exam – Weeks 5-7

From notes and book

Week 8 – This week is dedicated to research processes and sources to complete your final research paper. This paper is due at the end of week 12. The topics for this paper are of your choice but must be put in writing by the end of week 9 for approval. A short descriptive paragraph discussing the topic choice, relevant resources including the textbook and a short statement of why you have selected the topic must be uploaded to the drop box located in the Week 9 folder. There will be several exercises including a comparison essay to help you prepare to write your final paper.

Week 9

Part three of the fusion of technology and art focuses on internet art and animation. This section looks at computer animation, software art, all forms of interactive media and other artistic expressions of

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virtual reality. Discussions of satellite, LED, digital video, internet, computer games, sound, hypermedia and artists such as Mark Napier, Bonnie Mitchell, Charlotte Davis, Tamiko Thiel and Zara Houshmand, Peter D'Agostino, Jenny Holzer, Gretchen Bender and David Blair that have developed or embraced these mediums and styles into their works.

Read – pages 108-138 Chapter 2 “Digital Technologies as a Medium”

Week 10

Part one in themes in digital art covers concepts dealing with Artificial Life, Artificial Intelligence, intelligent agents, telepresence, telematics, telerobotics, body and identity. In this section we will examine the subjects as well as the artists who embrace these themes such as Bruce Nauman, Eric Paulos, John Canny, Eduardo Kac, Kenneth Feingold, Steve Mann, Stelarc, Stahl Stenslie and Scott Snibbe.

Read – pages 140-174 Chapter 3 “Themes in Digital Art”

EXAM 2 – over weeks 8-10 – from notes and book

Week 11

Part two in themes in digital art covers concepts dealing with Databases, data visualization and mapping, text and narrative environments and gaming. In this section we will examine these subjects as well as the artists who embrace these themes such as Benjamin Fry, George Legrady, Alex Galloway, Nancy Paterson, John Klima, Art + Com, Camille Utterback, Romy Achituv, David Small, Natalie Bookchin, jodi, and Feng Mengbo.

Read – pages 175-203 Chapter 3 “Themes in Digital Art”

Week 12

Part three in themes in digital art covers concepts dealing with tactical media, activism, hacktivism and technologies of the future. In this section we will examine these subjects as well as the artists who embrace these themes such as Josh On, Antonio Muntadas, etoy, Vuk Cosie and project 0100101110101101.org.

Read – pages 204-211 Chapter 3 “Themes in Digital Art”

Week 13

Part four in themes in digital art covers concepts dealing with mobile, locative media and social networking. In this section we will examine these subjects as well as the artists who embrace these themes such as Natalie Jeremijenko, Marina Zurkow, Scott Paterson, Julian Blecker, Q.S. Serafijn, Lars Spuybroek, Teri Rueb, Usman Haque, Angie Waller, Warren Sack, Preemptive Media, and Jenny Marketou.

Read – pages 216-237 Chapter 3 “Themes in Digital Art”

Week 14

What's next? The next generation of virtual worlds. An open discussion on the remaining pages of chapter 3 beginning on page 238. Eteam, Will Pappenheimer and John Craig Freeman are some of the artists we will be discussing as future models for digital art.

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Week 15

Art and the Internet – a week of online interactive artwork including collaborative works using mobile technology by artist's such as: Mongrel, Futurefarmers, Michael Weinkove, Candy Factory, and Jenny Holzer. A list of sites to visit and discuss will be in your week 15 folder.

Final exam – weeks 11-15

From notes and book

STUDENT DISABILITY:

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

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Arkansas Tech University

Course Addition ART 2223

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.

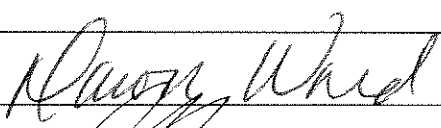
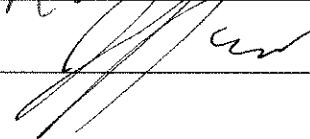
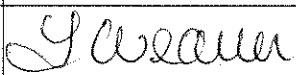
Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? *Art 2223 is an innovative course that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- c. Provide up to three student learning outcomes students will achieve after completing this course? Provide a critical framework of the use of technology in contemporary art by examining the role of digital art, discussing and identifying contemporary artists, their work and the various media used to produce those works.
- d. What assessment tool or measure will you use to assess student learning? *CPGE data.*
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? *Critiques, essays and exams.*
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
- 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. *There are only a few programs in the state with a similar course. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.*

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/1/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
GAME	3013	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Game Development I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Game Development I		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? 3		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture <input checked="" type="radio"/> 02 Lecture/Laboratory <input type="radio"/> 03 Laboratory only		

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<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? Yes No How Much? 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?

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.? Yes

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

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

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

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GAME 3013 Game Development I

Fall 2016

Instructor: TBD

Email: TBD

Office Hours: TBD

Course Description

This course is an introduction to the fundamentals of game design and development. 3 credit hours, \$45 art fee, Fall only

Prerequisite: ART 2213

Required Textbook: *Game Development Essentials: Game Level Design* by Jeannie Novak

Paperback: 512 pages

Publisher: Cengage Learning; 3 edition (August 17, 2011)

ISBN-10: 1111307652

Recommended Supplies:

Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course

This course introduces students to the basics of game scripting. It builds upon the techniques developed in the foundational computer programming courses while introducing concepts of game interface, graphics, and narrative. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

Course will provide students with the skills and practice through lectures and tutorials to introduce techniques of game development from the ground up.

1. Pre-production:
 - a. Research and analysis
 - b. Idea development
 - c. Storyboarding and story writing
2. Production and Post-production:
 - a. Basic programming
 - b. Game engines
 - c. Creating effective gameplay
 - d. Level design
 - e. Play testing
 - f. Validation and Deployment

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

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- a. Communicate effectively
- b. Think critically
- c. Develop ethical perspectives
- d. Apply scientific and quantitative reasoning
- e. Demonstrate knowledge of the arts and humanities
- f. Understand wellness concepts

Course Outline

There will be 3-5 major projects, some of which may be team-oriented.

Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving

Technique– ability to use the software effectively and execution of required elements

Presentation – quality of written and spoken discussion of work, including participation in group critiques

Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:

For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors 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.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies

Professional behavior is required. Punctual attendance and intelligent participation are expected.

The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.

Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food is not allowed around computers or printing equipment!** If your behavior is disruptive you will be

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asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

Academic Integrity

Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. The instructor should be notified at the beginning of the course if you have special needs.

This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!

Arkansas Tech University

Course Addition GAME 3013

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.

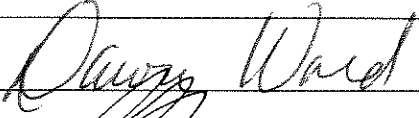
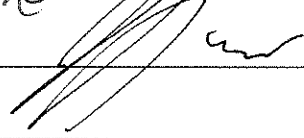

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? *GAME 3013 is an innovative course that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- c. Provide up to three student learning outcomes students will achieve after completing this course? *Students will demonstrate proficiency in preproduction, production and post-production techniques.*
- d. What assessment tool or measure will you use to assess student learning? *CPGE or other*
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? *Project proposals.*
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
- 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. *There are only a few similar courses in the state. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.*

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Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		6/4/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
GAME	3023	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Game Development II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Game Development II		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? 3		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		

JUN 26 2015

<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only	Registrar's Office
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship	
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Does this course require a fee? Yes No How Much? 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?

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)**

- Course subject
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- Catalog course title
- Catalog description
 - Arkansas Course Transfer System (ACTS) course number, if applicable
 - Cross-listing
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 - Prerequisites
 - Co-requisites
 - Description
 - Notes (e.g., information not in description such as course may be repeated for credit)
 - Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 - Fees (e.g., \$36 art fee)
- Section for Name of instructor, office hours, contact information (telephone, email)
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- 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)
- Assessment methods (include grading policy with specific equivalents for A, B, C)
- Policy on absences, cheating, plagiarism, etc.
- 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

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Registrar's Office

software, distance learning equipment, etc.? Yes

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

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

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GAME 3023 Game Development II
Fall 2016
Instructor: TBD
Email: TBD
Office Hours: TBD

Course Description

This course is a continuation of the fundamentals of game design and development through the design and production of more complex games and utilization of game engines. 3 credit hours, \$45 art fee, Spring only.

Prerequisite:

Required Textbook: *Unreal Game Development*, by Ashish Amresh & Alex Okita

Paperback: 500 pages

Publisher: A K Peters/CRC Press (August 3, 2010)

ISBN-10: 1568814593

Recommended Supplies:

Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course

This course continues to build upon the concepts of Game Development I while introducing students to more complex game concepts and techniques. This course will begin the implementation of modeling, animation, textures, and sound. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

This course will further develop the skills and techniques in learned in Game Development II through lectures and tutorials and introduce new concepts of working with game engines, game production and prototyping.

1. Pre-production and Production:
 - a. Research and idea development
 - b. Programming and game engines
 - c. Character and narrative development
 - d. Game aesthetics and interface
 - e. Level design
 - f. Sound design
2. Post-production:
 - a. Playtesting
 - b. Validation and Deployment
 - c. Game marketing

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime.

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Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- a. Communicate effectively
- b. Think critically
- c. Develop ethical perspectives
- d. Apply scientific and quantitative reasoning
- e. Demonstrate knowledge of the arts and humanities
- f. Understand wellness concepts

Course Outline

There will be 3-5 major projects, some of which may be team-oriented.

Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving

Technique– ability to use the software effectively and execution of required elements

Presentation – quality of written and spoken discussion of work, including participation in group critiques

Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:

For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors 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.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies

Professional behavior is required. Punctual attendance and intelligent participation are expected.

The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.

Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food**

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is not allowed around computers or printing equipment! If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

Academic Integrity

Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. The instructor should be notified at the beginning of the course if you have special needs.

This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!

Arkansas Tech University
Course Addition
Assessment Form GAME 3023

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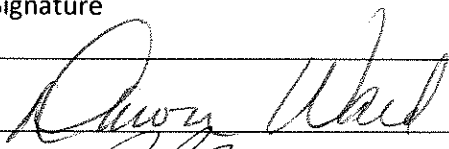
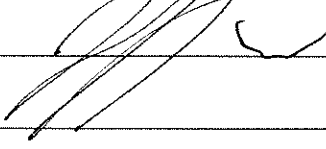
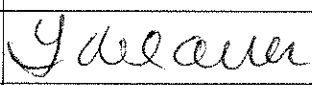
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REQUEST FOR COURSE ADDITION**

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/4/15
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Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) GAME	Course Number: (e.g., 1003) 4013	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Senior Game Project I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Senior Game Project I		
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Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? 3		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		

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<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
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		<input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? 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?

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 - Arkansas Course Transfer System (ACTS) course number, if applicable
 - Cross-listing
 - Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - Prerequisites
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software, distance learning equipment, etc.? Yes

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

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GAME 4013 Senior Game Project I**Fall 2016****Instructor: TBA****Email:****Office Hours:** Norman Hall

Course Description: Senior Game Project I is the first course of the senior capstone experience of the Game Design Major. Students will work in teams to design and develop their project in preparation for the production phase, simulating the “real world” experience of the game and interactive media industry. 3 credit hours, \$45 course fee, Fall only.

Course Objectives: The first semester will result in a project being ‘green lighted’ and include a fully fleshed out design document and production plan as well as a demo or vertical slice of the game design.

Course Outcomes: Students will learn to work in a team environment using a synthesis of their skills in Computer scripting, 3D modeling, 3D animation, UI design, game audio, game music, game mechanic design, level design, interactive writing, prototyping, scheduling, testing, teamwork, and public presentations are all skills that will come to bear on a student’s senior project.

Course Rationale: Course introduces students to the type of team environment that is found in the industry where the student will design and develop their project that will result in a fully functioning video game.

Prerequisite: GAME 3023, GAME 4263 & GAME 4633

Textbook: No Text – all reading and other assignments will be given in class or via Blackboard. Students should have access to a PC Desktop/Laptop – For project and coursework outside of class. Students should have access to a platform specific device – For development, testing, and presentation of project (as applicable).

Recommended Materials:

USB Flash Drive – 2 GB for storing and transporting project data or an external hard drive and a Dropbox Account

Course Outline

- Write, design, and develop a professional Game Design Document.
- Design, conduct and assess a prototyping process for their game design.
- Produce a fully functioning platform, PC, or mobile game.
- Present their game, game design, and process publicly to a group of peers, instructors and industry professionals.
- Apply critical thinking skills in each phase of development beginning with assessment of the game concept, generating and testing design assumptions, planning and scheduling the game’s development, and in preparing a presentation of their game’s design as well as final product.

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Requirements and Evaluation

- At the beginning of each meeting, students should be prepared to discuss and demonstrate the state of their game project or design.
- In the first half of this two-semester course, students will develop their game design in what the game industry refers to as the “pre-production” phase of development. During this phase, the game idea will be refined, the scope will be determined, the look and feel of the game will be decided, and all necessary assets and functionality will be defined. Once the core design is complete, the student will design, conduct and assess prototypes needed for the development of this game. It is the goal of these prototypes to determine the final target feature set of the game and to test any design assumptions the student’s design may pose.
- The final project for this course is a presentation of the design and prototyping process along with analysis, followed by a presentation of the completed game design, accompanied by a demo or vertical slice of the game as developed via the prototyping phase.
- During the second half of the two-semester course, students will focus solely on the production phase by developing the game described and prototyped from the first semester. At the conclusion of the second semester, students will present a professional public presentation of their final fully functioning game.

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Final Assessment:

Based on total points and protocol

- A: 90-100 Exemplary performance in all aspects of course
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Attendance Policy:

The Art Department has adopted the following policy: For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level. As a capstone course working within teams these class times will be flexible to the team's individual schedules but all deadlines and meetings are required and students are expected to be punctual and prepared.

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.

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Arkansas Tech University
Course Addition GAME 4013
Assessment Form

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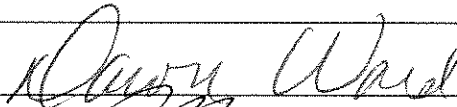
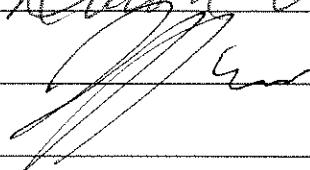
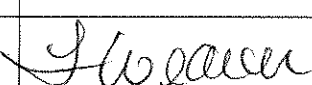
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Course Subject: (e.g., ACCT, ENGL) GAME	Course Number: (e.g., 1003) 4023	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Senior Game Project II		
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- 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.? Yes

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

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.

GAME 4023 Senior Game Project II**Instructor: TBA****Email:****Office Hours:**

Course Description: Senior Game Project II is the second capstone course of the Game Design and Interactive Media Major, and develops the team projects created in Senior Game Project I into fully functioning finished video games further simulating the “real world” experience in working in the interactive media field. 3 credit hours, \$45 course fee, Spring only.

Course Objectives: The second semester takes the ‘green lighted’ game and uses it as a blueprint for a fully functional game that will be developed by the student team and be presented to a panel of colleagues, instructors, and industry professionals at the end of the semester.

Course Rationale: Course will culminate the student’s Game Design experience with a fully functional game for their portfolio.

Course Outcomes: Students will learn to work in a team environment using a synthesis of their skills in Computer scripting, 3D modeling, 3D animation, UI design, game audio, game music, game mechanic design, level design, interactive writing, prototyping, scheduling, testing, teamwork, and public presentations are all skills that will come to bear on a student’s senior project.

Textbook: No Text – all reading and other assignments will be given in class or via Blackboard. Students should have access to a PC Desktop/Laptop – For project and coursework outside of class. Students will need access to a platform specific device – For development, testing, and presentation of project (as applicable).

Recommended Materials:

USB Flash Drive – 2 GB for storing and transporting project data or external hard drive and a Dropbox Account

Course Outline

- Write, design, and develop a professional Game Design Document.
- Design, conduct and assess a prototyping process for their game design.
- Produce a fully functioning platform, PC, or mobile game.
- Present their game, game design, and process publicly to a group of peers, instructors and industry professionals.

- Apply critical thinking skills in each phase of development beginning with assessment of the game concept, generating and testing design assumptions, planning and scheduling the game’s development, and in preparing a presentation of their game’s design as well as final product.

Requirements and Evaluation

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- At the beginning of each meeting, students should be prepared to discuss and demonstrate the state of their game project or design.
- In the first half of this two-semester course, students will develop their game design in what the game industry refers to as the “pre-production” phase of development. During this phase, the game idea will be refined, the scope will be determined, the look and feel of the game will be decided, and all necessary assets and functionality will be defined. Once the core design is complete, the student will design, conduct and assess prototypes needed for the development of this game. It is the goal of these prototypes to determine the final target feature set of the game and to test any design assumptions the student’s design may pose.
- The final project for this course is a presentation of the design and prototyping process along with analysis, followed by a presentation of the completed game design, accompanied by a demo or vertical slice of the game as developed via the prototyping phase.
- During the second half of the two-semester course, students will focus solely on the production phase by developing the game described and prototyped from the first semester. At the conclusion of the second semester, students will present a professional public presentation of their final fully functioning game.

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- a. Communicate effectively
- b. Think critically
- c. Develop ethical perspectives
- d. Apply scientific and quantitative reasoning
- e. Demonstrate knowledge of the arts and humanities
- f. Understand wellness concepts

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

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Attendance Policy:

The Art Department has adopted the following policy: For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level. As a capstone course working within teams these class times will be flexible to the team's individual schedules but all deadlines and meetings are required and students are expected to be punctual and prepared.

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 GAME 4023

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.

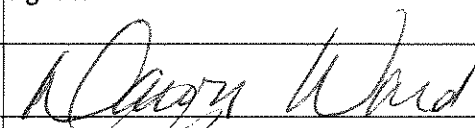
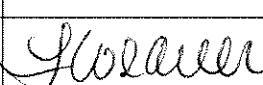
Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? *The Game and Interactive Media Design Program is an innovative program that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- c. Provide up to three student learning outcomes students will achieve after completing this course? *Students will learn to work in a team environment using a synthesis of their skills in Computer scripting, 3D modeling, 3D animation, UI design, game audio, game music, game mechanic design, level design, interactive writing, prototyping, scheduling, testing, teamwork, and public presentations are all skills that will come to bear on a student's senior project.*
- d. What assessment tool or measure will you use to assess student learning? *Panel and faculty reviews, class critiques, project presentations and CPGE data.*
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? *They will produce video games.*
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
- 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. *There are only a few similar courses in the state. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.*

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Registrar's Office

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/9/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) GAME	Course Number: (e.g., 1003) 4263	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) 3D Modeling		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) 3D Modeling		
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? 3		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box): <input type="radio"/> 01 Lecture <input checked="" type="radio"/> 02 Lecture/Laboratory <input type="radio"/> 03 Laboratory only		

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<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? Yes No How Much? 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?

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)**

- Course subject
- Course number
- Catalog course title
- Catalog description
 - Arkansas Course Transfer System (ACTS) course number, if applicable
 - Cross-listing
 - Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - Prerequisites
 - Co-requisites
 - Description
 - Notes (e.g., information not in description such as course may be repeated for credit)
 - Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 - Fees (e.g., \$36 art fee)
- Section for Name of instructor, office hours, contact information (telephone, email)
- Text required for course
- Bibliography (supplemental reading list)
- Justification/rationale for the course
- Course objectives
- 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)
- Assessment methods (include grading policy with specific equivalents for A, B, C)
- Policy on absences, cheating, plagiarism, etc.
- 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.? Yes

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

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.

GAME 4263 3D Modeling
Fall 2016
Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours: Norman Hall 102, TBD

Course Description

This course introduces the fundamental of object and character creation using 3D modeling software such as Autodesk's Mud Box and Maya. 3 credit hours, \$45 art fee, Spring only

Prerequisite: ART 3253 & GAME 3013

Required Textbook: *Introducing Autodesk Maya 2015*, by Dariush Derakhshani,
Publisher: Sybex; 1st edition 2014, ISBN-10: 1118862848

Recommended Supplies:

Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course

This course introduces students to the basic concepts of modeling in three-dimensional space. It builds upon the foundational art concepts of shape, space, light, volume and texture. The course will use a variety of 3D software including Autodesk's Maya, Mud Box and 3Ds Max. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

1. Lectures and tutorials to introduce basic concepts and techniques of object and character creation in Mud Box. This includes:
 - a. Learning the Mud Box interface
 - b. Navigating the 3D space
 - c. Creating polygonal objects and meshes
 - d. Utilizing transformation tools
 - e. Sculpting and painting 3D forms
 - f. Editing materials
 - g. Creating and applying texture maps
2. Tutorials to introduce basic concepts and techniques of environment design. This includes:
 - a. Posing object and characters
 - b. Lighting the scene
 - c. Rendering and exporting

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- a. Communicate effectively
- b. Think critically
- c. Develop ethical perspectives
- d. Apply scientific and quantitative reasoning

- e. Demonstrate knowledge of the arts and humanities
- f. Understand wellness concepts

Course Outline

There will be 3-5 major projects, some of which may be team-oriented. Handouts will be given for each upcoming assignment including requirements and due dates.

Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving

Technique– ability to use the software effectively and execution of required elements

Presentation – quality of written and spoken discussion of work, including participation in group critiques

Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:

For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors 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.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies

Professional behavior is required. Punctual attendance and intelligent participation are expected.

The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.

Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food is not allowed around computers or printing equipment!** If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

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Registrar's Office

Academic Integrity

Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. The instructor should be notified at the beginning of the course if you have special needs.

This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!

Course Agreement Form

Read, complete, and return to instructor:

I have read the course syllabus for Jasmine Greer's 3D Modeling, and I understand its content. I also understand the rules for the class, and I will follow and abide by these rules, including those relating to attendance, assignments, grading criteria, plagiarism, and behavior.

Date _____

Print name _____

Signature _____

Email address _____

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Arkansas Tech University

Course Addition GAME 4263

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.

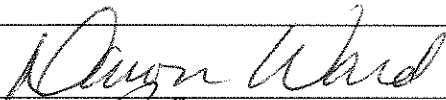
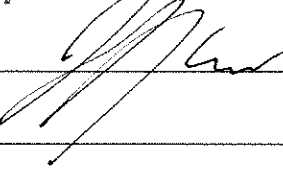

- a. How does this course fit with the university mission? *GAME 4263 is an innovative course that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- c. Provide up to three student learning outcomes students will achieve after completing this course? *Students will be introduced to 3D software including Autodesk's Maya, Mud Box and 3Ds Max.*
- d. What assessment tool or measure will you use to assess student learning? *Panel and faculty reviews, class critiques, project presentations and CPGE data.*
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? *They will complete course projects demonstrating their 3D skills.*
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
- 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. *There are only a few similar courses in the state. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.*

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**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/4/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) GAME	Course Number: (e.g., 1003) 4633	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) 3D Animation		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) 3D Animation		
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? 3		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box): <input type="radio"/> 01 Lecture <input checked="" type="radio"/> 02 Lecture/Laboratory <input type="radio"/> 03 Laboratory only		

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

Does this course require a fee? Yes No How Much? \$45 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?

Once a year - Spring

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

- Course subject
- Course number
- Catalog course title
- Catalog description
 - Arkansas Course Transfer System (ACTS) course number, if applicable
 - Cross-listing
 - Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - Prerequisites
 - Co-requisites
 - Description
 - Notes (e.g., information not in description such as course may be repeated for credit)
 - Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 - Fees (e.g., \$36 art fee)
- Section for Name of instructor, office hours, contact information (telephone, email)
- Text required for course
- Bibliography (supplemental reading list)
- Justification/rationale for the course
- Course objectives
- 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)
- Assessment methods (include grading policy with specific equivalents for A, B, C)
- Policy on absences, cheating, plagiarism, etc.
- 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.? Yes

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Registrar's Office

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

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.

JUN 26 2015

Registrar's Office

GAME 4633 3D Animation
Fall 2016
Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours: Norman Hall 102, TBD

Course Description

This course introduces the fundamental 3D theories and principles of computer modeling and animation using software such as Autodesk's Mud Box and Maya. 3 credit hours, \$45 art fee. Spring only

Prerequisite: ART 4623 & GAME 3013

Required Textbook: *Mastering Autodesk Maya 2015*: by Todd Palamar, Autodesk Official Press, Sybex; 1st edition 2014, ISBN-10: 1118862511

Recommended Supplies:

Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course

This course offers the student an introduction into the exciting world of 3D animation. It builds upon 2D animation skills and incorporates them into the 3D format. The course will use a variety of 3D software including Autodesk's Maya, Mud Box and 3Ds Max. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

1. Lectures and tutorials to introduce basic concepts and techniques of object creation in Maya. This includes:
 - a. Learning the Maya interface
 - b. Creating polygonal objects and meshes
 - c. Utilizing transformation tools
 - d. Working with hierarchies and layers
 - e. Creating and applying texture maps
2. Tutorials to introduce basic concepts and techniques of animation. This includes:
 - a. Working with the timeline
 - b. Creating and altering keyframes
 - c. Camera creation and movement
 - d. Introduction to rigging
 - e. Rendering and exporting

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- a. Communicate effectively
- b. Think critically
- c. Develop ethical perspectives
- d. Apply scientific and quantitative reasoning

- e. Demonstrate knowledge of the arts and humanities
- f. Understand wellness concepts

Course Outline

There will be 3-5 major projects, some of which may be team-oriented. Handouts will be given for each upcoming assignment including requirements and due dates.

Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving

Technique– ability to use the software effectively and execution of required elements

Presentation – quality of written and spoken discussion of work, including participation in group critiques

Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:

For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

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Classroom Policies

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The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.

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Academic Integrity

JUN 26 2015

Registrar's Office

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Statement on Disabilities:

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. The instructor should be notified at the beginning of the course if you have special needs.

This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!

Arkansas Tech University

Course Addition GAME 4633

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? *GAME 4633 is an innovative course that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- c. Provide up to three student learning outcomes students will achieve after completing this course? *Students will demonstrate and understanding of the basic concepts and techniques of animation.*
- d. What assessment tool or measure will you use to assess student learning? *Panel and faculty reviews, class critiques, project presentations and CPGE data.*
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? *They will produce animations.*
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
- 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. *There are only a few similar courses in the state. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.*

JUN 26 2015

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/4/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) GAME	Course Number: (e.g., 1003) 4803	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I <input type="radio"/> Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Game Design Theory		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Game Design Theory		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text" value="3"/>		
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		

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Registrar's Office

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

Does this course require a fee? Yes No How Much? 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?

Once a year

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)**

- Course subject
- Course number
- Catalog course title
- Catalog description
 - Arkansas Course Transfer System (ACTS) course number, if applicable
 - Cross-listing
 - Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - Prerequisites
 - Co-requisites
 - Description
 - Notes (e.g., information not in description such as course may be repeated for credit)
 - Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 - Fees (e.g., \$36 art fee)
- Section for Name of instructor, office hours, contact information (telephone, email)
- Text required for course
- Bibliography (supplemental reading list)
- Justification/rationale for the course
- Course objectives
- 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)
- Assessment methods (include grading policy with specific equivalents for A, B, C)
- Policy on absences, cheating, plagiarism, etc.
- 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

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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.

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GAME 4803 Game Design Theory

Professor: TBA

Office – Norman Hall Hours: TBA

Office Phone #email –

Game Design Theory

Fall only

Catalog Course Description: This course will serve as an introduction to the interdisciplinary study of commercial videogames as texts, examining their cultural, educational, and social functions in contemporary settings. 3 Credit hours

Course Justification: By analyzing, reading and writing about videogames, we will examine debates surrounding how they function within socially situated contexts in order to better understand games' influence on and reflections of society.

Course Objectives: This course will analyze games as interactive media, as rule-based systems, as cultural and social texts, and as designed learning spaces and will concentrate heavily on games' potential impact on society, their cultural influence, and their phenomenology and ontology. Students will not be expected to create, design, or produce games or simulations for this course.

Course Outcomes:

On successful completion of the course, students will be able to accomplish the following:

- To introduce students to contemporary commercial videogames from a variety of genres, rule systems, strategies, and contexts.
- To explore video games' impact as contemporary social texts, each with their own social communities, cultures, and significance as media.
- To examine the emerging field of scholarly game studies as it exists across the globe and in various interdisciplinary formats.
- To connect and compare videogames to other contemporary digital (and non-digital) media.

Required Textbook: *Game Design Theory: A New Philosophy for Understanding Games*, Keith Burgun, publisher: A K Peters/CRC Press (August 13, 2012)

Prerequisite: ART 2223 & GAME 3023

Basis for Evaluation and Grading

Grades are based on periodic weekly written assignments including art critiques, short essays, comparison and contrast papers, an in-depth research paper on a directed topic, two art image exams, online discussion participation and promptness meeting assignment deadlines. The assignment points may vary but all assignments will be determined according to the following scale: A= 100-90 B= 89-80 C=79-70 D=69-60 F=59 or below

Successful completion of all projects and examinations are the minimum required to earn a grade of C. Grades above a C are earned by the quality of work and participation. Late work is not accepted unless sufficient documentation supports such an arrangement.

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ATTENDANCE:

You will find your assignments on Blackboard and attendance for this class will be counted as part of your grade, along with completion of projects and research assignments. Students are allowed 4 absences without penalty as per the department of art's policy. These absences are up to the student to use wisely. More than 4 absences will result in a reduction in your participation and attendance grade and more than 7 absences will result in the student being dropped from the course for excessive absences.

ACADEMIC HONESTY:

Cheating, unethical behavior or plagiarism of any type (including the use of web-based public domain items) will not be tolerated and will result in the grade of "F" for the course. Students will be provided with a list of legitimate on-line resources that may be used, all work used in papers must be credited to its source and no other sources except for the course text book and the provided sources may be used for research papers.

BLACKBOARD:

This course will utilize blackboard to post lectures, lessons and discussion boards. You will access your grades and feedback through this site as well so if you need help using Blackboard please notify the instructor at the beginning of class so that you can schedule some time to go over the learning platform.

Check your Tech e-mail account frequently; it may be necessary at times for me to contact you by e-mail with important news and information about the class – once a week is not enough to ensure that information gets to you in a timely manner.

COURSE OUTLINE:**Week 1 – Course introduction**

Week 2 & 3 - Games as Culture, Games as Art: What is Gaming?

Week 4 - Genre Fiction: The History and Role of Genre in Gaming

Week 5 - War Games: Gaming's Place in World Conflict

Week 6 – The Role of Gaming in Military Simulations

Week 7 – Gaming and Gender Relationships

Week 8 – Midterm exam and paper topics due

Week 9 – Bad Guys, Good Guys: Ethnicity and Gaming

Week 10 – Virtual Money: Economics of Games

Week 11 – Persuasive Games: Understanding Procedural Rhetoric

Week 12 – Failure and Death: Gaming's Didactic Method

Week 13 – Digital Pastoral: Nature and Landscape in Virtual Worlds

Week 14 – Going Solo: The Individual and Communal in Gaming

Week 15 – The Desert of the Real: Realism, Virtual Reality and the Future of Gaming

Final exam – weeks 9-15

from notes and book – online exam with essay questions.

STUDENT DISABILITY:

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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 GAME 4803

Assessment Form

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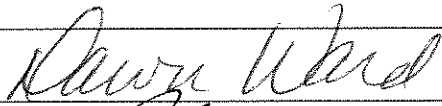
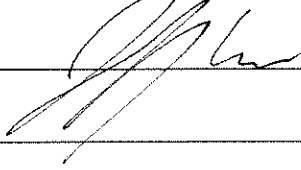

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? *GAME 4803 is an innovative program that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- c. Provide up to three student learning outcomes students will achieve after completing this course? *Students will demonstrate an understanding of game theory and culture.*
- d. What assessment tool or measure will you use to assess student learning? *Panel and faculty reviews, class critiques, project presentations and CPGE data.*
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? *Essays and Exams*
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
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Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Art	
DATE SUBMITTED:	6/10/15	
Title	Signature	Date
Department Head		6/26/15
Dean		8/4/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/26/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
GAME	4901	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I Fall 2016
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Professional Portfolio		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Professional Portfolio		
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? 1		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture <input checked="" type="radio"/> 02 Lecture/Laboratory <input type="radio"/> 03 Laboratory only		

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Registrar's Office

- 05 Practice Teaching 06 Internship/Practicum 07 Apprenticeship/Externship
 08 Independent Study 09 Readings 10 Special Topics
 12 Individual Lessons 13 Applied Instruction 16 Studio Course
 17 Dissertation 18 Activity Course 19 Seminar 98 Other

Does this course require a fee? Yes No How Much? 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?

Once a year Spring

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

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

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

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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.

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GAME 4901 Professional Portfolio

Fall 2016

Instructor: TBD

Email: TBD

Office Hours: TBD

Registrar's Office

Course Description

The Game and Interactive Media Design course prepares the student for entry into the professional world through the development of a resume, portfolio and the presentation of their work. 1 credit hour, Spring only.

Prerequisite: GAME 4013**Required Textbook:** None**Recommended Supplies:**

Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course

In this course students will create and refine a digital game portfolio according to industry standard quality. They will develop an online presence while researching game and interactive media markets to tailor their work to specific job opportunities. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

Students will develop a professional digital portfolio that meets industry standards.

1. Portfolio:
 - a. Refining and documenting previous projects
 - b. Showing evidence of current project development
 - c. Creation of a sizzle reel
 - d. Exporting work for various display formats (web, YouTube, DVD/Blu-ray, print)
2. Employment:
 - a. Research into game design and interactive media job opportunities
 - b. Resume building and formatting
 - c. Job, internship, and graduate program application practices
 - d. Self-marketing and utilization of social media tools

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- a. Communicate effectively
- b. Think critically
- c. Develop ethical perspectives
- d. Apply scientific and quantitative reasoning
- e. Demonstrate knowledge of the arts and humanities

f. Understand wellness concepts

Course Outline

There will be 3-5 major projects, some of which may be team-oriented.

Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving

Technique– ability to use the software effectively and execution of required elements

Presentation – quality of written and spoken discussion of work, including participation in group critiques

Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:

For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors 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.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies

Professional behavior is required. Punctual attendance and intelligent participation are expected.

The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.

Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food is not allowed around computers or printing equipment!** If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

Academic Integrity

Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

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In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. The instructor should be notified at the beginning of the course if you have special needs.

This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!

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Arkansas Tech University

Course Addition GAME 4901

Assessment Form

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

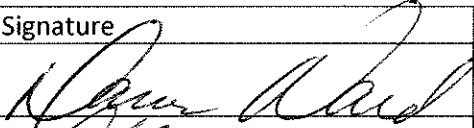

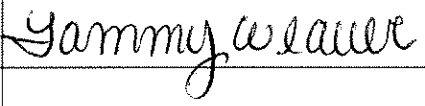
- h. How does this course fit with the university mission? *GAME 4901 is an innovative program that develops professional skills in graphic design, computer science and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- i. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- j. Provide up to three student learning outcomes students will achieve after completing this course? *Students will develop a resume and portfolio and present their work*
- k. What assessment tool or measure will you use to assess student learning? *Panel and faculty reviews, class critiques, project presentations and CPGE data.*
- l. What will students demonstrate, represent, or produce to provide evidence of their learning? *They will produce a portfolio.*
- m. Provide an example or examples of student learning assessment evidence which supports the addition of this course. *Senior surveys in the art department have suggested student desire for a 3-D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
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JUN 26 2015

Registrar's Office

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Art Department, College of Arts and Humanities
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head		6/26/15
Dean		6/26/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/13/15
Vice President for Academic Affairs		

Program Title: Game and Interactive Media Design	CIP Code: 50.0411
Contact Person: Dawn Ward Arkansas Tech University Norman 104 203 W. Q Street Russellville AR, 72801 dward23@atu.edu (479) 968-0244	Proposed Date: Fall 2016
<p>Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)</p> <p>Program Description The Bachelor of Arts in Game and Interactive Media Design includes courses in graphic design and computer science and introduces students to the cutting edge of visual communication arts and the latest in the interactive digital technology sciences. The program prepares students for work in</p>	

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the video game and entertainment industries as well as a broad range of fields requiring skills in animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation. Web development and software development are among the fastest growing labor sectors in the United States. In recent years, Arkansas has invested heavily in developing a work force to serve this demand. Governor Asa Hutchinson's high school computer programming initiative and Winrock International's Innovate Arkansas and Ark Challenge represent just a few of the state's programs to build a high-tech economy in the state. The market for video games, a subsector of web and software development, is rapidly expanding as well. Texas has become a regional hub for the video game industry, and tremendous potential exists to spread the game industry across the border.

The proposed Game and Interactive Media Degree incorporates traditional and online instruction. It requires 57 hours of major credit beyond the general education curriculum. 30 of these hours come from existing programming and graphic design courses offered at Tech. 25 of these hours are new courses covering game development, 3D design, game theory, and interactive media history. The degree culminates in a two part senior project in which students create a fully developed game or interactive media project. Students also accumulate a portfolio of work to aid them in seeking employment after graduation.

Similar Programs

Just a few colleges and universities in Arkansas offer a similar major. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.

Curriculum Additions

The proposed major will require nine new courses:

ART 2223 History of Digital Art
GAME 3013 Game Development I
GAME 3023 Game Development II
GAME 4633 3D Animation
GAME 4263 3D Modeling
GAME 4013 Senior Game Project I
GAME 4803 Game Production
GAME 4023 Senior Game Project II
GAME 4901 Professional Portfolio

New Faculty Resources

One new full time, tenure track game design professor at \$70,000 plus benefits
One new full time instructor of art at \$40,000 plus benefits.

Equipment and Facilities

\$100,000 game design lab in Norman or Brown Hall
\$20,000 in software and hardware upgrades per year

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List existing degree programs that support the proposed program:

Graphic Design
Computer Science
English
Speech

(See attached support forms in Appendix A)

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

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

The 2015 ATU enrollment management list of over 12,500 high school seniors identified as prospective Tech students indicated that 642 expressed an interest in pursuing degrees in an art or computer related field. 190 of these prospective students expressed an interest in computer science specifically, and 187 expressed interest in graphic design specifically. A survey of 645 current and prospective students conducted for this proposal in May and June 2015 contained 23 respondents who answered "yes," they would declare Game and Interactive Media Design their major if offered. Another 84 answered "maybe," they would declare Game and Interactive Media Design their major. 58 respondents who were not currently enrolled at Tech indicated that they would be more likely to enroll at Arkansas Tech University if a Game and Interactive Media Design major was offered.

Preliminary results from an employer needs survey delivered to Arkansas companies indicated anticipated growth in the interactive media industry, the need for a tech savvy workforce, and job openings in several fields served by the proposed degree of between \$30,000 and \$70,000. The Bureau of Labor Statistics' job outlook data for the United States for 2012-2022 suggested growth in all areas related to interactive media, computer programming and graphic design. Software developers and web developers, in particular, showed stronger than average job growth and salary ranges from \$60,000 to \$90,000. In the bureau's statistics for Arkansas, some 6500 people were listed as working in fields supported by the proposed degree, with salary ranges from \$35,000 to \$100,000. Letters of support from potential employers and a targeted job search on Monster.com also indicated demand in Arkansas for program graduates.

(See attached evidence of need in Appendix B)

Curriculum Outline by Semester

Freshman Year

Fall
 ___ ART 1303 Intro to Drawing
 ___ Science w/ Lab* *IT*
 ___ ENGL 1013 Composition I* *IT*
 ___ ART 1001 Intro to Art*
 ___ MATH 1113 College Algebra*
 Total Hours 14

Spring
 ___ ART 1403 2-D Design
 ___ ART 2213 Digital Skills for GD
 ___ COMS1403 Orientation to Computing
 ___ COMS1411 Computer and IS Lab
 ___ Social Science* *IT*
 ___ ENGL 1023 Composition II* *IT*
 Total Hours 16

Sophomore Year

Fall
 ___ ART 2223 History of Digital Art
 ___ Social Science* *IT*
 ___ COMS 2104 Found Comp Program I
 ___ Social Science/Fine Art/Humanities/Speech* *IT*
 ___ Fine Art/Humanities* *IT*
 Total Hours 16

Spring
 ___ COMS 2203 Found Computer Pro II
 ___ Science w/ Lab* *IT*
 ___ Fine Art/Humanities* *IT*
 ___ U.S. History/Government* *IT*
 ___ ART 2303 Figure Drawing
 Total Hours 16

Junior Year

Fall
 ___ GAME 3013 Game Develop I
 ___ ENGL 2043 Creative Writing or SPH 3163 Write Perform
 ___ ART 4623 Animation Techniques
 ___ ART 3253 Digital Illustration
 ___ Elective (3hrs) ²
 Total Hours 15

Spring
 ___ GAME 3023 Game Develop II
 ___ GAME 4633 3D Animation
 ___ GAME 4263 3D Modeling
 ___ Elective (6hrs) ²
 Total Hours 15

Senior Year

Fall
 ___ GAME 4013 Senior Game Project I
 ___ GAME 4803 Game Production
 ___ Elective (9hrs) ²
 Total Hours 15

Spring
 ___ GAME 4023 Senior Game Project II
 ___ GAME 4901 Professional Portfolio
 ___ Elective (9hrs) ²
 Total Hours 13

*Designates General Education Requirements

I see appropriate alternatives or substitutions in "General Education Requirements". 24+ least 40 upper level hours are required.

Total number of Semester Hours Required for Graduation:
120

Can the program be completed in 8 semesters?
 Yes No
 If not, provide justification.

List New Courses (Please attach New Course Proposals):

ART 2223 History of Digital Art
 GAME 3013 Game Development I
 GAME 3023 Game Development II
 ART 4633 3D Animation

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ART 4263 3D Modeling
GAME 4013 Senior Game Project I
GAME 4803 Game Theory
GAME 4023 Senior Game Project II
GAME 4901 Professional Portfolio

(See attached new course proposals in Appendix C)

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

General Education (35 hours):
See catalog for general education options.

Institutional/College Requirements (1 hour):
ART 1001 Introduction to Art (fulfills TECH 1001 requirement)

Core Courses (28 hours):
GAME 3013 Game Development I
ART 4623 Animation Techniques
ART 3253 Digital Illustration
GAME 3023 Game Development II
GAME 4633 3D Animation
GAME 4263 3D Modeling
GAME 4013 Senior Game Project I
GAME 4803 Game Theory
GAME 4023 Senior Gamer Project II
GAME 4901 Professional Portfolio

Major Courses (29 hours):
ART 1303 Introduction to Drawing
ART 1403 2-D Design
ART 2213 Digital Skills
COMS 1403 Orientation to Computing
COMS 1411 Computer and Information Science Lab
ART 2223 History of Digital Art
COMS 2104 Computer Programming I
COMS 2203 Computer Programming II
ART 2303 Figure Drawing
ENGL 2043 Creative Writing or SPH 3163 Writing for Performance

Electives (27 hours):
Any electives. See 40 hour upper division requirement.

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

General Education (35 hours):

See catalog for general education options: <http://www.atu.edu/academics/catalog/graduation-requirements.html#GenEdRequirements>

Program Admission Requirements:

Entering Freshman / New Student:

New students to Arkansas Tech University must submit an application for admission, college entrance exam scores, a record documenting completion of secondary requirements, and proof of immunization documenting 2 MMR. If you have concurrent college credit, an official transcript from that institution is required. For Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) credit, original score reports or a certified copy from your high school will need to be submitted prior to credit being awarded. A minimum criterion for exam scores and grade point average is listed below:

1. Composite ACT score of 19 or above, composite SAT score of 1330 or above, or a composite COMPASS score of 68 (averaging scores in algebra, writing, and reading). Note: The ACT Writing exam is not required for admission purposes.
2. Completion of graduation requirements from a public secondary school, private secondary school, or a home school program documenting a minimum 2.0/4.0 cumulative grade point average, and completion of the university's secondary school core curriculum, OR minimum GED score of 600.

Students who have scored accordingly on an Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) can earn credit toward graduation at Arkansas Tech University by receiving a qualifying score on the examinations. These credits can satisfy general education requirements. AP, CLEP, and IB scores should be documented on your application for admission. Submit official score reports or readable copies embossed by your high school to the Office of Admissions. Students who have earned an International Baccalaureate (IB) should submit their IB transcript for evaluation.

Freshmen who do not meet unconditional admission requirements will be conditionally admitted with a minimum composite ACT score of 15, composite SAT score of 1060 or above, or a composite COMPASS score of 47 (averaging scores in algebra, writing, and reading), and by completing college core with a 2.0/4.0 grade point average or minimum GED score of 600.

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Returning Student:

Students who have not attended Arkansas Tech in the past year or have attended another college or university since last attending Tech must submit a new application for admission. Minimum grade point average requirements are listed below:

- Has not attended another college since attending Tech
 - Cumulative Tech GPA of 2.0 or higher
- Has attended another college since attending Tech
 - Cumulative Tech GPA of 2.0 or higher
 - Official college transcript(s) documenting a cumulative college GPA of 2.0 or higher
 - Must be eligible for re-enrollment at the last institution attended

Transfer Student:

Students who have not attended Arkansas Tech University must submit an application for admission, official transcripts from each institution previously attended, and proof of immunization.

If transferring less than 24 credit hours, an official high school transcript and ACT, SAT, or COMPASS scores must be submitted. Arkansas Tech University will recognize transfer credit from a U.S. institution provided that the institution is accredited by one of the six U.S. regional accreditation associations, and for courses that are approved for transfer by ADHE through ACTS. Acceptance of course credit may depend on the date that the institution was accredited or the date that a course was approved for transfer by ADHE. Transfer credit for coursework from institutions outside the U.S. will be considered on an individual basis. Students seeking transfer of credit from a foreign college/university must complete a credential evaluation through a company authorized by Arkansas Tech University (a list of approved service providers can be obtained in the IMSSO or in the Registrar's Office). Transfer credit, although accepted by the university, is not guaranteed to be applicable toward meeting degree requirements for the particular program of study selected by the transfer student. Once admitted, your academic advisor will determine which credits count toward your degree requirements.

Minimum grade point average requirements are listed below:

1. All transfers must be eligible for re-enrollment at the last institution attended and have a cumulative college GPA of 2.0

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

(See attached program assessment in Appendix D)

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

Dawn Ward, PhD, Professor of Art (ART 1403, ART 2223)

Jasmine Greer, MFA, Assistant Professor of Art (ART 2213, 4623, 3253 and GAME 4633, 4263)

Neal Harrington, MFA, Associate Professor of Art (ART 2303)

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David Mudrinich, MFA, Professor of Art (ART 1303)
 David Hoelzeman, PhD, Professor of Computer and Information Science (COMS 2104, 2203)
 Matt Brown, PhD, Associate Professor of Computer and Information Science (COMS 1403, 1411)
 Larry Morell, PhD, Professor of Computer and Information Science (COMS 2104, 2203)
 Nobuyuki Nezu, PhD, Associate Professor of Computer and Information Science (COMS 2203)
 Ron Robison, MS, Associate Professor of Computer and Information Science (COMS 1403)
 Sarah Robison, MS, Associate Professor of Computer and Information Science (COMS 2104)
 Jerry Wood, MS, Assistant Professor of Computer and Information Science (COMS 2104, 2203)
 Paul Lake, AM, Professor of English (ENGL 2043)
 David Eshelman, PhD, Associate Professor of Communication (SPH 3163)

New Hire, Game Design Professor (GAME 3013, 3023, 4013, 4023, 4803, 4901)

Total number of faculty required (existing and new)

For new faculty members include expected credentials/experience and hire date

Most of the program's graphic design and programming classes can initially be absorbed by existing faculty, but several of the new courses will require the shifting of instructional roles and the hiring of new faculty.

One new full time, tenure track game design professor at \$70,000 plus benefits

One new full time instructor of art at \$40,000 plus benefits.

The proposed curriculum requires a professor with highly specialized skills in both art and computer science as well as a working knowledge of game engines. A PhD is preferable but an MA or MFA is acceptable with experience in the game industry. The program will also require current faculty member Jasmine Greer to shift a significant portion of her existing course rotation to the new major. We will need the full time, non-tenure track instructor of art to take over the courses that Greer will no longer be able to teach. Dawn Ward will also need to shift some of her course rotation to Game and Interactive Media Design as well. The instructor of art position will require an MA or MFA. Both positions have a desired hire date of August 2016.

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

N/A

Description of Resources

Current Library and instructional facilities

Program courses will rely on the use of the existing graphic design lab in Norman and the existing computer programming labs in Corley. The library labs provide backup and overflow space when needed. Library book and subscription resources can be built with the regular allocation to the departments.

New Resources Required (include costs and acquisition plan):

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\$100,000 game design lab in Norman or Brown Hall
 \$20,000 in software and hardware upgrades per year

The program will require a designated lab for game design classes using Autodesk 3D software and game engine software. The lab will also be needed for outside of class student use in completing senior game project requirements.

(See budget under New Program Costs)

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

Include:

- New administrative costs
- New faculty
- New library resources and costs
- New/renovated facilities and costs
- New instructional equipment and costs
- Distance delivery costs
- Other new costs

Revenue:

Tuition and Fees (20 students):

Year 1: 20 X \$7740 (2015-16 in state tuition and fees for 30 hours)

Total = \$154,800

Year 2: 20 students X \$7934 (assumes 2.5% increase)

Total = \$158,680

Year 3: 20 students X \$8133 (assumes 2.5% increase)

Total = \$162,660

Costs:

Classroom (assuming a dedicated computer lab in Norman with 20 stations):

Year 1: Construction and Labor = \$30,000

Classroom Furniture = \$10,000

Computers (\$2000 x 20) = \$40,000

Projection System = \$5000

Printer = \$5000

Software and Supplies = \$10,000

Total = \$100,000

Year 2: Software and Supplies = \$10,000

Hardware Maintenance = \$10,000

Total = \$20,000

Year 3: Software and Supplies = \$10,000

Hardware Maintenance = \$10,000

Total = \$20,000

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Faculty:

Year 1: Game Design Specialist: \$70,000

(Based on equivalent salary at UT Dallas of professor with computer science and graphic design skills and experience in the industry; SAU pays \$50-60,000 for faculty in game design, but they do not have a specialist with crossover computer science and design skills.)

Instructor: \$40,000

(Position required to meet growing student demand in Art as well as shift in Jasmine Greer's workload to serve Game Design.)

Total = \$110,000

Year 2: Game Design Specialist: \$71,400 (assumes 2% raise)

Instructor: \$40,800 (assumes 2% raise)

Total = 112,200

Year 3: Game Design Specialist: \$72,828 (assumes 2% raise)

Instructor: \$41,616 (assumes 2% raise)

*Total = 114,444***Totals:**

	Revenue	Cost	Yearly Gain/Loss	Total
Year 1:	\$154,800	\$210,000	-\$55,200	(-\$55,200)
Year 2:	\$158,680	\$132,200	+\$26,480	(-\$28,720)
Year 3:	\$162,660	\$134,444	+\$28,216	(-\$504)
Year 4:	\$166,720	\$136,733	+\$29,987	+\$29,483

If estimates are adjusted for 30 students in the program, revenue would exceed costs in the first year and produce a \$22,200 profit.

Appendix A
Support Forms

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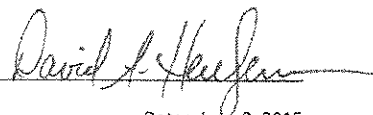
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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department supports the change.
Comments: If enrollment increases by 20+ students in each of the courses (COMS1403, COMS1411, COMS2104, and COMS2203) an additional Computer and Information Science faculty member will be needed by the start of the proposed program's third year.	

Department Head Signature:



Date: June 8, 2015

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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: English and World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of English and World Language supports the proposed matrix for the Game Design degree.	

Department Head Signature:

Date: 6-8-15

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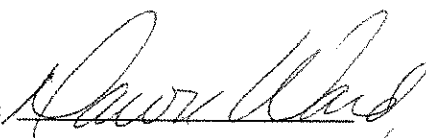
Registrar's Office

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:



Date: 6/18/2015

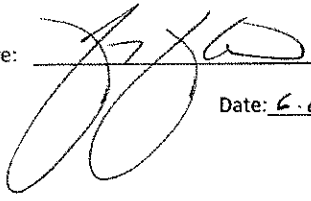
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**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: <i>Comm. & Jour.</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>Sph. 3163 in proposed Game and Interactive Design Program.</i>	

Department Head Signature:  _____
Date: 6.8.15

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Appendix B
Evidence of Need

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Email to Jeff Woods from Shauna Donnell, 6/2/15

There are 12,594 freshman prospects in Banner for fall 2015. Of those prospects, here is the headcount for the following majors:

ART: 16

ART EDUCATION: 40

ELEG-COMPUTER ENGINEERING: 73

COMPUTER SCIENCE: 190

FINE ARTS: 49

GRAPHIC DESIGN: 187

INFORMATION SYSTEMS: 49

INFORMATION TECHNOLOGY: 38

Shauna S. Donnell, Assistant Vice President

Enrollment Management

Arkansas Tech University

1605 Coliseum Drive, Room 147

Russellville AR 72801-2222

PH: 479.968.0343

FAX: 479.964.0522

sdonnell@atu.edu



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**Student Survey Game and Interactive Media Design
Degree Results, June 2015**

Q1 Are you currently enrolled at Arkansas Tech University?

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

Q3 If you are not currently a student at Arkansas Tech, do you plan on enrolling at Arkansas Tech University in the future?

Q4 If you are not currently a student at Arkansas Tech, would you be more likely to enroll at Arkansas Tech if a Game and Interactive Media Design major was available?

Q5 Would you declare Game and Interactive Media Design as your major?

Q1		
Yes	No	Blank
473	163	9

Q2		
Yes	No	Blank
368	188	89

Q3		
Yes	No	Blank
215	17	413

Q4		
Yes	No	Blank
58	206	381

Q5			
Yes	No	Maybe	Blank
23	528	84	10

Results are out of 645 total participants.

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Survey Report: Employer Needs Survey Game Design

Employer:

<u>29262025</u>	05/29/2015	ArkansasWeb.com
<u>29262036</u>	05/29/2015	Hooper Productions, Inc.
<u>29300407</u>	06/10/2015	Stone Ward
<u>29300755</u>	06/10/2015	Perch
<u>29306450</u>	06/11/2015	Team SI

 1

Type of Company:

<u>29262025</u>	05/29/2015	web design, mobile design, programming, hosting, graphic design
<u>29262036</u>	05/29/2015	Video Production - Commercials, Training, Marketing
<u>29300407</u>	06/10/2015	Advertising Agency
<u>29300755</u>	06/10/2015	Design and Development
<u>29306450</u>	06/11/2015	Digital Marketing Firm

 1

Contact Person:

<u>29262025</u>	05/29/2015	Minell Eberdt
<u>29262036</u>	05/29/2015	Bob Hooper
<u>29300407</u>	06/10/2015	Gregg Gladden
<u>29300755</u>	06/10/2015	Ryan Byrd
<u>29306450</u>	06/11/2015	Tim Whitley

 1

Position Title:

<u>29262025</u>	05/29/2015	President
<u>29262036</u>	05/29/2015	Owner
<u>29300407</u>	06/10/2015	Production Manager
<u>29300755</u>	06/10/2015	Founder & Lead Designer
<u>29306450</u>	06/11/2015	President & Founder

 1

1. List job titles with your company that require employees to have

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the knowledge and skills obtained from the proposed degree program.

<u>29262025</u>	05/29/2015	Web Designer Web Programmer Database Programmer Graphic Designer
<u>29262036</u>	05/29/2015	My company isn't large enough to employ full time animators or graphic artist. I usually contract with other providers
<u>29300407</u>	06/10/2015	Programer Editer Copy Writer Producer
<u>29300755</u>	06/10/2015	UI/UX Designer Developer
<u>29306450</u>	06/11/2015	- Sr. Developer - Jr. Developer - Graphic Designer

1

2. List the degree required for each job title listed in #1.

<u>29262025</u>	05/29/2015	
<u>29262036</u>	05/29/2015	None
<u>29300407</u>	06/10/2015	Web designer Film Production English/Writing Film Production
<u>29300755</u>	06/10/2015	In this field, no degree is "required" in the truest sense, but having specific skill-based training/education is very important and can help set apart applicants. With that said, it has to be the *right* skills that are learned. A degree in art (in the generic sense) isn't going to get you very far in this field. People want to see that you are proficient in particular skills sets and technologies.
<u>29306450</u>	06/11/2015	We do not require because there is not a good curriculum that teaches the students of the technologies of the current time. Universities are usually 5 years behind. In the digital world, that is like 15 years in the real world. I hire off of passion and drive. With those two things, an individual will learn how to code.

1

3. Indicate the certification/licensure required for each job title listed in #1.

<u>29262025</u>	05/29/2015	
<u>29262036</u>	05/29/2015	NONE
<u>29300407</u>	06/10/2015	
<u>29300755</u>	06/10/2015	none
<u>29306450</u>	06/11/2015	

1

4. How many positions do you currently have for each job title listed in #1?

<u>29262025</u>	05/29/2015	3
<u>29262036</u>	05/29/2015	None
<u>29300407</u>	06/10/2015	4 4 3 2
<u>29300755</u>	06/10/2015	1
<u>29306450</u>	06/11/2015	None at this time. We have 5 on staff but looking for that to grow in the next 6 months to close

to 10.

1

5. How many position openings do you currently have for each job title listed in #1?

29262025	05/29/2015	0
29262036	05/29/2015	None
29300407	06/10/2015	None that I know of.
29300755	06/10/2015	none
29306450	06/11/2015	

1

6. How many position openings will you have the next 2-5 years for each job title listed in #1?

29262025	05/29/2015	2
29262036	05/29/2015	Unknown
29300407	06/10/2015	Hard to say, but this is the direction that on-line production is going.
29300755	06/10/2015	2-4
29306450	06/11/2015	5

1

7. What is the annual salary for each position listed in #4?

29262025	05/29/2015	\$28,000 - \$40,000
29262036	05/29/2015	unknown
29300407	06/10/2015	30 - 50K
29300755	06/10/2015	UI/UX Designer: \$60,000 Developer: \$70,000
29306450	06/11/2015	Junior: 45,000 Senior: 70,000

1

8. If no openings now, when do you anticipate having openings for the positions listed in #1?

29262025	05/29/2015	unsure
29262036	05/29/2015	unknown
29300407	06/10/2015	1 to 2 years
29300755	06/10/2015	I anticipate at least 1 new hire (most likely a part-time developer) within the year.
29306450	06/11/2015	6 Months

1

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9. Would you give hiring preference to applicants with the proposed degree?

<u>29262025</u>	05/29/2015	not necessarily
<u>29262036</u>	05/29/2015	In Broadcast Production - few if any people check degrees. Most people look at your work.
<u>29300407</u>	06/10/2015	Yes
<u>29300755</u>	06/10/2015	Yes, as long as they had specific training in modern and emerging technologies (highly proficient in Adobe Creative Suite and/or Sketch, highly proficient in HTML & CSS, at least a little knowledge in Javascript and Front-End libraries, etc.)
<u>29306450</u>	06/11/2015	Yes

1

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? Would you provide tuition assistance to employees enrolling in program coursework?

<u>29262025</u>	05/29/2015	unable to do that
<u>29262036</u>	05/29/2015	If I grew large enough.
<u>29300407</u>	06/10/2015	8 I can't speak to that, but it is a possibility.
<u>29300755</u>	06/10/2015	0
<u>29306450</u>	06/11/2015	1

1

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

<u>29262025</u>	05/29/2015	possibly
<u>29262036</u>	05/29/2015	Absolutely.
<u>29300407</u>	06/10/2015	Yes
<u>29300755</u>	06/10/2015	n/a
<u>29306450</u>	06/11/2015	yes

1

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?

<u>29262025</u>	05/29/2015	unsure
<u>29262036</u>	05/29/2015	My Company isn't large enough to participate.
<u>29300407</u>	06/10/2015	I can not speak to that, but these are all possibilities.
<u>29300755</u>	06/10/2015	We've discussed the possibility of needing an intern within the next year or 2.

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29306450 06/11/2015 Internships

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1

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

29262025	05/29/2015	possibly
29262036	05/29/2015	Probably not.
29300407	06/10/2015	Yes, but this is not my area of expertise.
29300755	06/10/2015	No
29306450	06/11/2015	Not at this time

1

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

Interpersonal communications : 1.00 | 100% Supervision/Management : 0.00 | 0% Budgeting : 0.00 | 0% Written/oral communications : 1.00 | 100% Leadership/initiative : 1.00 | 100% Data analysis : 1.00 | 100% Team work : 1.00 | 100% Planning/Organizing : 1.00 | 100% Public Speaking : 0.00 | 0% Independent worker : 1.00 | 100% Conflict resolution : 0.00 | 0% Marketing : 1.00 | 100% Analytical reasoning : 1.00 | 100% Problem Solver : 1.00 | 100% Teacher/Trainer : 1.00 | 100% Computer programming : 1.00 | 100% Computer applications : 1.00 | 100% PowerPoint Presentations : 1.00 | 100% Foreign Language : 0.00 | 0%

Question	Count	Score
1. Interpersonal communications	3	1.00
2. Supervision/Management	0	0.00
3. Budgeting	0	0.00
4. Written/oral communications	3	1.00
5. Leadership/initiative	2	1.00
6. Data analysis	2	1.00
7. Team work	4	1.00
8. Planning/Organizing	4	1.00
9. Public Speaking	0	0.00
10. Independent worker	3	1.00
11. Conflict resolution	0	0.00
12. Marketing	1	1.00
13. Analytical reasoning	3	1.00
14. Problem Solver	4	1.00
15. Teacher/Trainer	2	1.00
16. Computer programming	4	1.00

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17. Computer applications	4	1.00
18. PowerPoint Presentations	1	1.00
19. Foreign Language	0	0.00
Average		0.74

15. List other skills not included in #14.

<u>29262025</u>	05/29/2015	
<u>29262036</u>	05/29/2015	
<u>29300407</u>	06/10/2015	Conceptual Art design, and coding.
<u>29300755</u>	06/10/2015	
<u>29306450</u>	06/11/2015	

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

<u>29262025</u>	05/29/2015	Possibly provide a more technical employment base; however, we see these students that learn here leave for larger states.
<u>29262036</u>	05/29/2015	It's a growing field. It's impact on this area has no track record, but could benefit many different types of businesses.
<u>29300407</u>	06/10/2015	Growth in existing companies, and startup opportunities.
<u>29300755</u>	06/10/2015	We're in a critical time in Arkansas. There's a small, but growing tech community bubbling up in Central and Northwest Arkansas, but there's not enough talent right now to fully support big growth. Programs like this have the opportunity to be a pipeline into that growing community.
<u>29306450</u>	06/11/2015	

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

<u>29262025</u>	05/29/2015	
<u>29262036</u>	05/29/2015	
<u>29300407</u>	06/10/2015	I believe that this is a new and exciting field that is wide open in this part of the country, and is full of opportunity.
<u>29300755</u>	06/10/2015	
<u>29306450</u>	06/11/2015	

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U.S. National Job Outlook by Category - Bureau of Labor Statistics

Job Type	Median Salary 2012	Number of Jobs 2012	Job Outlook 2012-2022	Comparative Job Growth	Employment Change 2012-2022
Computer Programmers	\$74,280	343,700	8% increase	As fast as average	28,400
Graphic Designers	\$44,150	259,500	7% increase	Slower than average	17,400
Multimedia Artists and Animators	\$61,370	68,900	6% increase	Slower than average	4,300
Software Developers	\$93,350	1,018,000	22% increase	Much faster than average	222,600
Web Developers	\$62,500	141,400	20% increase	Faster than average	28,500

Bureau of Labor Statistics**May 2014 State Occupational Employment and Wage Estimates for Arkansas**

http://www.bls.gov/oes/current/oes_ar.htm

Occupation Title	Employment	Employment per 1000 jobs	Annual Mean Wage
Computer Programmers	3,280	2.834	\$71,620
Computer Occupations, All Other	510	0.437	\$76,870
Computer and Information Systems Managers	1,710	1.472	\$109,880
Graphic Designers	940	0.807	\$39,100
Art Directors	140	0.124	\$51,900
Multimedia Artists and Animators	30	0.029	\$36,390

Calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas in Arkansas.

JUN 26 2015

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2001 SE 10th Street
Bentonville, AR 72716-0315
Phone 479.204.6583
karla.winters@walmart.com

3D Design & Visualization

Karla Winters, Sr. Manager

June 3rd, 2015

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

Dear Dr. Woods,

I am writing this letter in support of Arkansas Tech University's proposed new degree program, a BA in Game Design and Interactive Media. 3D simulations in a retail environment are getting more and more popular and widely needed. Walmart Stores, Inc. has a team dedicated to visualizing store environments and proposed ideas to help aid in training associates and making decisions based on real-life scenarios.

The 3D Design & Visualization team look for talented individuals that have degrees and experience in graphic design, animation, game simulation, and programming. We are only one small team, fighting against other large teams and vendors, to provide the ultimate in retail design simulations. There are many other companies in this industry that look for talented people to fill these roles. I feel an education in this field would be helpful to your students by providing a variety of future employment opportunities.

Sincerely,

A handwritten signature in cursive script that reads "Karla Winters".

Karla Winters
Sr. Manager
3D Design & Visualization
Store Layout Department
Walmart Stores, Inc

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6/8/2015

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Join Our Excellent Mobile and Web Developers in Conway

Metova, Inc. - Little Rock, AR

Posted: 5/22/2015

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We Strive For Excellence:

Metova only hires those who share our. We want self-motivated, disciplined people who do what needs to be done instead of waiting to be told what to do. Your manager exists to give you what you need, not to micromanage or make decisions for you. If you are not responsible enough to take care of your own work, you will not work here.

You Deserve An Excellent Team

People describe you as intense, and you take that as a compliment. You require excellence. You expect your co-workers to make wise decisions, to be curious, to be courageous. You seek what is best for your team, whether that means discarding your ideas when presented with better ones, or abandoning your own work to sit next to a team member for an hour because you know she'd do the same for you. You are candid, and you listen well. You have great ideas and you drive them to implementation.

We Make Interesting Things

Every Metovian is encouraged to find their own purpose and to incorporate it into their work life. If your work is fulfilling, you will make your work the best that it can be. Here are some of the ways that working with us can give you an immense sense of purpose: Help deaf and non-verbal children communicate through assistive technology; Build software and hardware prototypes to prove bleeding-edge ideas; Give life to startups that were nothing more than a good idea before you came along; Teach others how to think creatively about new problems; Be challenged in your notions of what can and can't be done

We Are Innovators

You could work for Big Corp and work on one thing forever. Or you can work with us and find neat problems to solve all the time. Here are some of the cool things we've worked on: Unlocking doors with our phones; Devising new security exploits for mobile devices; Syncing media playback across multiple mobile devices; Customizing the Android OS to run on custom hardware; Designing scalable systems on AWS using the latest and greatest tech

Skills & Requirements

You should be someone who embodies our. If you exemplify all of these values, we will find a place for you. Developers should have 2 years of college or work experience with any subset of the following technologies: Android (Android Studio, Gradle, Java, Maven); Front-End Web (Adobe Flash, AngularJS, CSS3, HTML5, Jasmine, JavaScript, PhantomJS); iOS (CocoaPods, Objective-C, Swift, Xcode); Java (Apache CXF, Eclipse, Hibernate, Maven, Spring); Ruby on Rails (Cavis, Pundit, RubyMine, RSpec); Web Server Management (Amazon Web Services, New Relic, Puppet)

About Metova, Inc.

Work for a company that understands technology, user experience, and professional services intimately. Salary is based on the value you provide, and we are willing to pay top of market for excellent people. Family health benefits, disability benefits, and a 401(k) plan are included. Casual, open work environment at an incredible facility. Natural light, windows everywhere. Stocked beverage fridge, coffee, etc. Game room with ping pong table and custom-built arcade system. Did we mention, two craft beers on tap? No third parties please.

Joal Test score: 12 out of 12

This is a twelve-question measure of the quality of a software team. Do you use source control? Can you make a build in one step? Do you make daily builds? Do you have a bug database? Do you fix bugs before writing new code? Do you have an up-to-date schedule? Do you have a spec? Do programmers have quiet working conditions? Do you use the best tools money can buy? Do you have testers? Do new candidates write code during their interview? Do you do half-way usability testing?

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Art Director - Rockfish | Jobs.com

Art Director

Rockfish - Rogers, AR 72757

Posted: 5/28/2015

[Apply Now \(http://rockfish.theresumator.com/apply/4oXUI4/Art-Director?source=MONS\)](http://rockfish.theresumator.com/apply/4oXUI4/Art-Director?source=MONS)

The Art Director works closely with the creative leadership as well as project management, account services and technology to develop the content and layout of a project that coordinates across different digital media (web, tablet, mobile, social, video, etc).

Responsibilities:

Create design systems that can coordinate across multiple platforms (web, mobile, social, etc) Create style guides to support design systems Incorporate knowledge of digital trends and technologies into client solutions Develop concepts and executions independently Work independently with limited oversight and guidance Present concepts and designs internally and to client when appropriate Delegate and direct efforts of other designers to complete project deliverables Manage progress of projects to meet established timelines, hours, and creative brief Grow the skills of design personnel over time Lead projects from the design perspective as well as taking a lead role in developing ideas for multiple projects Manage the daily work assignments of a team of designers Closely monitor progress of projects Lead design team in meeting expectations on client deliverables and understand the process to get to a great final product Requirements:

Design Degree or equivalent experience Strong understanding of design and typography principles Strong understanding of relevant social media apps (Facebook, Twitter, Instagram, Pinterest, etc) Strong Understanding of HTML/CSS/JavaScript/Flash Strong understanding of production process for digital media (cuts, style guides, colorspace, file compression, layer comps, smart objects, exporting, batch processing, etc.) Professional recognition via industry awards, speaking engagements, etc. Considered expert in the field with specialization in visual, typography, animation, video, 3D, etc. Strong understanding of production Firm grasp of development tools Ability to inspire, collaborate, motivate, and set direction for designers Solid presentation skills Ability to coach, manage, and direct design work Ability to grow and guide career paths for designers Ability to manage multiple priorities simultaneously

[Apply Now \(http://rockfish.theresumator.com/apply/4oXUI4/Art-Director?source=MONS\)](http://rockfish.theresumator.com/apply/4oXUI4/Art-Director?source=MONS)

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<http://job-openings.monster.com/monster/f2bfecca-8361-427b-9411-3584e2ce14e0?mescoId=2700402001001&jobPosition=6>

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6/5/2015

Software Developer Job in North Little Rock 72113, Arkansas US

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Job Summary

Company

CompSys

Location

North Little Rock, AR 72113

Industries

Computer Software

Computer/IT Services

Job Type

Full Time

Employee

Years of Experience

1+ to 2 Years

Education Level

High School or equivalent

Career Level

Entry Level

Salary

35.00 - 45,000.00 \$ /year

Software Developer

About the Job

Compsys, inc. has a position open for a C# developer. Duties will consist of, but not be limited to, developing and troubleshooting custom small business applications. This is a ground level opportunity for the right person to help us develop this area of our business.

We offer 100% employer paid Health, Dental, Disability, and life insurance for our team.

If this sounds like an opportunity you would be interested in, let us know.

Apply

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INSTRUCTOR - Little Rock, AR - UALR | Jobs.com

INSTRUCTOR - Little Rock, AR

UALR - Little Rock, AR

Posted: 5/8/2015

Apply Now (http://jobrep.com/job/3808661/instructor-little-rock-ar/us/?utm_source=Monster&utm_medium=PPC&utm_campaign=free)

University of Arkansas at Little Rock Emerging Analytics Center (EAC) 3D Artist III/Graphic Artist III The University of Arkansas at Little Rock seeks applications for the position of 3D Graphic Artist III (P98118) for the Emerging Analytics Center (EAC). EAC works on a wide range of virtual reality and interactive visualization applied research projects, many of which require the creation of 3D assets, shaders, scripts, animations and other components. The 3D artist will be responsible for the development of the "look and feel" of many projects and will work directly under the center's Director. This position may also require to supervise art and design students assisting on the projects. The position also has opportunities for advancement to a lead position. This position reports directly to the Director of EAC and its main location will be the central offices of EAC in the EIT building. Applicants must possess advance knowledge of Photoshop or similar packages and experience with 3D modeling tools such as 3D Studio Max, Maya, Blender or Google Sketch up. Required Qualifications: A bachelor's degree is required with three years' experience or equivalent expertise in 3D Art. Preferred Qualifications: Experience with a scripting or programming language desired but not required. Application materials must be submitted through the online application system. Additional information about this position and application requirements are available under the Jobs link on the Human Resources' website at ualr.edu/humanresources/. Incomplete applications will not be considered. This position is subject to a pre-employment criminal background check. A criminal conviction or arrest pending adjudication alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

Apply Now (http://jobrep.com/job/3808661/instructor-little-rock-ar/us/?utm_source=Monster&utm_medium=PPC&utm_campaign=free)

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CAD Drafter Job in Springdale 72764, Arkansas US

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CAD Drafter

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Employment Staffing

Job Summary

Company

1st Employment Staffing

Location

Springdale, AR 72764

Industries

Construction - Industrial Facilities and Infrastructure

Manufacturing - Other

Engineering Services

Job Type

Full Time

Employee

Years of Experience

2+ to 5 Years

Education Level

Associate Degree

Career Level

Experienced (Non-Manager)

Salary

40,000.00 - 50,000.00 \$ /year

CAD Drafter

About the Job

Revit/AutoCAD Technician - Springdale, AR
Temp to Perm or Direct Hire DOE
\$15 - 25/Hr DOE

Function as a structural/plant layout designer by working closely with a lead engineer or in a small team designing large and medium sized projects or on multiple small projects. Design/draft new or modifications to existing buildings and other structures for industrial manufacturing, processing, and storage facilities. Work primarily involves but is not limited to steel framing, concrete structures, foundations and retrofit of any type of structural element. Layout of buildings and process equipment. Person will be a member of a team in the production of deliverables for the above items and will prepare plan and detail drawings of structures using AutoCAD or Revit software. Perform other duties related to project deliverables as directed by supervisor. Key elements of the duties include:

- Prepare plant layout, structural and mechanical drawings to produce finished drawings under the supervision of a licensed professional engineer.
- Make revisions to drawings as directed by professional engineer during the design and construction phase of the project
- Produce drawings in accordance with Facility Engineering Services' engineering and CAD standards and industry standards
- Assist management and professional staff in the development of standards.

As a minimum, applicants must have an Associate's Degree in CAD design/drafting curriculum or similar technical program or equivalent. Key requirements of the candidate qualifications are:

- Extensive knowledge of Autodesk Revit and AutoCAD software
- Knowledge of material handling and agricultural processing facility layout, meat processing, rendering,
- bulk storage and other similar facility types.
- Knowledge of structural drafting of all major materials of construction.
- Knowledgeable of structural steel detailing, concrete/rebar layout/detailing
- Knowledge of plant layout
- Aptitude for visualizing in 3-D
- Experience with industrial drawings
- Knowledgeable of building applications, construction methods and relevant building codes
- Functional knowledge of Excel, Word, or other office type software.

Requires interaction and coordination with other design disciplines to complete design tasks. Must occasionally travel to client sites for gathering information and

<http://jobview.monster.com/CAD-Drafter-Job-Springdale-AR-US-151619297.aspx?mesocid=1700209001001&jobPosition=1>

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Digital Marketing Assistant Job in Little Rock 72209, Arkansas US

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Ron Sherman Productions

Job Summary**Company**
Ron Sherman Productions**Location**
Little Rock, AR 72209**Industries**
Advertising and PR Services**Job Type**
Full Time
Employee**Digital Marketing Assistant****About the Job**

Ron Sherman Advertising & Teleproductions is an established advertising agency and video production company in Little Rock, AR that has been an industry leader for over 30 years. Our company is rapidly growing and is in need of talented individuals to fill these newly available positions. We are looking for not only experienced, talented individuals but team players that will be a great fit in our company culture. It is an exciting time to be a part of Ron Sherman Advertising & Teleproductions and we look forward to hearing from you. If you think you would be an asset to our company, don't hesitate to apply!

Digital Marketing Assistant

RSAT is seeking to expand its rapidly growing internet marketing department and is looking for a well-rounded individual who has experience in one or more of the following areas:

- Graphic Design
- Website Development
- Search Engine Optimization (SEO)
- Online Advertising
- Social Media
- Content Writing

The responsibilities of this position are to help ensure all projects are completed on time and correctly, while staying up to date on the latest industry trends in internet marketing and website design so that our clients continue to receive premium results in a timely fashion so they maintain their status as trendsetters within their respected industries. This is salaried position offering benefits, matching IRA, and vacation days.

Requirements:

- Experience in media preferred not required, whether it be with an agency or radio/TV/print
- Bachelor's degree preferred not required in advertising, marketing, computer science, or information technology related field
- Must have intermediate to high skill level in web design, programming, and/or internet marketing
- Must have strong communication skills to communicate with clients or colleagues on projects
- Must have ability to stay organized and meet deadlines in fast-paced environment
- Must be willing to occasionally stay late or work weekends as workload dictates
- Monitoring, tracking, and reporting of performance

[Apply](#)

<http://jobview.monster.com/GetJob.aspx?JobID=105410401&aid=132967869&uid=10001...> 6/15/2015

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Digital Ad Designer Job in Little Rock 72201, Arkansas US

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Job Summary

Company
PatientPoint

Location
Little Rock, AR 72201

Industries
Healthcare Services

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Education Level
Associate Degree

Digital Ad Designer

About the Job

Company Description

PatientPoint® is the leader and innovator of patient and physician engagement solutions at the point of care. PatientPoint award-winning patient education programs and care coordination platform drive meaningful outcomes for patients, healthcare providers and program sponsors. The PatientPoint Care Coordination Platform is the first mobile-enabled care coordination and patient engagement platform to be prevalidated by the National Committee for Quality Assurance (NCQA) for 2011 patient-centered medical home (PCMH) criteria. PatientPoint serves more than 61,000 physicians across all programs and more than 570 hospitals throughout the U.S., and impacts over 456 million patient and caregiver exposures annually. Learn more at www.patientpoint.com

Job Description

The Digital Designer's primary role is to execute digital animations for local advertisers supporting the hospital waiting room digital screens program (HDN). The Digital Designer reports to Art Director, Digital Ads, and will work across departments as needed to meet the needs of business stakeholders. The Digital Designer will concept, design and deliver quality final assets that meet the requirements of the program. The Digital Designer will help aid the Art Director's management of program sponsor deliverables for our other digital programs—including local and national ads for our waiting room program and varied ads for our interactive programs. This role will also be responsible for contributing (as capacity allows) to execution of editorial segments and content production tasks (sound/VO editing) for our waiting room overall program. This essential role will partner with other creative designers as needed to ensure quality execution within digital products for clients, customers and patients.

Position Responsibilities:

-Serves on the Creative Department's digital design team to support development of sponsor ads for hospital—including new builds, edits and ongoing updates.

<http://jobview.monster.com/GetJob.aspx?JobID=152308632&aid=132967869&uid=10001...> 6/19/2015

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Appendix D
Program Assessment

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.

- o. How does this proposal for the new program fit with the university mission? *The Game and Interactive Media Design Program is an innovative program that develops professional skills in graphic design, computer science, game design and interactive media. The skills developed are critical to a new global economy based on computer technology and visual digital communication.*
- p. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. *Not applicable.*
- q. How will this new program enhance learning for students enrolled in the program? *The Game and Interactive Media Design Program will provide students with skills needed for employment in the video game and entertainment industries as well as a broad range of fields requiring animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation. The program requires 58 hours of course work beyond the 35 hour general education curriculum and 27 hours of electives. Students will take courses in graphic design, 3D animation and modeling, computer programming, and game theory and development. They will be exposed to industry standard design software and computer programming techniques.*
- r. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? *Students will demonstrate proficiency in industry standard design software and computer programming techniques. Students will graduate with a portfolio that demonstrates skills in illustration, animation, modeling, and story formation. Students will also individually or as a team develop a game in their capstone senior game project courses.*
- s. Provide an example or examples of assessment evidence which supports adding this new program. *Senior surveys in the art department have suggested student desire for a 3D and gaming program. In addition, the 2015 ATU enrollment management list of high school seniors identified as prospective students, 642 expressed an interest in pursuing degrees in an art or computer related field. US Bureau of Labor statistics list software and web developers as faster than average employment fields (over 20% projected growth 2012-2022) with median pay ranges between \$60,000 and \$90,000 per year. Employers are*

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- expected to add over a quarter of a million jobs to the existing one million jobs in these fields in the United States by 2022.*
- t. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. *There are only a few similar programs in the state. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.*
 - u. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) *See attached.*

Arkansas Tech University
Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: New Program Proposal
Program: BA in Game and Interactive Media Design

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Prepare students for a professional career in game and interactive media design.	LO1: Students will demonstrate skills in game and interactive media design.	GAME 4013 Senior Game Project I	Student Survey Industry Survey	Professional preparation rated good or excellent
		GAME 4023 Senior Game Project II	Senior Game Project I and II – Panel review and rubric rating.	Program graduates rated good or excellent High Pass 90-

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				100% Pass 80-89%
PO2: Promote innovation through the use of industry standard design software and computer programming techniques.	LO2: Students will demonstrate an advanced understanding of counseling professional ethics and apply ethical standards in a counseling setting.	ART4633 3D Animation ART 4263 3D Modeling COMS 2104 Computer Programming I COMS 2203 Computer Programming II	Industry Survey Faculty Continuing Education	Classroom software rated good or excellent Faculty attends one continuing education workshop every two years
PO3: Provide solid foundations in illustration, animation, modeling, and story formation.	LO3: Students will demonstrate skills in illustration, animation, modeling, and story formation.	GAME 4901 Portfolio	Portfolio – Faculty review	High Pass 90-100% Pass 80-89%
PO4: Provide a solid foundation in Game Theory	LO4: Students will demonstrate basic knowledge of game theory fundamentals	GAME 4803 Game Theory	GAME 4803 Game Theory CPGE	High Pass 90-100% Pass 80-89%

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
------------	--------------------------------	----------------------------------	--	--------------------------------

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Course Embedded	GAME 4803 GAME 4013 GAME 4023 GAME 4901	CPGE system for GAME 4803 Panel review for GAME 4013 & 4023 Faculty review for GAME 4901 Assessment data will be submitted annually.	Review and analyze ARGOS report for GAME 4803. GAME 4013, 4023 & 4901 Analyze panel feedback, project rubrics and faculty review for program improvement indicators.	Course, instructional or program changes.
Indirect and Direct Measures Alignment	Student Survey Industry Survey Continuing Education	Students will complete exit survey upon completion of GAME 4901. Industry survey will be distributed annually. Department head will track continuing education annually.	Analyze survey results	Program and Curriculum changes

Continuous Improvement Plan
Summarize each category from assessment results and conclusions.

Categories of Improvement:	Recommended Changes:
A. Student Learning	Course Embedded Student Learning Outcome Assessment
B. Instruction and Curriculum	Course Embedded Student Learning Outcome Assessment
C. Assessment	Evaluate assessment from Student Learning Outcome results
D. Program Quality	Evaluate changes from Student and Employer Satisfaction Surveys
E. Budget	Budget requests supported by student learning and program assessment.

Continuous Improvement Learning Report

Complete Annual Continuous Improvement Report form
upload in TracDat documents section.

*ANNUAL PROGRAM
CONTINUOUS IMPROVEMENT*

*ARKANSAS TECH UNIVERSITY
Department of:*

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STUDENT LEARNING REPORT (January 2014) ARGOS FORM	Art Degree: Bachelor of Art in Game and Interactive Media Design For Academic Year/Cycle:
--	--

ANALYSIS OF EVIDENCE OF CONTINUOUS IMPROVEMENT PROGRAM STUDENT LEARNING

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

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

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

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

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head	<i>Charlie Jager</i>	7-1-15
Dean	<i>J. W. Ratz</i>	2015 July
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. W. Ratz</i>	8/3/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) ENVS	Course Number: (e.g., 1003) 4112 and 4114	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) Environmental Science Internship		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) ENV SCI INTERNSHIP		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input checked="" type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type: _____

Elective Major Minor

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

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

On demand

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

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

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

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

Attach the Course Addition Assessment Form.

Attached

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

Environmental Science Internship (ENVS 4112 and ENVS 4114)

Instructor of record will be the program director of biology. The course will be offered on demand as determined by student need and available internship opportunities. No textbooks are typically assigned for an internship.

Prerequisite: Consent of biology program director.

Proposed course 4112

A supervised, practical experience providing ENVS majors with a hands-on, professional experience related to their career interests. Approximately 200 clock hours, a proposal, a log book, and a written and oral report are required.

Proposed course 4114

A supervised, practical experience providing ENVS majors with a hands-on, professional experience related to their career interests. Approximately 400 clock hours, a proposal, a log book, and a written and oral report are required.

Note: A maximum of four credit hours is allowed for ENVS internship.

Internship Requirements

1. Biology interns will adhere to the Tech Guidelines for interns.
2. The student will obtain a faculty contact to act as a program coordinator. This program will emphasize application of classroom knowledge to career goals. For the 4112 course, a minimum of 200 clock hours of supervision (20 hrs/wk for 10 weeks), a written or oral report, and a portfolio are required. For the 4114 course, a minimum of 400 clock hours of supervision (40 hrs/wk for 10 weeks), a written or oral report, and a portfolio are required.
3. The application for internship should be completed prior to the start of the internship. An internship project description form should be completed at the same time. An agreement letter from the job supervisor should be sent to the internship faculty director before the internship begins. This letter should detail the position responsibilities and what the intern will learn during the course of the internship as well as any work expectations from the intern.
4. All requirements, responsibilities, and evaluations for the final grade should be planned in detail before the program is started. This plan should be written and signed by the student, faculty advisor, and employment supervisor. It should include sufficient details to evaluate the student's performance for a grade. Remember, this course holds two or four credit hours and can dramatically improve or reduce a student's overall GPA.
5. The student should keep in contact with the faculty advisor to ensure the goals are being met through the course of the internship. A monthly or biweekly progress report/journal may be helpful to monitor the student's progress. This action will allow changes if they become necessary.
6. If problems arise, the faculty advisor must be contacted as soon as possible. The faculty advisor has to rely on the evaluation and assessment of the intern's supervisor to assign a grade.
7. If there is a dispute over performance, a non-partial third party can be asked to provide assessment of the student's performance. The use of a third party is up to the discretion of the faculty advisor.

Arkansas Tech University

Course Change

Assessment Form: Regarding course addition ENVS 4112 and 4114

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.
- b. Explain the rationale for the cosmetic course change.

a. Accreditation Directive: N/A

b. Rationale: Supervised, hands-on practical experiences related to their career interests are often a deciding factor for competitive graduate school or job positions. This course will allow students to earn credit for these experiences. Having a 2 and 4 credit version of the course allows flexibility.

Summary of proposed course 4112

A supervised, practical experience providing ENVS majors with a hands-on, professional experience related to their career interests. Approximately 200 clock hours, a proposal, a log book, and a written and oral report are required.

Summary of proposed course 4114

A supervised, practical experience providing ENVS majors with a hands-on, professional experience related to their career interests. Approximately 400 clock hours, a proposal, a log book, and a written and oral report are required.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head	<i>Charli Hoyer</i>	7-1-15
Dean	<i>Jeff W. Ratten</i>	2015 July 1
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yessica</i>	8/3/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) BIOL/ENVS	Course Number: (e.g., 1003) 4124	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) Biological Assessment of Water Quality		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Biological Assessment of Water		
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 checked="" type="radio"/> Yes <input type="radio"/> No BIOL 4124 and ENVS 4124		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? Lab Fee-Biological

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.?

No

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

No

Attach the Course Addition Assessment Form.

Attached

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

Biological Assessment of Water Quality (BIOL/ENVS 4124)

Offered Spring Semesters. Instructor of record and appropriate text book is yet to be determined.

cosmetic change to add ENVS crosslist
Prerequisites: BIOL/ENVS/PHSC 1004, BIOL/FW 3114, and three semesters of chemistry

This course is an in-depth study of assessment of water quality by analyzing biological and chemical data.

This course may include topics and case studies from the following list:

Compare and contrast biological and chemical techniques for assessing water quality

Physical and chemical properties of water, Connecting flows and water quality

Nutrient pollution, point and non-point sources

Effects of petroleum pollution from extraction, transportation, refining, and combustion on biological systems

SOPs, industry, and government standard practices and procedures for analyzing water quality

Species richness, species evenness and rank abundance curves

Techniques from microbiology

Plants as assessment tools

Cladocerans and other zooplankton in laboratory or field

Macroinvertebrates as indicators

Fighting Back Against Invasive Plants

Watch-dogging Wetlands Mitigation

Tackling the Dead Zone & Restoring the Mississippi

Volunteer monitoring helps identify problems and improve clean-up

This course will be cross-listed BIOL and ENVS.

Lecture 3 hours, laboratory 3 hours. This course includes several required field trips. \$40 laboratory fee.

Justification/rationale for the course: Assessment of water quality is a very important task in environmental science. There are already several courses in the ENVS curriculum that prepare students with skills for analyzing water quality using chemical techniques. However, often these require expensive equipment and advanced technical skills. Biological techniques are often cheaper than and as effective as traditional chemical methods. Many NGO's (like River Keepers), environmental consulting firms, federal and state agencies use biological assessment of water quality for these reasons and environmental science graduates may need these skills.

Arkansas Tech University

Course Change

BIOL/ENVS

Assessment Form: Regarding course addition ENVS 4124

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.
- b. Explain the rationale for the cosmetic course change.

a. Accreditation Directive: N/A

b. Rationale: Assessment of water quality is a very important task in environmental science. There are already several courses in the ENVS curriculum that prepare students with skills for analyzing water quality using chemical techniques. However, often these require expensive equipment and advanced technical skills. Biological techniques are often cheaper than and as effective as traditional chemical methods. Many NGO's (like River Keepers), environmental consulting firms, federal and state agencies use biological assessment of water quality for these reasons and environmental science graduates may need these skills.

Summary of proposed course

This course is an in-depth study of assessment of water quality by analyzing biological and chemical data.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head	<i>Charlie Hays</i>	7-1-15
Dean	<i>J. W. Ketur</i>	2015 July 1
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	8/3/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) ENVS	Course Number: (e.g., 1003) 4133	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) Environmental Policy		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Environmental Policy		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type: _____

Elective Major Minor

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

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

Spring Semesters

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

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

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

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

Attach the Course Addition Assessment Form.
Attached

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

Environmental Policy (ENVS 4133)

Offered Spring Semesters. Instructor of record and appropriate text book is yet to be determined.

Prerequisites: BIOL/ENVS/PHSC 1004 and BIOL/ENVS 3043

This course is an in-depth study of environmental policy and law, including federal and state regulations, federal and state agencies, policies, enforcement, historic legal actions, and important procedures for compliance.

This course may include topics and case studies from the following list:

Introduction to the Clean Water Act

Water Quality Standards

Pollution Discharge Permits

Stormwater Pollution Discharge Permits

Identifying Impaired Waters

Restoring Impaired Waters

Water Quality Certification

Dredge & Fill Permits

Nonpoint Source Control

State Revolving Funds

Enforcement

Other Laws

Phosphorus Pollution Controls

Kentucky Waterways Alliance antidegradation case

Using the Clean Water Act to Restore Flows: Fay Creek

Watershed-based approach to stormwater permits

Creative ways to use Section 319 funds

Hard infrastructure dollars pay for stream restoration

An industrial success in Oregon

Pursuing alternatives to wetland destruction

Using 401 to protect streamflow in the Dosewallips River

Justification/rationale for the course: Knowledge of federal and state environmental policies and agencies is critical information for a professional environmental scientist whether they work for an environmental consulting firm, a state or federal agency, a private industry as an environmental compliance officer, or NGO. It is not only important to be familiar with current policies but also have the skills to research new and developing policies in the future. This course will review existing guidelines and compliance policies, but also provide students with the skills and confidence to directly research specific laws, rules, and compliance policies.

Arkansas Tech University

Course Change

Assessment Form: Regarding course addition ENVS 4133

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.
- b. Explain the rationale for the cosmetic course change.

a. Accreditation Directive: N/A

b. Rationale: Knowledge of federal and state environmental policies and agencies is critical information for a professional environmental scientist whether they work for an environmental consulting firm, a state or federal agency, a private industry as an environmental compliance officer, or NGO. It is not only important to be familiar with current policies but also have the skills to research new and developing policies in the future. This course will review existing guidelines and compliance policies, but also provide students with the skills and confidence to directly research specific laws, rules, and compliance policies.

Summary of proposed course

This course is an in-depth study of environmental policy and law, including federal and state regulations, federal and state agencies, policies, enforcement, historic legal actions, and important procedures for compliance.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head	<i>Charlie Hagan</i>	7-1-15
Dean	<i>Jeff W. Rater</i>	2015 July 1
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Suzanne</i>	8/3/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) ENVS	Course Number: (e.g., 1003) 4881-4	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)		
<i>Advan</i> Special Topics in Environmental Science		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<i>Advan</i> Special Topics in Env Sci		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input checked="" type="radio"/> Yes <input type="radio"/> No How many total hours? 8		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input checked="" type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Advanced Topics in Environmental Science (ENVS 4881, 4882, 4883, 4884)

Offered: On demand

Prerequisites: an upper level science course and consent of the instructor.

This course offers advanced instruction in an area of environmental sciences that is not otherwise covered in the curriculum. The focus of the course will vary from offering to offering, thus the course may be taken more than once.

The instructor, text books, assessment methods and course objectives will vary from offering to offering.

I. Catalog description:

ENVS

~~BIOL~~ 4881-4. Advanced Topics in Environmental Science. Prerequisites: an upper level science course and consent of the instructor. This course offers advanced instruction in an area of biological sciences that is not otherwise covered in the curriculum. The focus of the course will vary from offering to offering, thus the course may be taken more than once. Offered on demand.

II. Justification and feasibility:

- A. The field of environmental science is rapidly changing. The department needs to have a course designation such as this to allow flexibility in offerings to take advantage of faculty expertise and serve the needs of advanced students.
- B. Our department does not currently offer a course of this nature. We do offer a variable credit, directed research course. However, it is taught on an individual basis under a set of rather specific guidelines centered on the research process. The currently proposed course will involve teaching advanced biological topics in a more traditional lecture/lab format.
- C. This course developed directly from the department's plan to be able to offer different types on instruction in a timely fashion.
- D. The course will be offered as needed.
- E. Depending on the topic of interest, the course will be staffed either by Biological Sciences faculty or by qualified adjunct instructors. The offering of this course will depend on both need and availability of qualified staff.
- F. We have not consulted other departments because the changes are not expected to significantly impact other departments.

Arkansas Tech University

Course Change

Assessment Form: Regarding course addition ENVS 4881-4

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.
- b. Explain the rationale for the cosmetic course change.

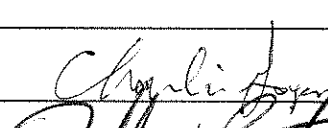
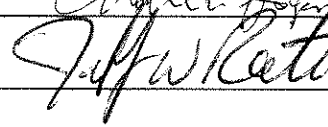
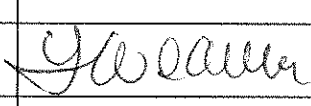
a. Accreditation Directive: N/A

b. Rationale: The field of environmental science is rapidly changing. The department needs to have a course designation such as this to allow flexibility in offerings to take advantage of faculty expertise and serve the needs of advanced students.

Summary of proposed course

This course offers advanced instruction in an area of environmental sciences that is not otherwise covered in the curriculum. The focus of the course will vary from offering to offering, thus the course may be taken more than once.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head		7-1-15
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/3/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) ENVS	Course Number: (e.g., 1003) 4951-4	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) Undergraduate Research in Environmental Science		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Undergraduate Research ENVS		
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 checked="" type="radio"/> Yes <input type="radio"/> No How many total hours? 8		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input checked="" type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <input type="text" value="40"/> Lab Fee-Biological
If selected other list fee type: <input type="text"/>
<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered? <input type="text" value="On demand"/>
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog) a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No
Attach the Course Addition Assessment Form. Attached
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A

Undergraduate Research in Environmental Science (ENVS 4951, 4952, 4953, 4954)

Offered: On demand

Prerequisites: an upper level science course and consent of the instructor.

Advanced students carry out independent research activity relating to a significant problem in a major field of study and supervised by faculty member. Formal report and presentation required. One to four credits depending on problem selected and effort made.

\$40 laboratory fee

Arkansas Tech University

Course Change

Assessment Form: Regarding course addition ENVS 4951, 4952, 4953, 4954

Our Mission

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. Explain the rationale for the cosmetic course change.

a. Accreditation Directive: **N/A**

b. Rationale: **Research experience is valuable for graduate school or the workforce. This course will provide students with advanced directed research experience.**

Summary of proposed course

Advanced students carry out independent research activity relating to a significant problem in a major field of study and supervised by faculty member. Formal report and presentation required. One to four credits depending on problem selected and effort made.

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Biological Sciences
DATE SUBMITTED:	June 30, 20 15

Title	Signature	Date
Department Head	<i>Charlie Gagen</i>	6-30-15
Dean	<i>J. W. Rette</i>	2015 July 1
Registrar	<i>Wooan</i>	8/3/15
Vice President for Academic Affairs		

Program Title: Environmental Science	CIP Code: 03.0104
Contact Person: Dr. Charlie Gagen, Head Department of Biological Sciences Arkansas Tech University 1701 North Boulder Avenue cgagen@atu.edu 479-964-0814	Proposed Date: Spring 2016

Program Summary:

Faculty in Tech's Department of Biological Sciences - Biology Program, propose a new Bachelor of Science major in Environmental Science that prepares students to solve environmental problems. If approved, this will replace the Environmental Option currently offered for Biology majors.

Program Overview and purpose

The existing Environmental Option to the Biology major has provided students interested in environmental science with focused study similar to a minor in environmental science. However, as it is currently programmed it has not proven to be an attractive option for students wishing to major in Environmental Science. Students earning a bachelor of science in environmental science will be broadly trained to think critically about environmental issues based on a solid inter-disciplinary natural

Curriculum Outline by Semester

See Attached

Total number of Semester Hours Required for Graduation: **120**

Can the program be completed in 8 semesters?

Yes No

List New Courses (New Course Proposals to follow as separate attachments):

Environmental Science Internship (ENVS 4112 and ENVS 4114)

Environmental Policy (ENVS 4133)

Biological Assessment of Water Quality (BIOL/ENVS 4124)

Advanced Topics in Environmental Science (ENVS 4881, 4882, 4883, 4884)

Undergraduate Research in Environmental Science (ENVS 4951,4952,4953,4954)

General Education Courses, Core Courses, and Major Courses

General Education Courses Specified for this Program (includes 35 total with 18 listed here and 17 in the next section specifically required for the major):

ENGL 1013 and 1023 (or equivalent honors courses)

MATH 1113 (or higher level MATH)

3-hours of US History or Government

6-hours of fine arts/humanities

Core courses required for a major in Environmental Science (**61 total semester credit hours**):

BIOL 1011 Orientation to Biological Sciences (*also fills* an institutional requirement)

BIOL/ENVS/PHSC 1004 – Principles of Environmental Science (*also fills* a general education requirement)

BIOL 1114 – Principles of Biology (*also fills* a general education requirement)

ECON 2003 – Principles of Economics I (*also fills* a general education requirement)

SOC 1003 – Introduction to Sociology (*also fills* a general education requirement)

SPH 2003 – Public Speaking (*also fills* a general education requirement)

BIOL 2124 – Principles of Zoology

BIOL 2134 – Principles of Botany

BIOL 3114/FW 3114 – Principles of Ecology

BIOL/ENVS 3043 – Conservation

BIOL/ENVS/PHSC 3111 - Environmental Seminar

CHEM 2124 – General Chemistry I

CHEM 2134 – General Chemistry II

CHEM 3254 – Fundamentals of Organic Chemistry

CHEM 3264 – Mechanistic Organic Chemistry

ENVS 4133 – Environmental Policy-NEW

GEOL 1014 – Physical Geology

PHYS 2014 – Physical Principles I

Directed electives supporting a major in Environmental Science, Electives should be selected to ensure students meet the 120 total hours and 40 upper division hours requirements (**38-41 total semester credit hours**):

Group A Math choice (2 courses required, one from each row 7-8 hours)

MATH 2163 – Introduction to Statistical Methods **or** SOC/PSY 2053 Statistics for the Behavioral Sciences

FW 3173 – Biostatistics **or** MATH 2914 Calculus I

Group B Physical Science with laboratory choice (1 course required: 4-5 hours)

PHYS 2024 – Physical Principles II, CHEM 3245 – Quantitative Analysis, or CHEM 4414- Instrumental Analysis

Group C Physical Science without laboratory choice (1 course required: 3 hours)

BIOL/CHEM 3353 - Fundamentals of Toxicology (currently CHEM, proposed for cross-listing as BIOL), CHEM 3313- Environmental Chemistry, GEOL 3083 – Hydrogeology, GEOL 3153 - Environmental Geology, or PHSC 3033 - Meteorology

Group D GIS and Research choice (2 courses required: 7-8 hours)

FW 2833/GEOG 2833 – Introduction to Geographic Information Systems

FW 3074 - Habitat Evaluation

FW 4034 – Geographic Information Systems in Natural Resources

ENVS 4114 – Environmental Science Internship-NEW

ENVS 4884 - Advanced Topics in Environmental Science

ENVS 4954- Undergraduate Research in Environmental Science -NEW

Group E Life Science choice (2 courses required: 7-8 hours)

BIOL 3004 – Plant Taxonomy

BIOL 3034 – Genetics

BIOL 3054 – Microbiology

BIOL 3064 – Parasitology

BIOL 3084/FW 3084 – Ichthyology

BIOL 3104/AGPM 3104 – Introduction to Entomology

BIOL 3134 – Invertebrate Zoology

BIOL 3144/FW 3144 - Ornithology

BIOL 3174 – Physiological Ecology

BIOL 3224/FW 3224 - Herpetology

BIOL 4064 – Evolutionary Biology

BIOL 4163/FW 4163 – Biodiversity and Conservation Biology

Group F Field Biology choice (1 course required: 4 hours)

BIOL 4024/FW 4024 – Limnology

FW 4014 – Forest Ecology and Management

FW 4064 – Wetland Ecology and Management

BIOL 4094 – Coastal Ecology

ENVS 4124- Biological Assessment of Water Quality-NEW

Group G Social Science choice (2 courses required: 6 hours) Human Dimensions Elective

ANTH 2003 - Cultural Anthropology

ANTH 2103 - Ozark-Ouachita Studies

ANTH 2303 - Globalization

SOC 3033 - Sociology and Environment

SOC 3113 - Social Movements and Social Change

FW 4103 - Human Dimensions of Fisheries and Wildlife Management

Courses currently offered via distance technology:

None of the required courses aside from general education courses are offered via distance technology.

Program Admission Requirements:

No requirements past ordinary TECH admission requirements.

Curriculum in Environmental Science

Freshman

Fall	Spring	
ENGL 1013 Composition I ^{1,T}	3	ENGL 1023 Composition I ^{1,T} 3
MATH 1113 College Algebra ^T	3	U.S. History/Government ^{1,T} 3
BIOL 1011 Orientation to the Biological Sciences	4	BIOL 1114 Principles of Biology ^T 3
BIOL/ENVS/PHSC 1004 Principles of Environmental Science ^T	1	SOC 1003 Introduction to Sociology ^T 3
GEOL 1014 Physical Geology ^T	4	MATH 2163 Introduction to Statistical Methods or SOC/PSY 2053 Statistics for Behavioral Sciences ^T 3
Total Hours	15 Total Hours	16

Sophomore

Fall	Spring	
Fine Arts & Humanities ^{1,T}	3	Fine Arts & Humanities ^{1,T} 3
ECON 2003 Principles of Economics I ^T	3	BIOL 2134 Principles of Botany ^T 4
BIOL 2124 Principles of Zoology ^T	4	SPH 2003 Public Speaking ^T 3
CHEM 2124 General Chemistry I ^T	4	CHEM 2134 General Chemistry II ^T 4
Total Hours	14 Total Hours	14

Junior

Fall		Spring	
BIOL /FW 3114 Principles of Ecology	4	BIOL/ENVS/GEOL/PHSC 3111 Environmental Seminar	1
BIOL/ENVS 3043 Conservation	4	CHEM 3264 Mechanistic Organic Chemistry	4
CHEM 3254 Fundamentals of Organic Chemistry	3	PHYS 2014 Physical Principles I^T	4
FW 3173 Biostatistics or MATH 2914 Calculus I	3-4	Life Science²	4
		Physical Science Elective without Lab³ or GIS and Research^{4*}	3
Total Hours	14-15	Total Hours	16

Senior

Fall		Spring	
Life Science²	3-4	ENVS 4133 Environmental Policy	3
Physical Science Elective with Lab^{5*} or Field Biology⁶	4-5	Field Biology⁶ or Physical Science Elective with Lab^{5*}	4
Physical Science Elective without Lab³ or GIS and Research^{4*}	3-4	GIS and Research^{4*}	4
Human Dimensions^{7*}	3	Human Dimensions^{7*}	3
Elective[*]	0-4	Elective[*]	0-4
Total Hours	13-16	Total Hours	14-18

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

²Take two Life Science Elective courses from the following: **BIOL 3004: Plant Taxonomy, BIOL 3034: Genetics, BIOL 3054: Microbiology, BIOL 3064: Parasitology, BIOL/FW 3084: Ichthyology, BIOL/AGPM 3104: Introduction to Entomology, BIOL 3134: Invertebrate Zoology, BIOL/FW 3144: Ornithology, BIOL 3174: Physiological Ecology, BIOL/FW 3224: Herpetology, BIOL 4064: Evolutionary Biology, BIOL/FW 4163: Biodiversity and Conservation Biology.**

³Take one Physical Science without Laboratory Elective course from the following: **BIOL/CHEM 3353: Fundamentals of Toxicology, CHEM 3313: Environmental Chemistry, GEOL 3083: Hydrogeology, GEOL 3153: Environmental Geology, PHSC 3033: Meteorology.**

⁴Take two GIS and Research courses from the following: **ENVS 4114: Environmental Science Internship, ENVS 4884: Advanced Topics in Environmental Science, ENVS 4954: Undergraduate Research in Environmental Science, FW/GEOL 2833: Introduction to Geographic Information Systems, FW 3074: Habitat Evaluation, FW 4034: Geographic Information Systems in Natural Resources.**

⁵Take one Physical Science with Laboratory Elective course from the following: **CHEM 3245: Quantitative Analysis, CHEM 4414: Instrumental Analysis, PHYS 2024: Physical Principles II**

⁶Take one Field Biology course from the following: **BIOL/FW 4024: Limnology, BIOL 4094: Coastal Ecology, ENVS 4124: Biological Assessment of Water Quality, FW 4014: Forest Ecology and Management, FW 4064: Wetland Ecology and Management.**

⁷Take two Human Dimension courses from the following: **ANTH 2003: Cultural Anthropology, ANTH 2103: Ozark-Ouachita Studies, ANTH 2303: Globalization, SOC 3033: Environment and Society, SOC 3113: Social Movements and Social Change, or FW 4103: Human Dimensions of Fisheries and Wildlife Management.**

*At least 40 upper level hours are required for the 120 hours degree.

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

New Program Assessment Form:

See attached.

Names and credentials of faculty teaching courses in the proposed program:

Charlie Gagen, Ph.D.; Head, Department of Biological Sciences and Professor of Fisheries Science;
Ph.D. in Ecology from Pennsylvania State University

Eric Lovely, Ph.D.; Director of the Biology Program and Associate Professor of Biology;
Ph.D. in Zoology from University of New Hampshire

Cheryl Chaney; Assistant Professor of Biology;
M.S. in Biology from Tennessee Technological University

Newton P. Hilliard Jr.; Ph.D.; Associate Professor of Chemistry;
Ph.D. in Chemistry from Texas Tech University

John Jackson, Ph.D.; Director of the Fisheries and Wildlife Program and Professor of Fisheries Science
Ph.D. in Fisheries Management from Mississippi State University

George Johnson, Ph.D.; Professor of Biology and Curator of Herbarium
Ph.D. in Botany from North Carolina State University at Raleigh

Chris Kellner, Ph.D.; Professor of Wildlife Science
Ph.D. in Zoology from University of Arkansas

Scott Kirkconnell, Ph.D.; Professor of Biology
Ph.D. in Microbiology from Indiana University at Bloomington,

Tom Nupp, Ph.D.; Professor of Wildlife Science
Ph.D. in Wildlife Science from Purdue University

Joe Stoeckel, Ph.D.; Professor of Fisheries Science
Ph.D. in Fisheries Science from Virginia Tech University

Bruce Tedford, Ph.D.; Associate Professor of Biology
Ph.D. in Physiology from Louisiana State A&M College

Tsunemi Yamashita, Ph.D.; Professor of Biology
Ph.D. in Biology from Vanderbilt University

Total number of faculty required:

Six of the Biology Program faculty have specialty backgrounds that will directly support this new major and five more from the Fisheries and Wildlife Program also share relevant specialties. The Biology Program also has an open faculty position that will be dedicated to this discipline and fill specialty gaps. We anticipate filling this open position with a PhD environmental scientist by January 2016 to provide a total of twelve faculty qualified to teach courses directly related to this new major in environmental science.

Description of Current Resources (including instructional facilities):

This program will primarily draw on existing laboratory space and faculty in the College of Natural and Health Sciences, especially those in the Department of Biological Sciences, Biology Program and Fisheries and Wildlife Program. These resources include twelve full-time faculty (detailed above), five fully equipped teaching laboratories (botany, zoology, microbiology, fisheries, and wildlife), three research-ready laboratories (biotechnology, herbarium, and zoological collection), and adequate shared classroom availability.

Current Library Resources:

Due to TECH's long-standing support of programs and faculty emphasizing a wide variety of topics related to environmental science, our library already houses an appropriate array of print and electronic resources to support this proposed undergraduate program. In fact, the presence of TECH's related master's program in Fisheries and Wildlife Science has further augmented these resources.

New Resources Required:

Because we already have virtually all the faculty, space, laboratory equipment, library resources, and courses that we need, this program will not require additional resources at the outset. As enrollment grows, the program will be assessed and evaluated with respect to other departmental and college priorities to determine potential need for additional resources.

New Program Costs:

See above.

sciences background. These graduates will complete a core curriculum that covers a broad overview of fundamental sciences- biology, chemistry and geology. Beyond the fundamental core science curriculum, students will build on their knowledge and skills by taking directed electives in physical sciences, life sciences, and social sciences with emphasis in environmental challenges and solutions. Students will gain marketable perspectives by practicing discipline-specific research methodologies, presenting scientific information to varied audiences, and applying ecological concepts to analyze biological communities and ecosystems.

Most of the proposed curriculum is already offered in the College and Department, but we recommend developing two new courses: Environmental Policy (ENVS 4134) and Biological Assessment of Water (BIOL/ENVS 4124). If approved, this new major will render the existing Environmental Option to the Biology major obsolete, so it will be removed from the catalog as existing majors complete their degrees. Because we already have virtually all the faculty, space, laboratory equipment, library resources, and courses that we need, initially this program will not require additional resources. As enrollment grows, the program will be assessed and evaluated with respect to other departmental and college priorities to determine potential need for additional resources.

Proposed Catalog Description Bachelor of Science in Environmental Science

The Baccalaureate Degree in Environmental Science provides excellent preparation for careers in federal, state, and local government, public utilities, nonprofit sectors and industries. This program will prepare students for graduate study in a variety of related fields such as ecology, and environmental science. Students completing this degree will practice practical skills in animal and plant taxonomy and geographic information systems, as well as, chemical and biological assessment of water resources. They will apply their skills in advanced courses in environmental assessment including studies of federal and state policies and regulations.

Students majoring in environmental science are required to complete sixty-one semester hours in core environmental science curriculum, two additional math courses (Group A: 6-7 semester hours), an additional physical science course with a lab (Group B: 4-5 semester hours), an additional physical science without a lab (Group C: 3 semester hours), two classes from GIS or research choices (Group D: 7-8 semester hours), two classes from life science choices (Group E: 7-8 semester hours), a capstone field biology course (Group F: 4 semester hours), and two courses in social or anthropogenic choices (Group G: 6 hours). Students have the option of tailoring the remaining semester hours to best meet their future education or career goals and meet the 120 total semester hour and 40 upper division institutional requirements.

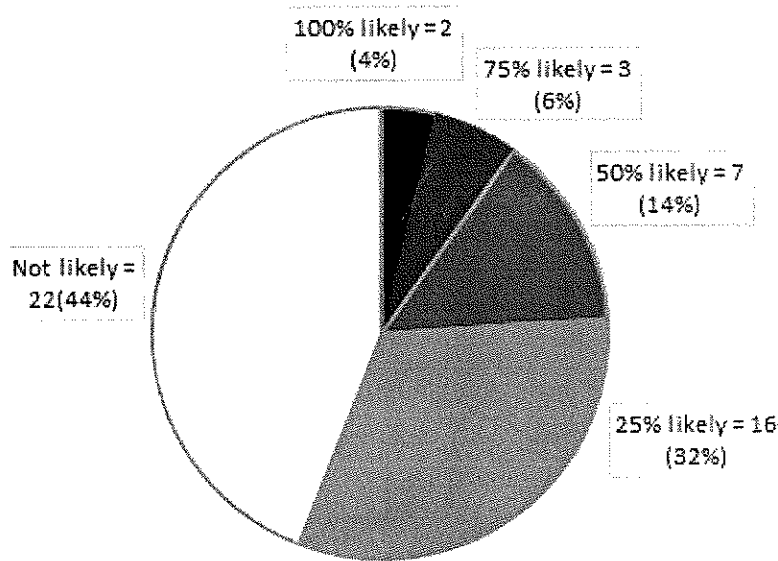
Existing degree programs that support the proposed program:

The new environmental science major will be administered within the Biology Program in the Department of Biological Sciences, but it will also draw on faculty expertise from the Fisheries and Wildlife Science Program and to a lesser extent the Department of Physical Sciences (chemistry and geology in particular). The new program will also utilize the expertise of Behavioral and Social Science Department.

Need for the Program:

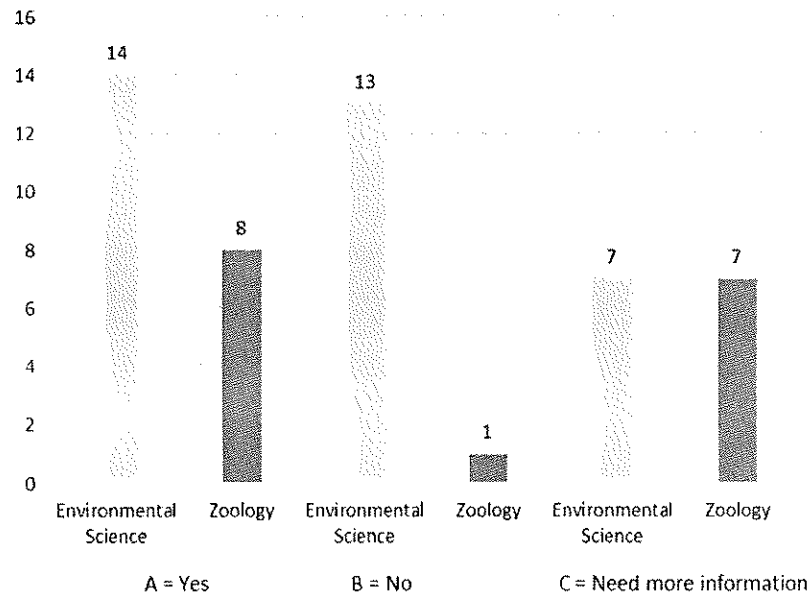
An internal student interest survey was administered to TECH students in Principles of Environmental Science (BIOL 1004/PHSC 1004) and Principles of Zoology (BIOL 2124). Survey results indicated that 12 out of 50 students (24%) surveyed were “≥ 50% likely to major in environmental science” if the program existed when they started (Figure 1).

Figure 1. How likely would you be to major in environmental science if ATU offered the degree when you started your studies? (n= 50)



In response to the question “Are you interested in taking courses in environmental science?”, 44% of students indicated “Yes”, while 28% indicated that they would need additional information to make a determination (Figure 2). Interestingly, the strongest interest in taking environmental science courses was observed in students taking general education Principles of Environmental Science. Principles of Environmental Science students (non-majors) were almost twice as likely to be interested in taking courses in environmental science as zoology students currently majoring in biology, 28% versus 16% positive response rate, respectively. This indicates that there is broad interest in the subject among non-majors.

Figure 2. Student responses (n=50) to Question 2, Are you interested in taking Environmental Science courses?



When students were asked “How essential are undergraduate research/ internship opportunities for preparing you and making you competitive for entry into your chosen field of work?” close to 60% of students indicated these opportunities were critically important. See survey choices and response rates below:

- A. Critically important. These learning opportunities are a pre-requisite for many job announcements or required to make me competitive. Response: 29/50 (58%)
- B. Somewhat important. These learning opportunities would set me apart from other applicants, but are not essential. Response: 12/50 (24%)
- C. Not important. Response: 2/50 (4%)
- D. I am unsure how these opportunities relate to my employment or educational goals. Response: 6/50 (12%)

Since ADHE viability standards require an average of six graduates a year over a three year period, there appears to be more than sufficient student demand to sustain the program over the time and meet ADHE’s viability standards.

State and Regional Job Outlook

Regional employers indicate that trends in Arkansas mirror the national needs for Environmental Science graduates. Overall, faster than average growth in the field of environmental science is anticipated. We have requested letters of support from relevant agencies and these will be appended as they arrive. Given the expressed need for our program by prospective employers, society, and students and considering that the majority of resources are already in place for this degree, faculty in the Department of Biological Sciences feel that an environmental science major will be a valuable addition to the program offerings at Arkansas Tech University. See the following section for more details on career demand nationally.

Job Outlook Nationally

Occupational outlook for environmental scientists and specialists is projected to grow by 15% from 2012 to 2022 (Bureau of Labor Statistics 2015). The increased environmental demands of a growing human population combined with the awareness of environmental hazards are expected to support a growing need for positions in the environmental sciences (Bureau of Labor Statistics 2015)."

Quick Facts: Environmental Scientists and Specialists	
<u>2012 Median Pay</u>	\$63,570 per year \$30.56 per hour
<u>Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2012</u>	90,000
<u>Job Outlook, 2012-22</u>	15% (Faster than average)
<u>Employment Change, 2012-22</u>	13,200

Job Outlook by Category – Bureau of Labor Statistics Occupation Outlook, published January 8, 2014.

Occupation	Entry-level Education	On-the-job training required	Projected Number of New Jobs, 2012 to 2022	Projected Growth Rate	2012 Median Annual Salary
Biological technicians	Bachelor's degree		5,000 to 9,999	10 to 19 percent	\$35,000 to \$54,999
Chemists	Bachelor's degree	None	5,000 to 9,999	0 to 9 percent	\$55,000 to \$74,999
Conservation scientists	Bachelor's degree	None	0 to 999	0 to 9 percent	\$55,000 to \$74,999
Environmental scientists and specialists	Bachelor's degree	None	10,000 to 49,999	10 to 19 percent	\$55,000 to \$74,999
Natural sciences managers	Bachelor's degree	None	1,000 to 4,999	0 to 9 percent	\$75,000 or more

Proposal for **New Program: Environmental Science Major** Assessment Form

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

- a. How does this proposal for the new program fit with the university mission? **This new major will to nurture scholastic development, integrity, and professionalism as applied to the growing field of environmental science.**
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. **Not applicable.**
- c. How will this new program enhance learning for students enrolled in the program? **This is a STEM area so most of the benefit will be in learning STEM topics. This new major enhances learning compared to what we already offer in STEM primarily by its interdisciplinary nature---that is, for a biological major, it includes a substantial and targeted component of physical science as well as other specialized science and social science topics. For more detail, see assessment plan, item g. below.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **See assessment plan, item g. below.**
- e. Provide an example or examples of assessment evidence which supports adding this new program. **See the New Program, Curriculum Committee form for a needs survey related to this proposal.**
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. **See the New Program, Curriculum Committee form for a needs survey related to this proposal.**
- 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 assessment plan.**

Item g. Environmental Science Assessment Plan

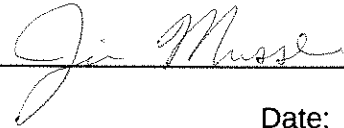
Environmental Science graduates will be able to:	Assessment measure:	Courses where learning will be assessed:	Criteria for success. Eighty percent of the graduating cohort will meet the grade criteria below:
Hypothesize causes and effects of common environmental disruptions.	Rubric evaluating the quality of an environmental impact assessment (EIA)	BIOL 1004 BIOL/FW 3114 BIOL/FW 4024 ENVS	Graduates will competently assign likely human causes of common environmental disruptions ranging from socioeconomic factors to chemical reactions and likely effects on plants and animals, ranging from physiological to toxicological, and ecological mechanisms.
Demonstrate knowledge of key legal aspects of environmental protection, e.g. the Endangered Species Act, Clean Water Act and National Environmental Protection Act.	Rubric evaluating the quality of an environmental impact assessment (EIA)	ENVS 4133	Earning a minimum grade of at least a C on the final exam
Predict the response of native plant and animal communities to environmental toxicants.	Rubric evaluating appropriateness of selecting measurement approach and quality interpreting data	BIOL 4024/FW 4024, FW 4064, BIOL 4094, and ENVS 4124	Earning a minimum grade of at least a C on a class portfolio or power-point presentation.
Demonstrate mastery of skills and techniques associated with accurately measuring environmental variables and associated communities of organisms.	Rubric evaluating proper operation of various meters and identification of typical terrestrial and aquatic organisms.	BIOL 4024/FW 4024, FW 4064, BIOL 4094, and ENVS 4124	Earning a minimum grade of at least a C on the final exam and/or laboratory practicums in associated courses.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Physical Sciences supports the Environmental Science major proposed by the Department of Biological Sciences.	

Department Head Signature:



Date: 7/6/2015

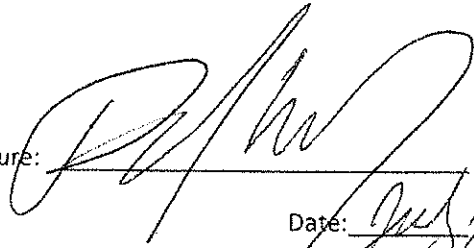
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Proposal to add a major in Environmental Science proposed by the Department
of Biological Sciences

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

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

Department Head Signature:



Date:

July 1, 2015

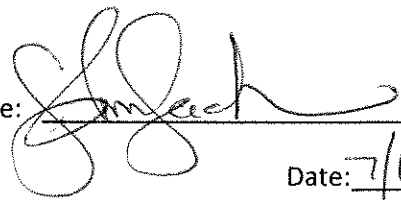
**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

**Proposal to add a major in Environmental Science proposed by the Department
of Biological Sciences**

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

Department Affected: Fisheries and Wildlife Science Program, Biological Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>A major in Environmental Science will be a good complement to the Fisheries and Wildlife Science Program. Some of the directed electives within the Environmental Science curriculum may increase enrollment in Fisheries and Wildlife Science courses. An additional section in Principles of Ecology (BIOL/FW 3114) may need to be offered if this major significantly increases the number of majors in Biological Sciences.</p>	

Department Head Signature: _____



Date: 7/6/15

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee	
FROM (Initiating Department):	Physical Sciences	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head	<i>J. J. Mussen</i>	7/1/2015
Dean	<i>J. J. W. Kater</i>	2015 July 1
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy G. G. G.</i>	8/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PHSC	22 2003	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Physics in Society and the Environment		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Phys in Society & Environment		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours?		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

2003
PHSC ~~2-3~~
Physics in Society and the Environment

Instructor:

[Name]
[Office]
[Phone Number]
[email]

Office Hours:

Catalog Course Description:

The course is a study of physics in society and in relation to the environment. The development of physics is considered in historical and contemporary contexts.

Offered: Spring, as needed

Text:

There is no text for the course. [The course will use a variety of material that is freely available and accessible on the internet.]

Purpose:

The course addresses competencies required of teacher candidates pursuing Secondary Physics Licensure in Arkansas and other states accredited by the Council for Accreditation of Educator Preparation (CAEP).

Course Objectives:

The student will demonstrate understanding of the development of physics and applications of physics to environmental issues and other issues of importance to society.

Pedagogy:

Every academic endeavor requires the acquisition of information, the development of skills and the understanding of concepts. The first two can be achieved utilizing learning techniques mastered by most university students. Conceptual understanding is more elusive. The scientific process of employing mental discipline to systematically investigate a concept is, within itself, a challenging concept. This course is designed to guide students in this scientific process. As such, class time will primarily be used to develop conceptual understanding rather than disseminate information. [It is the students' responsibility to read and review assigned material.] Classroom activities include

- mini-lectures
- demonstrations
- question/discussion sessions
- problem solving exercises and

- assessments.

Academic Etiquette:

Each member of the university community is expected to contribute to a positive educational environment by showing respect for others and pursuing their studies with high standards of academic integrity. Note the following policies in addition to the information presented in the Student Handbook:

- Be present and ready for class at the scheduled time.
- Be supportive of your classmates.

email:

Information concerning the class will occasionally be sent to Tech email accounts. Students are expected to check their Tech email accounts regularly.

Blackboard:

This course uses the Blackboard Learning System. Announcements, assignments and course materials are posted on Blackboard.

Assessment:

The course grade will be calculated as a number between 0 and 100 and given a letter grade according to the scale given.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Contributions to the grade come from each of the following categories according to the percentages given.

Exercises	40%
Tests	45%
Final Exam	15%

Exercises – Students will engage in various learning exercises, such as homework, quizzes, demonstrations, discussions and group problem solving. The exercise grade will reflect both quality of work and participation.

Tests – Regular tests will be administered throughout the semester.

Final Exam – The final exam is a comprehensive exam that focuses on major concepts.

Attendance – Attendance at all classes is mandatory. Absences that result from participation in officially sanctioned ATU activities will not count against a student

IF the instructor has received appropriate documentation. In accordance with ATU policies, a student may be dropped from the course with an F due to excessive non-sanctioned absences. [In the case of unexcused absences, a student may provide the instructor with written documentation (either email or hard-copy) concerning the circumstances of the absence.]

Tardiness – Classes will start at the scheduled time. Tardiness is considered an absence of a portion of a class and repeated tardiness will contribute to recorded absences.

Course Topics:

The course will address significant developments in physics, people involved in the developments, the developments in the context of society, the applications of the physics and the consequences for society and the environment. The course is a discussion-based examination of the following topics:

- Pre-Newtonian Physics
- Newtonian Physics
- Electromagnetism
- Atomic Physics
- The explosion and diversification of physics in the 20th century and the impact on engineering and technology including
 - Quantum Mechanics
 - Relativity
 - Solid State Physics
 - Optics
 - Nano-physics
 - Nuclear Physics
 - Astrophysics
 - Cosmology
 - Applied Physics
- Physics in the 21st century

Arkansas Tech University

Course Addition

Assessment Form

PHSC 2003

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 course satisfies accreditation requirements for the Physics Education degree not satisfied by any current courses.

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

The Arkansas Department of Education (ADE) announced in the February 16, 2015 issue of "Educator Preparation News" that the Physical Science Licensure option will be discontinued in August, 2016, to be replaced by licensure options in Physics and Chemistry. The announcement included the statement that "Now is the time for IHEs to convert Physical Science licensure programs to a Physics or Chemistry program.

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

Students will gain understanding of the historical development of physics. Students will gain understanding of the applications of physics. Students will gain understanding of the consequences of physics applications on the environment.

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

Student learning will be assessed by the Praxis exam required by licensure and by accrediting agencies.

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

Within the course, students will present key developments in physics in context of society and will connect the developments to applications and consequences of the key developments.

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

The course is proposed in response to a change in teacher licensure. The content of the course is required by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting agency for the 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.

All secondary physics teacher programs in the state of Arkansas are required to include the content in the proposed course.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Physical Sciences
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head	<i>Gene M... ..</i>	7/1/2015
Dean	<i>Judy W. Keith</i>	2015 July 1
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G. Weaver</i>	8/3/15
Vice President for Academic Affairs		

Program Title: Chemistry - Biochemistry option	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Add 2 hours CHEM 495x or CHEM 499x and add 3 hours upper division CHEM elective.	
What impact will the change have on staffing, on other programs and space allocation? This change will have no impact on staffing or space allocation. Students can be accommodated easily into the current upper division chemistry courses since they are not currently at capacity.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog
 Curriculum in_Chemistry – Biochemistry option___
 (enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: CHEM 4951 or CHEM 4991</p> <p>Upper division CHEM elective (3 hrs)</p> <p>Delete: Elective (4 hrs)</p> <p>Total Hours: 16 hrs</p>	<p>Senior Spring Semester</p> <p>Add/Change: CHEM 4951 or CHEM 4991</p> <p>Elective (change from 3 hrs to 2 hrs)</p> <p>Delete:</p> <p>Total Hours: 13 hrs</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? The change in the biochemistry option for the chemistry degree satisfies the guidelines from our accrediting organization (the American Chemical Society) for a ACS-certified degree.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This change is developed from the ACS Guidelines and Evaluation Procedures for Bachelor's Degree Programs from the American Chemical Society Committee on Professional Training, Spring 2008 edition.
- c. How will the program change impact learning for students enrolled in this program? A certified degree signifies that a student has completed an integrated, rigorous program which includes introductory and foundational course work in chemistry and in-depth course work in chemistry or chemistry-related fields. The certified degree also emphasizes laboratory experience and the development of professional skills needed to be an effective chemist.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? As listed in the original biochemistry program proposal, students will take the ACS Biochemistry exam to provide evidence of their learning.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Not applicable since the change is due to accrediting agency guidelines not student assessment results.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. This changes fits within the current state of the discipline as defined by our accrediting agency, the American Chemical Society.
- 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

Office of Assessment and Institutional Effectiveness (2014)

which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) The assessment plan will be the same as submitted when the program was initially proposed.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee and Teacher Education Council
FROM (Initiating Department):	Physical Sciences
DATE SUBMITTED:	June 30, 2015

Title	Signature	Date
Department Head	<i>Jim Musser</i>	6/30/2015
Dean	<i>Tiffie Ratan</i>	2015 June 30
Teacher Education Council (if applicable)		
Registrar	<i>Stewart</i>	7/1/15
Vice President for Academic Affairs		

Curriculum in Physical Science for Teacher Licensure

Program Title: Chemistry Education	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>The proposal is to divide the Physical Science for Teacher Licensure degree into two separate degrees, Chemistry Education and Physics Education. The Arkansas Department of Education (ADE) has changed licensure requirements, eliminating the physical and earth science licensure option and replacing it with a chemistry licensure option and a physics licensure option. Earth science has been removed from the licensure and is not addressed in the proposed Chemistry Education and Physics Education curricula.</p> <p>Curriculum changes due to changes in licensure are addressed in ADE's "Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas" in "Section II: Revisions to Existing Educator Licensure or Endorsement Programs", where revisions to licensure are recognized as a valid reason for curriculum changes.</p> <p>Courses supporting physics and earth science, but not chemistry have been eliminated. Courses have been kept or added to address "competencies" required by accrediting and licensing. Some courses have been replaced by more appropriate courses.</p>	

Eliminated courses:

GEOL 1004, Essentials of Earth Science or GEOL 1014, Physical Geology

PHSC 3033, Meteorology

PHSC 3053, Astronomy

3 hours of CHEM, MATH, PHSC or PHYS

1 hour of electives

Added courses:

CHEM 3245, Quantitative Analysis

CHEM 3264, Mechanistic Organic Chemistry

CHEM 3423, Descriptive Inorganic Chemistry

PHSC 1011, Orientation to Physical Science II

MATH 2163, Introduction to Statistical Methods

Replacement courses:

CHEM 3301, Chemistry Seminar [Replacing CHEM 4993, Special Problems in Chemistry or PHYS 4993, Special Problems in Physics and Astronomy]

HIST 1903, Survey of American History [Replacing HIST 2003, United States History to 1877 or HIST 2013, United States History since 1877]

PHYS 2114, General Physics I [Replacing PHYS 2014, Physical Principles I or PHYS 2114, General Physics I]

Accredited programs for licensure must prepare teachers with "Core Competencies", "Advanced Competencies" and "Supporting Competencies", as delineated by the National Science Teachers Association. Required competencies are mapped to the curriculum in the tables following the curriculum matrix.

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

All of the courses are requirements for other degrees. No additional courses or sections will be needed to accommodate the program.

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

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

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

Curriculum Matrix for Catalog
Curriculum in Chemistry Education
(Formally, Physical Science for Teacher Licensure)

<p>Freshman Fall Semester</p> <p>Add/Change: Fine Arts & Humanities¹ 3</p> <p>Delete: GEOL 1004 Essentials of Earth Science or GEOL 1014 Physical Geology 4</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: PHSC 1011 Orientation to Physical Science II 1</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: HIST 1903 Survey of American History 3 PHYS 2114 General Physics I and PHYS 2000 Physics Laboratory I 4</p> <p>Delete: HIST 2003 United States History to 1877 or HIST 2013 United States History since 1877 3 PHYS 2014 Physical Principles I or PHYS 2114 General Physics I and PHYS 2000 Physics Laboratory I 4</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: CHEM 3264 Mechanistic Organic Chemistry 4 Elective 1</p> <p>Delete: PHYS, PHSC, CHEM or MATH Elective 3</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: Fine Arts & Humanities 3 CHEM 3301 Chemistry Seminar 1 CHEM 3423 Descriptive Inorganic Chemistry 3 MATH 2163 Introduction to Statistical Methods 3</p> <p>Delete: Fine Arts & Humanities 6 CHEM 4993 Special Problems in Chemistry or PHYS 4993 Special Problems in Physics and Astronomy 3 PHYS 3053 Astronomy 3</p> <p>Total Hours: 13</p>	<p>Junior Spring Semester</p> <p>Add/Change: CHEM 3245 Quantitative Analysis 5</p> <p>Delete: PHSC 3033 Meteorology 3 Elective 2</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: PHSC 3233 Science Education in the Secondary 3</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p>

School			
Delete:		Delete:	
PHSC/BIOL 3233 Science Education in the Secondary School	3		
Total Hours:	16	Total Hours:	13

Science Content Requirement Analysis Tables A, B, and C for Chemistry

Table A: Chemistry

A. Core Competencies (numbers 1-13)	B: Required course number & name or advising requirements
Fundamental structures of atoms and molecules	CHEM 2124
Basic principles of ionic, covalent, and metallic bonding	CHEM 2124
Periodicity of physical and chemical properties of elements	CHEM 2124
Laws of conservation of matter and energy	CHEM 2124
Fundamental of chemical kinetics, equilibrium and thermodynamics	CHEM 2134
Kinetic molecular theory and gas laws	CHEM 2124
Mole concept, stoichiometry, and laws of composition	CHEM 2124
Solutions, colloids, and colligative properties	CHEM 2124
Acids/base chemistry	CHEM 2134
Fundamental oxidation-reduction chemistry	CHEM 2134
Fundamental organic chemistry and biochemistry?	CHEM 3254, BIOL 1114
Nature of science: Fundamental processes in chemistry	CHEM 2124
Applications of chemistry in personal and community health and environmental quality	CHEM 3313
Fundamentals of nuclear chemistry	CHEM 2134
Historical development and perspectives in chemistry	CHEM 2124

Table B: Chemistry

B. Advanced Competencies (numbers 14-27)	B. Required course number & name or advising requirements
Principles of electrochemistry	CHEM 2134
Transition elements and coordination compounds	CHEM 3423
Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter	CHEM 3254, 2124, 3423
Advanced concepts in chemical kinetics, equilibrium, gas laws, and thermodynamics	CHEM 2134, 3245
Lewis structures and molecular geometry	CHEM 3254
Advanced concepts in acid/base chemistry, including buffers	CHEM 2134, 3245
Major biological compounds and reactions	BIOL 1114
Solvent system concepts	CHEM 2124, 3245
Chemical reactivity and molecular structure including electronic and steric effects	CHEM 3254, 3264
Organic chemistry including syntheses, reactions, mechanisms, and aromaticity	CHEM 3254, 3264
Green chemistry and sustainability	CHEM 3313

How to design, conduct, and report research in chemistry
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CHEM 3301

Table C: Chemistry

C. Supporting Competencies (numbers 28-47)	B: Required course number & name or advising requirements
Biology	
Molecular biology	BIOL 1114
Ecology	
Earth Science	
Geochemistry	GEOL 1004
Cycles of matter	GEOL 1004
Energetics of Earth systems	GEOL 1004
Physics	
Energy	PHYS 2114
Properties and function of waves	PHYS 2024
Properties and function of motions	PHYS 2114
Properties and function of forces	PHYS 2114
Electricity	PHYS 2024
Magnetism	PHYS 2024
Mathematical and statistical concepts	
Statistics	MATH 2163
Use of differential equations	MATH 2114
Calculus	MATH 2914, 2924

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Chemistry Education

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.

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

Teacher preparation is an important aspect of the ATU mission. Arkansas has been experiencing a shortage of qualified secondary physical science teachers for the past two decades, as documented by the U.S. Department of Education, Office of Postsecondary Education publication, "Teacher Shortage Areas, Nationwide Listing, 1990-1991 through 2015-2016". Preparing qualified secondary physical science teachers directly leads to the development of life-long learners throughout the communities where the teachers serve.

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

The Arkansas Department of Education (ADE) announced in the February 16, 2015 issue of "Educator Preparation News" that the Physical Science Licensure option will be discontinued in August, 2016, to be replaced by licensure options in Physics and Chemistry. The announcement included the statement that "Now is the time for IHEs to convert Physical Science licensure programs to a Physics or Chemistry program.

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

Teacher candidates in the past were able to take a Physical Science Praxis exam to be licensed to teach Physical Science, Chemistry and Physics. The exam was not a good evaluation of candidate understanding in chemistry and physics. Beginning in Fall, 2015 candidates will take the appropriate area test (Chemistry or Physics). The changes in the program will better prepare candidates to be successful on the test and in the classroom.

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

Students will demonstrate learning through their performance on the appropriate Praxis exam and through their internship evaluations.

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

The program changes are stipulated by ADE rather than based upon assessments made by Arkansas Tech University. ADE separated the Physical Science licensure option into Chemistry and Physics based on the recommendation of a state-wide committee of science educators that included ATU faculty member, Jim Musser. ADE changed the Praxis exam requirements based

on the recommendation of another state-wide committee of science educators that also included Jim Musser.

- f. How does this program 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.

All teacher preparation programs in Arkansas are required to adhere to the changes in licensure.

- 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.

Teacher preparation program assessments are dictated by licensing and accrediting agencies. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) which requires that candidates develop competencies delineated by the National Science Teachers Association (NSTA). The competencies for the Chemistry and Physics programs are included after the curriculum matrices. In addition, the Praxis exams for licensure provide outside assessment of the program.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee and Teacher Education Council
FROM (Initiating Department):	Physical Sciences
DATE SUBMITTED:	June 30, 2015

Title	Signature	Date
Department Head	<i>Jim Murren</i>	6/30/2015
Dean	<i>J. W. Rater</i>	2015 June 30
Teacher Education Council (if applicable)		
Registrar	<i>J. Wallace</i>	7/1/15
Vice President for Academic Affairs		

Curriculum in Physical Science for Teacher Licensure

Program Title: Physics Education	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>The proposal is to divide the Physical Science for Teacher Licensure degree into two separate degrees, Chemistry Education and Physics Education. The Arkansas Department of Education (ADE) has changed licensure requirements, eliminating the physical and earth science licensure option and replacing it with a chemistry licensure option and a physics licensure option. Earth science has been removed from the licensure and is not addressed in the proposed Chemistry Education and Physics Education curricula.</p> <p>Curriculum changes due to changes in licensure are addressed in ADE's "Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas" in "Section II: Revisions to Existing Educator Licensure or Endorsement Programs", where revisions to licensure are recognized as a valid reason for curriculum changes.</p> <p>Courses supporting chemistry and earth science, but not physics have been eliminated. Courses have been kept or added to address "competencies" required by accrediting and licensing. Some courses have been replaced by more appropriate courses.</p>	

Eliminated courses:

CHEM 3254, Fundamentals of Organic Chemistry
CHEM 3313, Environmental Chemistry
GEOL 1004, Essentials of Earth Science or GEOL 1014, Physical Geology
MATH 1914, Precalculus

Added courses:

PHSC 1011, Orientation to Physical Science II
MATH 2934, Calculus III
MATH 3243, Differential Equations I
PHYS 3133, Theory of Electricity and Magnetism
PHSC 2003, Physics in Society and the Environment

Replacement courses:

PHYS 4993, Special Problems in Physics and Astronomy or PHYS 4113, Advanced Physics Laboratory
[Replacing CHEM 4993, Special Problems in Chemistry or PHYS 4993, Special Problems in Physics and Astronomy]

BIOL 1004, Principles of Environmental Science [Principles of Biology]

HIST 1903, Survey of American History [Replacing HIST 2003, United States History to 1877 or HIST 2013, United States History since 1877]

PHYS 2114, General Physics I [Replacing PHYS 2014, Physical Principles I or PHYS 2114, General Physics I]

PHYS 2124, General Physics II [Replacing PHYS 2024, Physical Principles II or PHYS 2124, General Physics II]

Accredited programs for licensure must prepare teachers with "Core Competencies", "Advanced Competencies" and "Supporting Competencies", as delineated by the National Science Teachers Association. Required competencies are mapped to the curriculum in the tables following the curriculum matrix.

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

The program would require one new course, PHSC 2003 to address required competencies. This course could be taught once every other year. All other courses are requirements for other degrees. No additional sections will be needed to accommodate the program.

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

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

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

Curriculum Matrix for Catalog Curriculum in Physics Education (Formally, Physical Science for Teacher Licensure)			
Freshman Fall Semester		Freshman Spring Semester	
Add/Change:		Add/Change:	
MATH 2914 Calculus I	4	BIOL 1004 Principles of Environmental Science	4
PHSC 1053 Astronomy	3	MATH 2924 Calculus II	4
		PHSC 1011 Orientation to Physical Science II	1
Delete:		Delete:	
GEOL 1004 Essentials of Earth Science or	4	BIOL 1114 Principles of Biology	4
GEOL 1014 Physical Geology		MATH 2914 Calculus I	4
MATH 1914 Precalculus	4		
Total Hours:	15	Total Hours:	16
Sophomore Fall Semester		Sophomore Spring Semester	
Add/Change:		Add/Change:	
HIST 1903 Survey of American History	3	PHYS 2124 General Physics II and	4
PHYS 2114 General Physics I and	4	PHYS 2010 Physics Laboratory II	
PHYS 2000 Physics Laboratory I		PHSC 2__3 Physics in Society and the Environment	3
POLS 2003 American Government	3	MATH 3243 Differential Equations I	3
MATH 2934 Calculus III	4	Electives	3
Delete:		Delete: 2024	
HIST 2003 United States History to 1877 or	3	PHYS 2214 Physical Principles II or	
HIST 2013 United States History since 1877		PHYS 2124 General Physics II and	4
PHYS 2014 Physical Principles I or		PHYS 2010 Physics Laboratory II	
PHYS 2114 General Physics I and	4	PHYS, PHSC CHEM or MATH Elective	3
PHYS 2000 Physics Laboratory I		CHEM 3133 Environmental Chemistry	3
MATH 2924 Calculus II	4		
CHEM 3254 Fundamentals of Organic Chemistry	4		
Total Hours:	16	Total Hours:	16
Junior Fall Semester		Junior Spring Semester	
Add/Change:		Add/Change:	
PHYS, PHSC CHEM or MATH Elective	3	PHYS 4113 Advanced Physics Laboratory or	3
ANTH 2003 Cultural Anthropology	3	PHYS 4993 Special Problems in Physics and Astronomy	
PHYS 3213 Modern Physics or	3		
PHYS 3133 Theory of Electricity and Magnetism			

Delete: PHYS 3213 Modern Physics 3 CHEM 4993 Special Problems in Chemistry or 3 PHYS 4993 Special Problems in Physics and Astronomy PHSC 3053 Astronomy 3 Total Hours: 15	Delete: POLS 2003 American Government 3 Elective 2 Total Hours: 13
Senior Fall Semester Add/Change: PHYS 3213 Modern Physics or 3 PHYS 3133 Theory of Electricity and Magnetism Delete: ANTH 2003 Cultural Anthropology 3 Total Hours: 16	Senior Spring Semester Add/Change: Delete: Total Hours: 13

Science Content Requirement Analysis Tables A, B, and C for Physics

Table A: Physics

A. Core competencies (numbers 1-11)	B: Required course number & name or advising requirements
Energy, work, and power	PHYS 2114
Motion, major forces, and momentum	PHYS 2114
Newtonian physics w/engineering applications	PHYS 2114
Conservation mass, momentum, energy, and charge	PHYS 2114, 2124
Physical properties of matter: solids, liquids, and gases	CHEM 2124, PHYS 2114
Kinetic-molecular motion and atomic models	CHEM 2124, PHYS 2124, 2114
Radioactivity, nuclear reactors, fission, and fusion	PHYS 2124
Wave theory, sound, light, the electromagnetic spectrum and optics	PHYS 2124
Electricity and magnetism	PHYS 2124, 3133
Fundamental processes of investigating in physics	PHYS 4113
Applications of physics in environmental quality and to personal and community health	PHSC 2 3

Table B: Physics

B. Advanced Competencies (numbers 12-22)	B: Required course number & name or advising requirements
Thermodynamics and energy-matter relationships	PHYS 2114, 2124, 3213
Nuclear physics including matter-energy duality and reactivity	PHYS 3213

Angular rotation and momentum, centripetal forces, and vector analysis	PHYS 2114
Quantum mechanics, space-time relationships, and special relativity	PHYS 3213
Models of nuclear and subatomic structures and behavior	PHYS 3213
Light behavior, including wave-particle duality and models	PHYS 3213
Electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance	PHYS 2124, 3133
Issue related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development	PHSC 2003
Historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics	PHSC 2003
How to design, conduct, and report research in physics	PHYS 4113
Applications of Physics and engineering in society, business, industry, and health fields	PHYS 2114, 2124

Table C: Physics

C. Supporting Competencies (numbers 23-40)	B: Required course number & name or advising requirements
Biology	
Organization of life	BIOL 1004
Bioenergetics	BIOL 1004
Biomechanics	BIOL 1004
Cycles of matter	BIOL 1004
Chemistry	
Organization of matter and energy	CHEM 2124
Electrochemistry	CHEM 2134
Thermodynamics	CHEM 2134
Bonding	CHEM 2124
Earth sciences and/or astronomy	
Structure of the universe	PHSC 3053
Energy	PHYS 2114

Interactions of matter	PHYS 2114, 2124
Mathematical and statistical concepts and skills	
Statistics	PHYS 2114
Use of differential equations	MATH 3243
Calculus	MATH 2914, 2924, 2934

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Physics Education

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.

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

Teacher preparation is an important aspect of the ATU mission. Arkansas has been experiencing a shortage of qualified secondary physical science teachers for the past two decades, as documented by the U.S. Department of Education, Office of Postsecondary Education publication, "Teacher Shortage Areas, Nationwide Listing, 1990-1991 through 2015-2016". Preparing qualified secondary physical science teachers directly leads to the development of life-long learners throughout the communities where the teachers serve.

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

The Arkansas Department of Education (ADE) announced in the February 16, 2015 issue of "Educator Preparation News" that the Physical Science Licensure option will be discontinued in August, 2016, to be replaced by licensure options in Physics and Chemistry. The announcement included the statement that "Now is the time for IHEs to convert Physical Science licensure programs to a Physics or Chemistry program.

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

Teacher candidates in the past were able to take a Physical Science Praxis exam to be licensed to teach Physical Science, Chemistry and Physics. The exam was not a good evaluation of candidate understanding in chemistry and physics. Beginning in Fall, 2015 candidates will take the appropriate area test (Chemistry or Physics). The changes in the program will better prepare candidates to be successful on the test and in the classroom.

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

Students will demonstrate learning through their performance on the appropriate Praxis exam and through their internship evaluations.

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

The program changes are stipulated by ADE rather than based upon assessments made by Arkansas Tech University. ADE separated the Physical Science licensure option into Chemistry and Physics based on the recommendation of a state-wide committee of science educators that included ATU faculty member, Jim Musser. ADE changed the Praxis exam requirements based

on the recommendation of another state-wide committee of science educators that also included Jim Musser.

- f. How does this program 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.

All teacher preparation programs in Arkansas are required to adhere to the changes in licensure.

- 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.

Teacher preparation program assessments are dictated by licensing and accrediting agencies. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) which requires that candidates develop competencies delineated by the National Science Teachers Association (NSTA). The competencies for the Chemistry and Physics programs are included after the curriculum matrices. In addition, the Praxis exams for licensure provide outside assessment of the program.

2016-17 Catalog

September 22, 2015 Curriculum Committee

October 13, 2015 Faculty Senate

College of Arts and Humanities

Department of Communication and Journalism

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

College of Business

Department of Management and Marketing

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

College of Engineering and Applied Sciences

Department of Agriculture

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

Department of Electrical Engineering

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

Department of Emergency Management

1. Add EAM 3053: Introduction to Ethical and Legal Issues in Emergency Management, to the course descriptions;
2. Add EAM 3063: Emergency Management Doctrine, to the course descriptions;
3. Add EAM 4063: Leadership, to the course descriptions;
4. Add EAM ~~4206~~⁴⁶⁰⁶: Capstone, to the course descriptions;
5. Modify the course description for EAM 1003: Living in a Hazardous Environment;
6. Add EAM 1003: Living in a Hazardous Environment, as a prerequisite or co-requisite for EAM 1013: Aim and Scope of Emergency Management; and modify the course description;

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

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

Department of Mechanical Engineering

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

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

College of Natural and Health Sciences

Department of Nursing

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

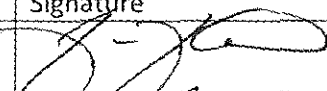
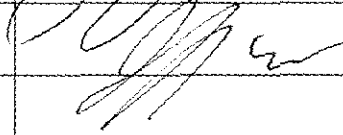
Arkansas Tech University
REQUEST FOR COURSE DELETION

RECEIVE

JUN 18 2015

Registrar's Office

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

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

Course Subject: (e.g., ACCT, ENGL) TH	Course Number: (e.g., 1003) 4263
If this course is cross-listed, list course subject and number. N/A	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Theatre History I: Antiquity to 1564	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

RECEIVED

JUN 18 2015

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TH 4263

Our Mission

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

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

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

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
TH	4273
If this course is cross-listed, list course subject and number.	Will the cross-listed course be deleted?
N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title:	
Theatre History II: 1564 to 1900	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Change

Assessment Form

TH 4273

Our Mission

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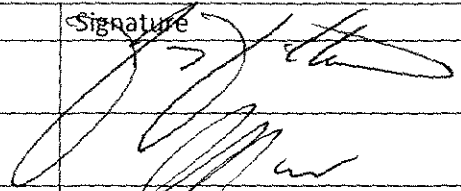
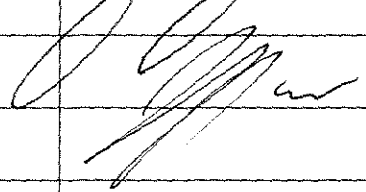
Provide an answer for each question. Your answers are to be typed single spaced.

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

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

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JUN 18 2015
Registrar's Office

TO:	Curriculum Committee
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DATE SUBMITTED:	6.18.15

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

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

RECEIVED

JUN 18 2015

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

N/A

Registrar's Office

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

Theatre History I: Antiquity to Romanticism

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

THEATRE HISTORY I

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

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

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

N/A

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

May not be repeated for credit as TH 5313.

Elective

Major

Minor

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

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

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

JUN 18 2015

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TH 4313 / 5313

Our Mission

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


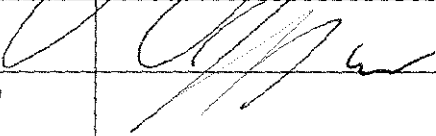
Provide an answer for each question. Your answers are to be typed single spaced.

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

RECEIVED
JUN 18 2015
Registrar's Office

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

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

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

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

N/A

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

Theatre History II: Late 18th Century to the Present

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

THEATRE HISTORY II

New Course Description: The development of theatre from the late 1700s through the twenty-first century, including melodrama, realism, experimental theatre, feminism, political theatre, multiculturalism, and collective creation.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

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

N/A

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

May not be repeated for credit as TH 5323.

Elective

Major

Minor

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

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

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

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Arkansas Tech University

Course Change

Assessment Form

TN 4623/5323

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JUN 18 2015

Registrar's Office

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

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

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

Program Title: Speech For Teacher Licensure	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Replace theatre history requirement (TH 4263 and TH 4273) with revised course offerings (TH 4313: Theatre History I: Antiquity to Romanticism or TH 4323: Theatre History II: Late 18 th Century to the Present)	
What impact will the change have on staffing, on other programs and space allocation? Apart from fine-tuning the theatre history sequence, there will be no impact.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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Registrar's Office

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

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JUN 18 2015

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

JUN 18 2015

Proposal for Change in Program

Registrar's Office

Assessment Form

Speech for Teacher Licensure

Our Mission

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

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

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

JUN 18 2015

- f. How does this course fit in the current state of the discipline? This change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) The theatre history courses correspond to the Development of Western Drama learning outcome. This outcome is defined as follows: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama. The outcome is assessed through successful completion of the course. The Development of Western Drama outcome is not new to the Theatre Program. Assessment data has been collected for many years and will continue to be collected.

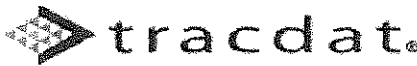
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Registrar's Office

Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: Change in Academic Program
Program: Communication with Theatre Option

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



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

JUN 18 2015 acaton

Home Assessment Unit Academic Major Plan Course Assessment Plan Results Data Tools Reports Registrar's Office

By Unit | By Course

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

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

[-->Show Results](#)

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

[-->Show Results](#)

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

[-->Show Results](#)

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

[-->Show Results](#)

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

[-->Show Results](#)

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

[|Hide Results](#)

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

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

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

[Add Result](#)



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Registrar's Office

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

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

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

Program Title: Communication with Theatre Option	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Replace theatre history requirement (TH 4263, TH 4273, TH 4313, or TH 4323) with revised course offerings (TH 4313: Theatre History I: Antiquity to Romanticism or TH 4323: Theatre History II: Late 18th Century to the Present)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? Apart from fine-tuning the theatre history sequence, there will be no impact.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/</p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

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Registrar's Office

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

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Arkansas Tech University
Proposal for Change in Program
Assessment Form

JUN 18 2015

Registrar's Office

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

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- Registrar's Office
- f. How does this course fit in the current state of the discipline? This change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.
 - g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) The theatre history courses correspond to the Development of Western Drama learning outcome. This outcome is defined as follows: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama. The outcome is assessed through successful completion of the course. The Development of Western Drama outcome is not new to the Theatre Program. Assessment data has been collected for many years and will continue to be collected.

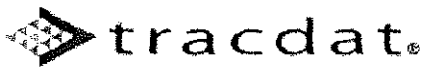
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Registrar's Office

Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: Change in Academic Program
Program: Communication with Theatre Option

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



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

JUN 18 2015

Home Assessment Unit Academic Major Plan Course Assessment Plan Results Data Tools Reports Registrar's Office

By Unit | By Course

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



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

[→Show Results](#)

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

[→Show Results](#)

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

[→Show Results](#)

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

[→Show Results](#)

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

[→Show Results](#)

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

[Hide Results](#)

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

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

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

[Add Result](#)

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JUN 18 2015

Registrar's Office

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

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

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

Program Title: Minor Theatre	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Replace theatre history requirement (TH 4263, TH 4273, TH 4313, or TH 4323) with revised course offerings (TH 4313: Theatre History I: Antiquity to Romanticism or TH 4323: Theatre History II: Late 18th Century to the Present)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? Apart from fine-tuning the theatre history sequence, there will be no impact.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/</p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

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

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Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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- c. How will the program change impact learning for students enrolled in this program? Students will gain a more complete understanding of theatre history. For Speech Ed majors, they will now take a complete sequence in theatre history courses, rather than just the first two courses in a four-course sequence (up to 1900). For Theatre majors, they will now be required to take one out of two courses in theatre history, instead of one out of four. While we have chosen not to require both theatre history courses for majors---because we choose to keep the major to 33 hours---Theatre majors are much more likely to take two out of two courses rather than four out of four.
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JUN 18 2015

f. How does this course fit in the current state of the discipline? This change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) The theatre history courses correspond to the Development of Western Drama learning outcome. This outcome is defined as follows: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama. The outcome is assessed through successful completion of the course. The Development of Western Drama outcome is not new to the Theatre Program. Assessment data has been collected for many years and will continue to be collected.

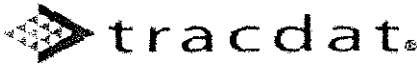
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Registrar's Office

Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: Change in Academic Program
Program: Communication with Theatre Option

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



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

JUN 18 2015 acaton

Home Assessment Unit Academic Major Plan Course Assessment Plan Results Data Tools Reports Registrar's Office

By Unit | By Course

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



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

→ Show Results

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

→ Show Results

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

→ Show Results

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

→ Show Results

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

→ Show Results

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

Hide Results

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

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

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

Add Result



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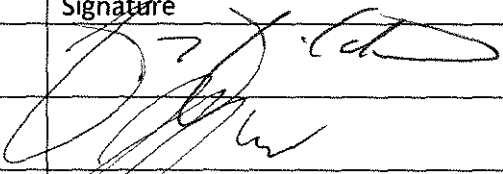
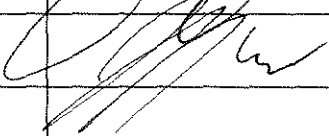

JUN 08 2015

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO: Curriculum Committee
FROM: Communication & Journalism
DATE SUBMITTED: June 2015

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

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

Program Title: Curriculum in Journalism (Broadcast Option)	Effective Date: Fall 2016
Outline change in program and attach curriculum matrix: Increase the core requirements in the journalism major by nine hours. Courses to be added: JOUR 3133 Publication Management (cosmetic name change to come "Media Management and Diversity"), JOUR 3143 News Reporting and JOUR 4123 Laws of Communication. An UD three-hour elective will be removed from the fall and spring junior year and the fall senior year (see attached matrix).	
What impact will the change have on staffing, on other programs and space allocation? This change will not affect any other department. The aforementioned classes have regularly been offered in the departmental schedule. However, with a more defined/predictable schedule, it may be necessary to move any or all of the additional core courses to a larger classroom (CES 134 or 137).	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The changes are needed to meet AEJMC accreditation standards. See attachment of discipline standards from the accreditation agency the Association for Education in Journalism and Mass	

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

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

N/A

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

Fall Start Curriculum Matrix for Catalog

Curriculum in Journalism (Broadcast Option)

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

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JUN 08 2015

Registrar's Office

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

Our Mission

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

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

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

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

JUN 08 2015
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.) **See attached.**

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

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

appropriate for the communications professions, audiences and the purposes they serve.				higher JUN 08 2015 Registrar's Office

Assessment Process

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	JOUR 4123 JOUR 2133 JOUR 2163 JOUR 2143	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
Indirect and Direct Measures Alignment	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates by email or mail	Analyze survey results	Program and curriculum changes

Continuous Improvement Plan
Summarize each category from assessment results and conclusions.

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

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

Registrar's Office



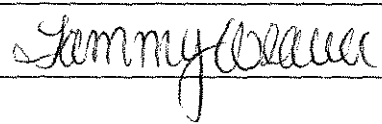
- *Program completers will understand and apply the principles and laws of freedom of speech and press. (JOUR 4123)
- *Program completers will demonstrate an understanding of the history and role of professionals and institutions in shaping communication. (JOUR 4113)
- *Program completers will demonstrate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

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

RECEIVED
 JUN 08 2015
 Registrar's Office

TO: Curriculum Committee
 FROM: Communication & Journalism
 DATE SUBMITTED: June 2015

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

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

Program Title: Curriculum in Journalism (Print Option)	Effective Date: Fall 2016
Outline change in program and attach curriculum matrix: Increase the core requirements in the journalism major by nine hours. Courses to be added: JOUR 3133 Publication Management (cosmetic name change to come "Media Management and Diversity"), JOUR 3143 News Reporting and JOUR 4123 Laws of Communication. JOUR 4053 Publication Design will replace JOUR 3143 as part of the print core. An UD three-hour elective will be removed from the spring junior year and the fall and spring senior year (see attached matrix).	
What impact will the change have on staffing, on other programs and space allocation? This change will not affect any other department. The aforementioned classes have regularly been offered in the departmental schedule. However, with a more defined/predictable schedule, it may be necessary to move any or all of the additional core courses to a larger classroom (CES 134 or 137).	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The changes are needed to meet AEJMC accreditation standards. See attachment of discipline standards from the accreditation agency the Association for Education in Journalism and Mass	

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

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

N/A

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

Fall Start Curriculum Matrix for Catalog

Curriculum in Journalism (Print Option)

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

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

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

- a. How does this proposal for the new program fit with the university mission? **The curricular changes to the Bachelor of Arts in Journalism will provide students the opportunity to enhance their “scholastic development” and advance “professionalism” in journalism while greatly improving their needed skills sets.**
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- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program, provide

comparative examples from regional educational institutions. **State and regional institutions, such as the University of Arkansas in Fayetteville, Arkansas and Abilene Christian University in Abilene, Texas, have added News Reporting and Diversity courses to their required cores.**

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

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

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
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JUN 08 2015

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

Assessment Process

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	JOUR 4123 JOUR 2133 JOUR 2163 JOUR 2143	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
Indirect and Direct Measures Alignment	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates by email or mail	Analyze survey results	Program and curriculum changes

Continuous Improvement Plan
Summarize each category from assessment results and conclusions.

Categories of Improvement:	Recommended Changes:
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**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

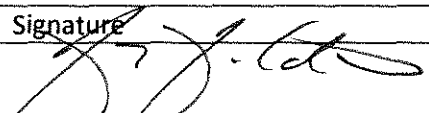
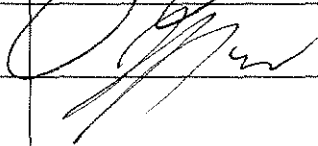
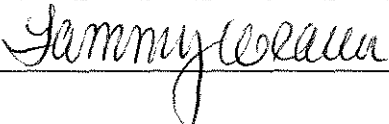
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JUN 08 2015

Registrar's Office

TO: Curriculum Committee
FROM: Communication & Journalism
DATE SUBMITTED: June 2015

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

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

Program Title: Curriculum in Journalism (PR Option)	Effective Date: Fall 2016
Outline change in program and attach curriculum matrix: Increase the core requirements in the journalism major by nine hours. Courses to be added: JOUR 3133 Publication Management (cosmetic name change to come "Media Management and Diversity"), JOUR 3143 News Reporting and JOUR 4123 Laws of Communication. An UD three-hour elective will be removed from the fall and spring junior year and the fall senior year (see attached matrix).	
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Communication (AEJMC). See attachment of current undergraduate student assessment measures and the criteria for success. Registrar's Office

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

N/A

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

Fall Start Curriculum Matrix for Catalog

Curriculum in Journalism (Public Relations)

<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: Add JOUR 3133</p> <p>Delete: 3 Hours UD elective</p>	<p>Junior Spring Semester</p> <p>Add/Change: Add JOUR 3143</p> <p>Delete: 3 Hours UD elective</p>

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Registrar's Office

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

Arkansas Tech University

JUN 08 2015

Proposal for New Program Assessment Form

Registrar's Office

Our Mission

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JUN 08 2015

Registrar's Office

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JUN 08 2015

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

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
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PO2: Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientations and, as appropriate, other forms of domestic society in mass communication.	LO2: Students will develop a heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds.	JOUR 2133 Introduction to Mass Communication	Comprehensive Exam 1 Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO3: Program completers will understand concepts and apply theories in the use and presentation of information and images.	LO3: Students will learn the concepts and practice in the various multi-media communication platforms.	JOUR 2163 Introduction to Multi-Media	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
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appropriate for the communications professions, audiences and the purposes they serve.				higher Registrar's Office

Assessment Process

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
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Indirect and Direct Measures Alignment	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates by email or mail	Analyze survey results	Program and curriculum changes

Continuous Improvement Plan
Summarize each category from assessment results and conclusions.

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A. Student Learning	Course Embedded Student Learning Outcome Assessment
B. Instruction and Curriculum	Course Embedded Student Learning Outcome Assessment
C. Assessment	Evaluate assessment process from Student Learning reports.
D. Program Quality	Evaluate program quality from post-graduate survey and employer satisfaction survey.
E. Budget	Budget requests supported by student learning and program assessment.

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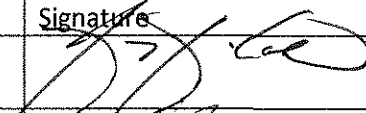

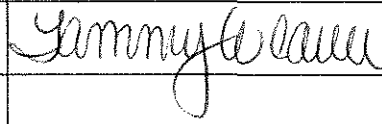
Registrar's Office

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

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

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JUN 23 2015
Registrar's Office

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

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

Program Title: <input style="width: 90%;" type="text" value="Minor in Social Media"/>	CIP Code: <input style="width: 90%;" type="text"/>
Contact Person: Name: Anthony Caton Institution Name: Arkansas Tech University Address: Russellville, AR. 72801 E-mail Address: acaton@atu.edu Phone Number: 479.964.0890	Proposed Date: <input style="width: 90%;" type="text" value="Fall 2016"/>

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

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JUN 23 2015

Social Media, JOUR 4083 Computer Mediated Communication or JOUR 4123 Laws of Communication, SPH 4153 Persuasive Theory and Audience Analysis, and MKT 3163 Consumer Behavior or PSY 2023 Consumer Psychology. The inclusion of the minor will not require the addition of any new courses, more money, faculty, library, facilities, or equipment purchases/resources.

Registrar's Office

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

JUN 23 2015

<p>Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.) The minor in Social Media is recommended by a variety of professional organizations and entities, including commercial media outlets (KATV and KFSM-TV; KOLX-FM) and area Chambers' of Commerce (including those in Russellville and Fort Smith). The minor in Social Media will provide students with relevant information and skill sets that will increase their vocational opportunities and make them more marketable. Also, a student survey of incoming freshmen was conducted at the ATU Advising Center in June 2015 to gauge interest in a possible Social Media minor. Of 611 students asked, 173 expressed an interest in selecting Social Media as a minor. (See appendix.)</p>	
<p>Curriculum Outline by Semester: Courses required for a minor in Social Media: JOUR 2163, JOUR 3173, JOUR 3273, JOUR 4023, JOUR 4083 or JOUR 4123, SPH 4153, and MKT 3163 or PSY 2023. <i>2023 pcc</i></p>	
<p>Total number of Semester Hours Required for Graduation: 21 Hours</p>	<p>Can the program be completed in 8 semesters? <input checked="" type="radio"/> Yes <input type="radio"/> No If not, provide justification.</p>
<p>List New Courses (Please attach New Course Proposals): No new courses will be added to support the Social Media minor.</p>	
<p>Identify General Education Courses, Core Courses, and Major Courses: No additional general education or core courses are required for a minor in Social Media. Courses required for the minor: JOUR 2163, JOUR 3173, JOUR 3273, JOUR 4023, JOUR 4083 or JOUR 4123, SPH 4153, and MKT 3163 or PSY 2023.</p>	
<p>Courses currently offered via distance technology: (moved from above section) JOUR 3173, JOUR 4083, PSY 2023, and SPH 4153.</p>	
<p>Program Admission Requirements: 2.0 Grade Point Average.</p>	
<p>Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/ N/A</p>	
<p>List the names and credentials of all faculty teaching course in the proposed program. Dr. Sangki Lee (Associate Professor) earned Ph. D. from Penn State University in 2007 and has been full time faculty since 2008; Dr. Merlin Mann (Associate Professor) earned Ph. D. from University of Missouri in 1991 and has been full time faculty since 2012; Dr. Kevin Mason (Professor) earned Ph. D. from the University of Arkansas in 1995 and has been full time faculty since 1986; William Reeder</p>	

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

Registrar's Office

Total number of faculty required (existing and new)
For new faculty members include expected credentials/experience and hire date
Existing seven full time faculty.

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

N/A

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Description of Resources	Registrar's Office
Current Library and instructional facilities Current instructional facilities of five classrooms and lab (four classrooms in CES building and one in Rothwell Hall; writing lab in CES) will suffice.	
New Resources Required (include costs and acquisition plan): No additional resources warranted.	
New Program Costs (Expenditures for first three years of program operation) Include: No additional costs warranted. New administrative costs New faculty New library resources and costs New/renovated facilities and costs New instructional equipment and costs Distance delivery costs Other new costs	

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Registrar's Office

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

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

Department Head Signature: _____



Stephen Jones

Associate Dean, College of Business

Date: 06/18/2015

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11/23/15

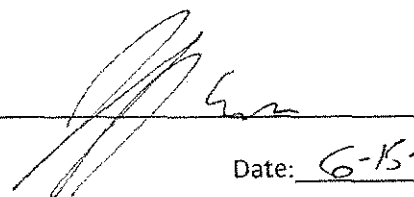
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Registrar's Office

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

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

Department Head Signature: _____



Date: 6-15-15

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Social Media Minor

Our Mission

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? The Social Media Minor proposal will provide students the opportunity to enhance their "scholastic development" and advance "professionalism" in social media while greatly improving their needed skill sets.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
c. How will the program change impact learning for students enrolled in this program? Students pursuing a Social Media Minor will complete 21 hours of required courses. The required courses are: JOUR 2163, JOUR 3173, JOUR 3273, JOUR 4023, JOUR 4083 or JOUR 4123, SPH 4153, and MKT 3163 or PSY 2023. The required courses will give students tangible practical social media skills and extensive legal discipline knowledge.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will hone their skills in the practical arena of social media and increase their understanding of legal issues in the discipline.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Recent placement history (based on surveys conducted for a self-study report for the B.A. in Journalism) indicate that roughly 30% of ATU journalism graduates find employment in the discipline or a related one. The practical knowledge and theory posited in the Social Media core can only enhance the vocational attractiveness of students who earn a minor in Social Media.
f. How does this course fit in the current state of the discipline? Institutions such as Morehead State University in Morehead, Kentucky and West Virginia University in Morgantown, West Virginia have created minors in Social Media.
g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment

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

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

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Program completers will understand and apply the principles and laws of freedom of speech and of the press.	LO1: Students will demonstrate and apply advanced principles of communication law and ethics.	JOUR 4123 Laws of Communication	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a final grade of "C" or higher
PO3: Program completers will understand concepts and apply theories in the use and presentation of information and images.	LO3: Students will learn the concepts and practice in the various multi-media communication platforms.	JOUR 2163 Introduction to Multi-Media	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO4: Program completers will write correctly and evaluate information by methods appropriate for the communications professions, audiences and the purposes they serve.	LO4: Students will develop and hone their social media writing skills.	JOUR 3273 Public Relations Writing	Comprehensive Final Exam Weekly Graded Writing Assignments	80% of program completers will earn a grade of "C" or higher

Assessment Process				
Assessment Plan Implementation				
Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	JOUR 4123 JOUR 2163 JOUR 3273	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
Indirect and Direct Measures Alignment	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates by email or mail	Analyze survey results	Program and curriculum changes
Continuous Improvement Plan				
Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment process from Student Learning reports.		
D. Program Quality		Evaluate program quality from post-graduate survey and employer satisfaction survey.		
E. Budget		Budget requests supported by student learning and program assessment.		

Student Survey, June 2015

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Q1 Are you currently enrolled at Arkansas Tech University?

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

Q3 If you are not currently a student at Arkansas Tech, do you plan on enrolling at Arkansas Tech University in the future?

Q4 If you are not currently a student at Arkansas Tech, would you be more likely to enroll at Arkansas Tech if a Social Media major or minor were offered?

Q5 Would you declare Social Media as your major?

Q6 Would you declare Social Media as your minor?

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

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

611 total participants

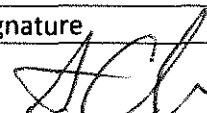


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AUG 21 2015

Registrar's Office

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

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

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

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

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

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

BSBA - BDA

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

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

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

This change allows students to take one additional BDA elective which then allows them to learn additional techniques and skills focused on and relevant to their career. This change fits with nurturing scholastic development and professionalism and with providing a solid foundation for life-long learning.

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

Not applicable.

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

Currently, the program requires 7 hours of BDA electives, which allow the students to tailor their studies with two elective courses in accordance with their interests. Adding 2 hours of BDA elective allows students to take regular 3-hour courses, as was the original intent of the faculty. This change removes the problem of arranging to take a one-hour internship or a 1-hour elective.

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

Evidence of learning will vary, depending on the elective taken. Generally, students produce statistical analysis and reports, term project reports, pass exams, and submit homework assignments.

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

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

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

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

analysis approach.

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

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

Walton College of Business, University of Arkansas, Fayetteville:

Graduate Business Analytics Certificate

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

Masters in Information Systems with Business Analytics Concentration

<http://gsb.uark.edu/master-of-information-systems/>

University of Arkansas at Little Rock

Certificate in Data Science, College of Engineering and Information Technology

<http://ualr.edu/gradschool/data-science/>

Masters in Information Quality, College of Engineering and Information Technology

<http://ualr.edu/catalogs/graduate-catalog/eit/>

Certificate in Business Analytics, College of Business

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

BBA in Business Analytics, College of Business

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

The University of Central Arkansas

Concentration in Business Analytics in BBA Information Systems major, College of Business

<http://uca.edu/ubulletin2015/colleges-departments-programs/college-of-business/department-of-management-information-systems/>

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

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

Not applicable. Electives may address different student learning goals.

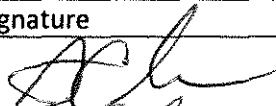


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AUG 21 2015

Registrar's Office

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

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

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

Program Title: Business Data Analytics (BDA) Minor	CIP Code: 52.1399
Contact Person: Name: Dr. Efosa Carroll Idemudia Institution Name: College of Business Dept. of Mgmt. & Mkt. Address: Rothwell Hall, Room 448 E-mail Address: eidemudia@atu.edu Phone Number: 479-880-4226	Proposed Date: August 2016

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

This minor is designed to give non-BDA majors knowledge and skills in data analytics applicable to their own major. Recent advances in technology have made it possible to easily collect large amounts of data. This major allows students to capitalize on this data, perform various data analysis techniques, and create visualizations to communicate the results for making decisions and guiding actions.

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

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

No additional resources are needed for this minor.

List existing degree programs that support the proposed program:

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

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

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

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

Curriculum Outline by Semester

The courses required for the BDA Minor are:

BDA 2003

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

BDA 2013

BDA 3053

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

Plus two electives from the courses listed below:

BDA 3003

BDA 3033

MGMT 3113

ECON 3093

MGMT 4203

BDA 4073

MKT 4153

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

Total number of Semester Hours Required for Graduation:
18

Can the program be completed in 8 semesters?
 Yes No
 If not, provide justification.

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

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

COB Core Courses
 BDA 2003
 BUAD 2053

BDA Major Courses
 BDA 2013
 BDA 3003
 BDA 3033
 BDA 3053
 ECON 3093
 MGMT 4203
 MKT 4153

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

BUAD 2053
BDA 2003
BDA 4073

Program Admission Requirements:

Admission to the university

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

See attachment.

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

Dr. Kim Troboy
Dr. Loretta Cochran
Dr. Efosa C. Idemudia
Dr. David Roach
Dr. Zhi Tao
Dr. Masanori Kuroki
Ms. Alice Batch
Mr. Barry Crane, adjunct, Acxiom

Total number of faculty required (existing and new):

Eight (8)

For new faculty members include expected credentials/experience and hire date:

No new faculty needed.

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

Not applicable

Description of Resources

Current Library and instructional facilities:

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

New Resources Required (include costs and acquisition plan):

None

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

Include:

- New administrative costs
- New faculty
- New library resources and costs
- New/renovated facilities and costs
- New instructional equipment and costs
- Distance delivery costs
- Other new costs

None

Employment Opportunities for Graduates with a Data Analytics Skill Set

ATU Spring Career Fair

**Employers Requesting or Recently Interviewing BDA Majors
(Skill set is desired)**

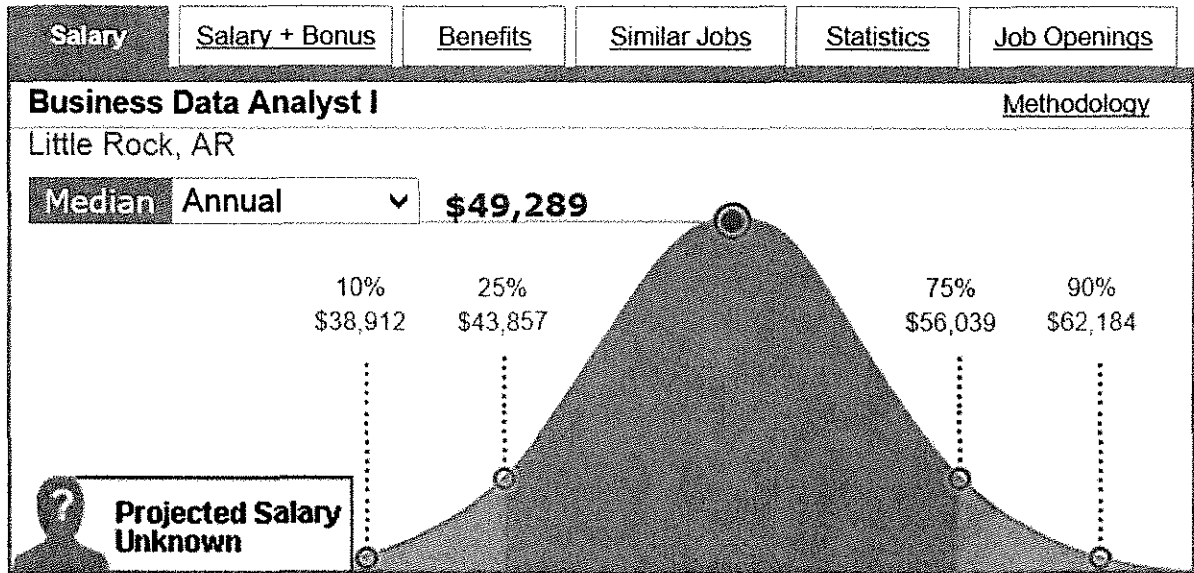
Acxiom
Walmart Corporate, Layout Division, and Sam's Club
ABF Corp
ArcBest Technologies
Arkansas Blue Cross Blue Shield
Arkansas Department of Human Services
Consolidated Electrical Distributors, Inc
Dillards
Entergy
Hewlett-Packard
Inuvo
Northrup Grumman
Rural Sourcing, Inc.
Verizon

Business Data Analyst Salaries

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

Little Rock, AR

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



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

data analyst Salary in Little Rock, AR

What **Where**

Job Title, Keywords City, State or Zip

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

Average Salary of Jobs with Titles Matching Your Search

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

Data Analyst Jobs in Arkansas

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

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

Enrollment Data Analyst

USable Life - Little Rock, AR

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

Data Analyst Manager

AVA Consulting 2 reviews - Little Rock, AR

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

SAISTRATEGICS.COM - Little Rock, AR

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

Sponsored by TechFetch.com - 13 days ago

Robert Half Finance & Accounting - Little Rock, AR 72203

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

Data Analyst

ABC Financial Services, Inc. - Sherwood, AR

Provide problem resolution for data issues and continually evaluate, review, and report the data.

Analyst is responsible for the review of data to ensure...

Data Analyst

General Dynamics - IT 600 reviews - Little Rock, AR

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

Data Analyst

Rose International 112 reviews - Little Rock, AR

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

Data Analytics Manager

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

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

Data Analytics Manager

Professional Technology Integration, Inc. - Little Rock, AR

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

Data Analyst

Net2Source - Little Rock, AR

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

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

Data Analytics Manager

vTech Solution Inc - Little Rock, AR

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

Data Analyst Manager

Astyra Corporation 2 reviews - Little Rock, AR

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

Sr. Data Analyst Manager

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

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

SR. Data Analyst

GDH Consulting 18 reviews - Little Rock, AR

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

Data Analyst

Propak Corporation 26 reviews - Fort Smith, AR

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

Data Analyst

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

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

Senior Analyst-Marketing Data Analyst

Windstream Communications 228 reviews - Little Rock, AR

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

Senior Manager II FP&A

Walmart 44,891 reviews - Bentonville, AR

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

Logistics Planning

Premier Staffing, Inc - North Little Rock, AR 72118

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

Data Analyst III (DEA)

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

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

Data Analyst

Propak 27 reviews - Rogers, AR 72758

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

CDS Operations Data Analyst

BCD Travel Corporate 73 reviews - United States

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

Need a Data Analyst Manager at AR!!

Adam Information Technologies LLC - Little Rock, AR

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



January 5, 2015

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

Dear Dr. Troboy:

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

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

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

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

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

Sincerely,

Tim McKenna
Director of Talent Acquisition and Workforce Planning
Acxiom Corporation



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

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

Dear Dr. Troboy,

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

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

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

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

Sincerely,

Kyle Hollaway
COO / CTO
nGage Labs



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Little Rock, AR 72201
Main #501-404-9635

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

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

Sincerely,

Kyle Hollaway
COO / CTO
nGage Labs

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

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

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

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

Instructor: Walt McCarter
(479) 783-3181 ext. 2219
dmccarter@atu.edu

Meeting time: Online, weekly

Office hours: As requested.

Course materials: All reading materials and assignments shall be provided via Blackboard. There is no textbook for this class.

I. Course Overview

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

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

II. Course Objectives

Specific objectives for the class are to:

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

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

III. Course Learning Outcomes

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

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

IV. Class Format

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

V. Grading and Exams

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

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

VI. Academic Integrity

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

VII. Class Schedule

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

Alexis Scrimshire

From: Malcolm Rainey Jr
Sent: Monday, October 19, 2015 1:16 PM
To: Alexis Scrimshire
Subject: RE: AGBU 3033
Attachments: AGBU 3033 Ag Business Law.docx

Hi Ms. Alexis,

I have attached a copy of the catalog description for AGBU 3033 Legal Environment of Ag Business.

Mack

Malcolm R. Rainey, Ph.D.
Head, Department of Agriculture
Arkansas Tech University
(479) 968-0251
(479) 964-0139
mraineyjr@atu.edu

From: Alexis Scrimshire
Sent: Monday, October 19, 2015 10:25 AM
To: Malcolm Rainey Jr
Subject: AGBU 3033

Good morning, Dr. Rainey:

I am working on adding AGBU 3033 to the catalog, and I was hoping that you could provide a course description for the course. The syllabus that was approved through the curriculum process does not have a course description, but it has a course overview that says: We'll study state and federal laws affecting agriculture, with an emphasis on Arkansas agricultural laws. Specific topics we will address include: (a bulleted list). We cannot put a bulleted list in INB.

I appreciate your help.

Thank you.

Alexis Scrimshire, Assistant Registrar
Arkansas Tech University | Office of the Registrar
Doc Bryan Student Services Center, Suite 153
1605 Coliseum Drive Russellville, Arkansas 72801
Phone: 479-964-0800 | Fax: 479-968-0683



ARKANSAS TECH
UNIVERSITY

Ag Business Law (AGBU 3033) –A study of federal, state, and local legal systems as they pertain to the agricultural industry; topics of study include property law, contracts, torts, business organizations, employment law, environmental regulations, estate planning, and administrative law.

Arkansas Tech University

Course Addition

Assessment Form

AGBU 3033

Our Mission

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

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

- a. How does this course fit with the university mission? This course introduces agribusiness students to core legal concepts related to agricultural business endeavors, from the basics of law and civics, to in-depth principles of property and contract law, business organizations, legal issues in agricultural finance and credit, business succession and estate planning, employment law, and civil and administrative proceedings related to the agriculture industry.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? At the conclusion of the program, students will be able to:
 - 1. Exhibit professional knowledge, skills, and abilities related to agribusiness law.
 - 2. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings.
 - 3. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business.
- d. What assessment tool or measure will you use to assess student learning? A total of three (3) unit exams administered upon completion of each of the three course units. A final class project incorporating legal concepts learned throughout the semester, along with legal research and writing skills. Regular (weekly) graded course assignments involving legal research, critical problem solving, legal analysis, and application of agribusiness risk management and liability mitigation techniques.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
 - 1. Weekly graded assignments require students to research newly learned legal issues and draft a legal/analytical response to hypothetical scenarios.
 - 2. Unit Examinations require students to demonstrate their knowledge of the subject matter in the form of legal essays, short-answer questions, vocabulary questions, etc.

<p>3. The Final Class Project requires students to research a legal topic of their choosing (of those covered in this course), find a real-life example of said topic from online or print resources, draft a legal analysis of the real-life occurrence demonstrating their legal rationale and comprehension of the governing law(s), and then transposing those same or similar factual circumstances into a fictitious draft of legal pleadings to test their understanding of civil and/or administrative procedure and legal drafting.</p>
<p>f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The Ag advisory board recommended a course in which students would develop the professional knowledge, skills, and abilities related to agribusiness law. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business. Based on the Advisory Boards recommendations a course was developed (Legal Environment of Agricultural Business) to meet these objectives. It was first offered in the fall of 2011 as a special problems AGBU 4993. The enrollment since it was first introduced in the fall of 2011 has been 30, 24, 37, 30 and 30 respectively. This provides evidence for the addition of this course.</p>
<p>g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Agriculture as a business is unique in its organization, contracts and property management issues which indicates a more specific need and understanding for students entering in to the areas of Agriculture Business. Both the University of Arkansas and Arkansas State University offer courses in Agricultural Law in their Agriculture Business and Economics Programs. The corresponding courses for U of A is Agricultural Law I (AGEC 3503) and Arkansas State University is Agricultural Law (AGEC 4033).</p>

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Agriculture is requesting the addition of course entitled Legal Environment of Agriculture Business (AGBU 3033). It has been offered the last 4 years as a special problems course. We are requesting your support of this course addition.</p> <p>Thank you,</p>	

Department Head Signature: _____



Stephen Jones, Associate Dean, College of Business

Date: 06/08/2015

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

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

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

Program Title: Agriculture Business, AGBU/Animal Science, AGBU/Horticulture, AGBU/Pre-Vet, AGBU/Public Relations and AGBU/Feed Mill Management	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) There will be no change in the program; the proposed class AGBU 3303 Legal Environment of Agricultural Business will be listed as an alternative to BLAW 2033 (AGBU 3303 or BLAW 2033)	
What impact will the change have on staffing, on other programs and space allocation? The course has been taught for the last 4 years as a special problems class using an adjunct faculty member. We will continue this practice.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	

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

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business, AGBU/AS, AGBU/Hort,
AGBU/Pre-vet, AGBU/PR and AGBU/Feed Mill Management

Freshman Fall Semester

Add/Change:

Delete:

Total Hours:

Freshman Spring Semester

Add/Change:

Delete:

Total Hours:

Sophomore Fall Semester

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

Delete:

Total Hours: 16

Sophomore Spring Semester

Add/Change:

Delete:

Total Hours:

Junior Fall Semester

Add/Change:

Delete:

Total Hours:

Junior Spring Semester

Add/Change:

Delete:

Total Hours:

Senior Fall Semester

Add/Change:

Delete:

Total Hours:

Senior Spring Semester

Add/Change:

Delete:

Total Hours:

Arkansas Tech University

Course Addition

Assessment Form

AGBU 3033

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Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? This course introduces agribusiness students to core legal concepts related to agricultural business endeavors, from the basics of law and civics, to in-depth principles of property and contract law, business organizations, legal issues in agricultural finance and credit, business succession and estate planning, employment law, and civil and administrative proceedings related to the agriculture industry.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
c. Provide up to three student learning outcomes students will achieve after completing this course? At the conclusion of the program, students will be able to: 1. Exhibit professional knowledge, skills, and abilities related to agribusiness law. 2. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings. 3. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business.
d. What assessment tool or measure will you use to assess student learning? A total of three (3) unit exams administered upon completion of each of the three course units. A final class project incorporating legal concepts learned throughout the semester, along with legal research and writing skills. Regular (weekly) graded course assignments involving legal research, critical problem solving, legal analysis, and application of agribusiness risk management and liability mitigation techniques.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? 1. Weekly graded assignments require students to research newly learned legal issues and draft a legal/analytical response to hypothetical scenarios. 2. Unit Examinations require students to demonstrate their knowledge of the subject matter in the form of legal essays, short-answer questions, vocabulary questions, etc.

3. The Final Class Project requires students to research a legal topic of their choosing (of those covered in this course), find a real-life example of said topic from online or print resources, draft a legal analysis of the real-life occurrence demonstrating their legal rationale and comprehension of the governing law(s), and then transposing those same or similar factual circumstances into a fictitious draft of legal pleadings to test their understanding of civil and/or administrative procedure and legal drafting.

f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The Ag advisory board recommended a course in which students would develop the professional knowledge, skills, and abilities related to agribusiness law. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business. Based on the Advisory Boards recommendations a course was developed (Legal Environment of Agricultural Business) to meet these objectives. It was first offered in the fall of 2011 as a special problems AGBU 4993. The enrollment since it was first introduced in the fall of 2011 has been 30, 24, 37, 30 and 30 respectively. This provides evidence for the addition of this course.

g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Agriculture as a business is unique in its organization, contracts and property management issues which indicates a more specific need and understanding for students entering in to the areas of Agriculture Business. Both the University of Arkansas and Arkansas State University offer courses in Agricultural Law in their Agriculture Business and Economics Programs. The corresponding courses for U of A is Agricultural Law I (AGEC 3503) and Arkansas State University is Agricultural Law (AGEC 4033).

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Agriculture is requesting the addition of course entitled Legal Environment of Agriculture Business (AGBU 3033). It has been offered the last 4 years as a special problems course. We are requesting your support of this course addition.</p> <p>Thank you,</p>	

Department Head Signature: _____



Stephen Jones, Associate Dean, College of Business

Date: 06/08/2015

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

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

Engineering Internship/Research Experience

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

ENGR INTERNSHIP/RESEARCH EXPER

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

Yes No MCEG 3000

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

Yes No MCEG 3000

If so, list course subject and number.

Is this course repeatable for additional earned hours? Yes No 0 How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective

Major

Minor

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

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

As Needed

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

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

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

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

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

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

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG/MCEG 3000

Engineering Internship/Research Experience

2. Credits and Contact Hours:

0 Credits

0 Contact Hours

3. Instructor:

Faculty Name

Office Location

Office Hours

4. Textbook:

None

5. Course Information:

a. Course (catalog) Description:

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

b. Prerequisite: (60)

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

c. Corequisite:

None

d. Course Designation:

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

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

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

b. Student outcomes related to the course:

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

S – Strong

M – Medium

W – Weak

7. Assessment

Pass/Fail

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

8. Attendance

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

9. Topics covered:

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

10. Justification/Rational for the course:

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

11. ACTS Course Number: N/A

12. Offered: Summers as needed.

13. Fees: None

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

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

Arkansas Tech University

Course Addition

ELEG/MCEG 3000

Assessment Form

Our Mission

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

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

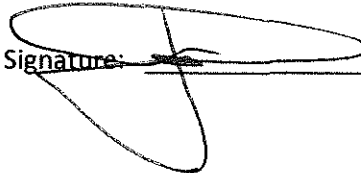
- a. How does this course fit with the university mission? This course will assist students by “nurturing scholastic development, integrity, and professionalism.”
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course?
The successful student should be able to:
 1. An ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
 2. Work in a team environment D1
 3. Communicate effectively orally G1
 4. Communicate effectively by writing G2
 5. Use techniques, skills, and engineering tools K1, K2, K3
- d. What assessment tool or measure will you use to assess student learning? Rubrics for presentations and reports.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write a report of their experience and a presentation to a class or RSO.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course is in response to the mandate for College of Distinction Program.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Although internships and research experiences are encouraged by the department this is a documented enrichment course for the College of Distinction Program.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Drop: MCEG 2013 Statics, MCEG 2023 Engineering Materials, MCEG 2033 Dynamics Drop ELEG 4193 Electrical Design Project, Add ELEG 4191 Electrical Design Project I Add ELEG 4192 Electrical Design Project II Add ELEG/MCEG 3000 Engineering Internship/Research Experience <i>(curriculum modification; see subsequent proposal)</i>	

Department Head Signature: _____



Date: 30 JUN 15

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

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

Electrical Design Project I

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

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No

How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
<input type="text" value="Fall and Spring"/>		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)		
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course). 		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG 4191
Electrical Design Project I

2. Credits and Contact Hours:

1 hour credit
1 contact hour/week

3. Instructor:

Dr. Patricia Buford

4. Textbook:

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

5. Course Information:

a. Course (catalog) Description:

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

b. Corequisite:

MCEG/ELEG 4202: *Engineering Design*

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

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

b. Student outcomes related to the course:

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

S – Strong

M – Medium

W – Weak

7. Assessment

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

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

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

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

10. Justification/Rational for the course:

Required by accreditor (ABET).

Arkansas Tech University

Course Addition

Assessment Form

ELEG 4191

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

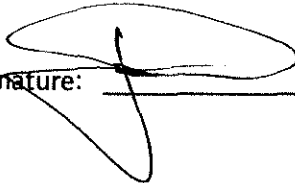
Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission?
The objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (ELEG 4202). Thus, nurturing scholastic development.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"
c. Provide up to three student learning outcomes students will achieve after completing this course?
1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal. 2. Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal. 3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal. 4. Students will give an adequate final oral presentation of their preliminary design to faculty and/or students. 5. Students will give an adequate final written proposal to the faculty in charge of the class.
d. What assessment tool or measure will you use to assess student learning?

Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.
e. What will students demonstrate, represent, or produce to provide evidence of their learning?
Students will produce preliminary designs, proposals, and presentations that demonstrate achievement of student learning outcomes.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in ELEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following ELEG 4193-Electrical Design Project.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The "major design experience" of which this course is a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for ELEG 4192 replace an existing course ELEG 4193 in the Electrical Engineering Program.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:  _____

Date: 25 Jun 15

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

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

Electrical Design Project II

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

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No

How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG 4192
Electrical Design Project II

2. Credits and Contact Hours:

2 hour credit
2 contact hour/week

3. Instructor:

Dr. Patricia Buford

4. Textbook:

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

5. Course Information:

a. Course (catalog) Description:

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

b. Corequisite:

MCEG/ELEG 4202 : *Engineering Design*

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

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

b. Student outcomes related to the course:

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

S – Strong

M – Medium

W – Weak

7. Assessment

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

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

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

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

10. Justification/Rational for the course:

Required by accreditor (ABET).

Arkansas Tech University

Course Addition

Assessment Form

ELEG 4192

Our Mission

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

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

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

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

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

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

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

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

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

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

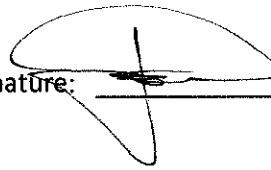
e. What will students demonstrate, represent, or produce to provide evidence of their learning?
Students will produce reports and in most cases fabricate devices or products that demonstrate achievement of student learning outcomes.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in ELEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following ELEG 4193-Electrical Design Project.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The “major design experience” of which this course in a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for ELEG 4191 replace an existing course ELEG 4193 in the Electrical Engineering Program.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____


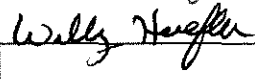
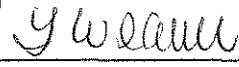


Date: 25 JUN 15

Effective date changed to 201730
per email from Dr. Buford

Arkansas Tech University REQUEST FOR COURSE DELETION

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

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

Course Subject: (e.g., ACCT, ENGL) ELEG	Course Number: (e.g., 1003) 4193
If this course is cross-listed, list course subject and number. <input style="width: 100%;" type="text"/>	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Electrical Design Project	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Deletion

Assessment Form

ELEG 4193

Our Mission

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

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

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

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

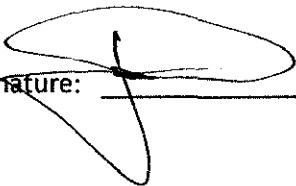
b. Explain the rationale for the course deletion.

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:  _____

Date: 25 Jan 15

Brittany Martin

From: Alexis Scrimshire
Sent: Tuesday, August 02, 2016 9:23 AM
To: Brittany Martin
Subject: FW: Please change the Delete date for two classes

From: Tammy Weaver
Sent: Tuesday, February 23, 2016 7:52 AM
To: Alexis Scrimshire <ascrimshire@atu.edu>
Subject: FW: Please change the Delete date for two classes

Alexis:

This is unusual but I was asked to make the two courses active through 201670: ELEG 4193 and MCEG 4493. Can we end then for 201730 now or so we have to wait?

Thanks.

Tammy

Tammy Rhodes Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu



From: Patricia Buford
Sent: Monday, February 22, 2016 5:56 PM
To: Tammy Weaver <tweaver@atu.edu>
Subject: Please change the Delete date for two classes

Dear Mrs. Weaver,

This is the email you asked me to send regarding changing the delete date on ELEG 4193 Electrical Design Class and ELEG 4493 Mechanical Design Class. If you would extend that deadline date at least through next December (2016), we would be grateful. The only problem we might still have is if one of the students fails. If so we could add it as a special topics course in subsequent semesters in the event they only have 119 hours.

I am so excited about Degree Works. If you ever need a tester for engineering, please let me know.

My thoughts and prayers are with Alexis; thanks for letting me know. If there is anything I can do, please let me know that as well.

Thank you for all you do.

Pat

Patricia S. Buford, Ph.D., P.E.
Associate Dean of Engineering
Professor of Electrical Engineering
Corley Hall, Room 111D
1811 North Boulder Avenue
Russellville, Arkansas 72801
Office: (479) 968-0338

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If you are not the intended recipient, you are hereby notified that any use, dissemination, forwarding, or copying of this communication in error, please notify the sender at once so that appropriate action may be taken to protect the information from further disclosure.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

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

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

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

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

1011

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

Introduction to Electrical Engineering

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

Intro Electrical Engineering

New Course Description:

An introductory lecture/lab course to acquaint students with the fundamental techniques in the field of electrical engineering. Topics include technical aspects of electrical engineering including an introduction to computational techniques/software, basic introduction to computer-aided drafting (CAD), an introduction to programming, and basic circuit prototyping.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

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

Prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1113, or MATH 1914, or MATH 1203 or consent of the instructor.

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

ELEG 1012 Introduction to Electrical Engineering to

ELEG 1011 Introduction to Electrical Engineering + TECH 1001

Assessment Form

Our Mission

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

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

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

b. Provide an example or examples of student learning assessment evidence which supports the course change. This course change is to add a math prerequisite (Math ATCE score of 24 or higher, or a grade of C or higher in MATH 1113, or MATH 1914, or MATH 1203). One of the engineering tools used heavily in our curriculum is a software package called Matlab. Matlab is a computational tool that will perform complex calculations and display data plots. This course change proposal would allow us to introduce the Matlab tool to students during their first semester. Although we will only be using some of the most basic functionality of the software, students will need to have a solid foundation in math at least to the college algebra level in order to be successful. In addition to exposing our students to Matlab their first semester we also intend to teach them some fundamental concepts in computer-aided drafting (CAD) using AutoCad which is used heavily in industry and the student will need a good comprehension of geometry to be successful. Students will now be required to take TECH 1001 in addition to ELEG 1011. Since ELEG 1101 will meet as a lab, students will have more time for in-class projects. One of the indirect assessment measure used by the EE department is the student course evaluations. Student comments on class climate include: "less orientation stuff and more engineering" (201520); "Must we spend so much time on Tech Orientation material? I understand it is required, but I feel as if some of the worksheets were quite silly." (201470); "more hands on" (201320); "building more circuits" (201270).

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

**Splitting ELEG 1012 Introduction to Electrical Engineering into
ELEG 1011 Introduction to Electrical Engineering
&
TECH 1001 Orientation to the University**

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

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

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

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

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

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

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

Curriculum Matrix for Catalog Curriculum in <u>Electrical Engineering: Computer Engineering Option</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Fine Arts & Humanities^{1,T}</p> <p>ELEG 1011 Introduction to Electrical Engineering</p> <p>TECH 1001 Orientation to the University</p> <p>Delete: ELEG 1012 Introduction to Electrical Engineering</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester No</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>COMS 2203 Foundations of Computer Programming II</p> <p>Delete: MCEG 2023 Engineering Materials</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>ELEG/MATH 3173 Math Methods for Engineers</p> <p>Delete: Fine Arts & Humanities^{1,T}</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: Technical Elective³</p> <p>Delete: MCEG 2013 Statics</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: MATH Elective⁴</p> <p>U.S. History/Government^{1,T}</p> <p>Delete: MCEG 2033 Dynamics</p> <p>ELEG/MATH 3173 Math Methods for Engineers</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: ELEG 4191 Electrical Design Project I</p> <p>Delete: U.S. History/Government^{1,T}</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: ELEG 4192 Electrical Design Project II</p> <p>Delete: ELEG 4193 Electrical Design Project</p> <p>Total Hours: 13</p>

⁴Must have department approval.

Arkansas Tech University
Proposal for Change in Program
Deleting ELEG 1012 Introduction to Electrical Engineering
Adding ELEG 1011 Introduction to Electrical Engineering and TECH 1001
Assessment Form

Our Mission

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

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

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

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

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

Not applicable.

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

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

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

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

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

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

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

N/A

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

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

Arkansas Tech University
Proposal for Change in Program
Deleting MCEG 2013, 2023, 2033
Adding Math Elective, COMS 2203, Technical Elective
Electrical Engineering
Assessment Form

Our Mission

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

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

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

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

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

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

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

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

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

The proposed program changes improve the students’ ability to pass the first licensing exam, Fundamentals of Engineering Exam.

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

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

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

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

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

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

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

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

Arkansas Tech University
Proposal for Change in Program
ELEG 4193 Electrical Design →
ELEG 4191 Electrical Design Project I & ELEG 4192 Electrical Design Project II
Assessment Form

Our Mission

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

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

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

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

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

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

The proposed program change will satisfy the above mandate.

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

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

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

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

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

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

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

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

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

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

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

ELEG 4191 AND ELEG 4192 COURSE LEARNING OUTCOMES
The successful student should be able to:
1. Design within realistic constraints B1, C1, C2, C3, C4
2. Design in a team environment D1, G1
3. Identify, formulate and solve engineering problems E1, E2, E3
4. Communicate effectively orally G1
5. Use techniques, skills, and engineering tools K1, K2, K3

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

ABET STUDENT OUTCOMES RELATED TO THE COURSE										
ELEG 4191 AND ELEG 4192										
a	b	c	d	e	f	g	h	i	j	k
M	M	S	S	S	W	S	W	W	W	S

S – Strong

M – Medium

W – Weak

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

Current Scale: Pass/Fail

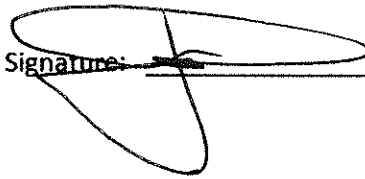
Criteria for Success: 90 % of students pass.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Drop: MCEG 2013 Statics, MCEG 2023 Engineering Materials, MCEG 2033 Dynamics Drop ELEG 4193 Electrical Design Project, Add ELEG 4191 Electrical Design Project I Add ELEG 4192 Electrical Design Project II Add ELEG/MCEG 3000 Engineering Internship/Research Experience	

Department Head Signature: _____




Date: 30 JUN 15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



Date: 6/30/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: 

Date: 7/15/15

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

**Splitting ELEG 1012 Introduction to Electrical Engineering into
ELEG 1011 Introduction to Electrical Engineering
&
TECH 1001 Orientation to the University**

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

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

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

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

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

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

Program Title:	Requested changes will be effective Summer I for next catalog year
Electrical Engineering: Computer Engineering Option	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
Split ELEG 4193 Electrical Design Project into ELEG 4191 Electrical Design Project I and ELEG 4192 Electrical Design Project II thus extending the design experience into two semesters Delete ELEG1012 Add ELEG1011 and TECH 1001	
What impact will the change have on staffing, on other programs and space allocation? None	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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

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

Arkansas Tech University
Proposal for Change in Program
EE Computer Option Introduction to Electrical Engineering
Deleting ELEG 1012 Introduction to Electrical Engineering
Adding ELEG 1011 Introduction to Electrical Engineering and TECH 1001
Assessment Form

Our Mission

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

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

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

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

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

Not applicable.

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

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

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

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

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

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

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

N/A

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

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

Arkansas Tech University
Proposal for Change in Program
EE Computer Option Senior Design
Assessment Form

Our Mission

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

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

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

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

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

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

The proposed program change will satisfy the above mandate.

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

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

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

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

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

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

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

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

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

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

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

ELEG 4191 AND ELEG 4192 COURSE LEARNING OUTCOMES
The successful student should be able to:
1. Design within realistic constraints B1, C1, C2, C3, C4
2. Design in a team environment D1, G1
3. Identify, formulate and solve engineering problems E1, E2, E3
4. Communicate effectively orally G1
5. Use techniques, skills, and engineering tools K1, K2, K3

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

ABET STUDENT OUTCOMES RELATED TO THE COURSE ELEG 4191 AND ELEG 4192										
a	b	c	d	e	f	g	h	i	j	k
M	M	S	S	S	W	S	W	W	W	S

S – Strong

M – Medium

W – Weak

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

Current Scale: Pass/Fail

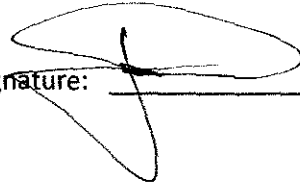
Criteria for Success: 90 % of students pass.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



Date: 25 Jun 15

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

**Splitting ELEG 1012 Introduction to Electrical Engineering into
ELEG 1011 Introduction to Electrical Engineering
&
TECH 1001 Orientation to the University**


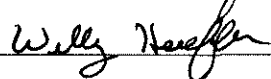

This form must be completed for every department affected by the course change.

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

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

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

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

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

BSEE - Electrical Engr Biomed Opt

Program Title: Electrical Engineering – Biomedical Option	CIP Code: 14.1001
Contact Person: Patricia Buford, Ph.D., Associate Dean College of Engineering and Applied Sciences Arkansas Tech University 1811 North Boulder Ave Russellville, AR 72801 pbuford@atu.edu (479) 968-0388	Proposed Date: Fall 2016
<p>Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)</p> <p>Add a biomedical option to the existing electrical engineering degree. Please see attached curriculum.</p>	
<p>List existing degree programs that support the proposed program: Electrical engineering, Biology and Chemistry.</p>	
<p>Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs.</p>	

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

The Bureau of Labor Statistics projected a 27% increase (19,400 to 24,600) in the number of biomedical engineers required over the decade from 2012-2022 compared to a 11% increase in all occupations and a 9% increase for all engineers. The average salary was \$86,960 in May 2012 compared to \$86,200 for all engineering disciplines. [Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Biomedical Engineers, on the Internet at <http://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm> (visited June 23, 2015).]

Curriculum Outline by Semester
See attached curriculum.

Total number of Semester Hours Required for Graduation:
122 (Students applying to a post graduated medical degree program will be advised to take 137 hours.)

Can the program be completed in 8 semesters?
 Yes (Either the 122 hours or the extended 137 hour program. See attached curriculum.)
 No If not, provide justification.

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

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

Courses currently offered via distance technology: (moved from above section)
None

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

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

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

Total number of faculty required (existing and new) No additional faculty required unless program has significant growth.
For new faculty members include expected credentials/experience and hire date
None.

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

Description of Resources

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

Current Library and instructional facilities

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

New Resources Required (include costs and acquisition plan):

No additional resources are required.

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

Include:

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

New administrative costs – no new administrative costs.

New faculty - no new faculty.

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

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

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

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

Other new costs – no other new costs are anticipated.

Curriculum Outline Bachelor of Science in Electrical Engineering – Biomedical Option

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

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

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

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

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

Arkansas Tech University
Proposal for New Program Assessment Form

Our Mission

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

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

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

The biomedical option within the electrical engineering degree program will allow graduates to pursue a career in the biomedical engineering discipline or pursue a graduate degree in biomedical engineering. With an additional 15 course credit hours beyond the 122 required for the degree, the graduates will be eligible to apply to a post graduate medical degree program.

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

Not applicable.

c. How will this new program enhance learning for students enrolled in the program?

The biomedical option will equip the engineering graduates with the essential knowledge necessary to contribute to the biomedical engineering discipline, apply for graduate study in biomedical engineering or apply to a post graduate medical degree program.

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

Graduates will have acquired the skills and knowledge necessary to obtain employment in the electrical engineering field, biomedical engineering field, pursue graduate study in biomedical engineering, or, with an additional 15 credit hours, apply to a post graduate medical degree program.

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

The Bureau of Labor Statistics has projected a 27% increase for biomedical engineers over the decade from 2012 to 2022 compared to a 11% increase in all occupations and a 9% increase for all engineers. [Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Biomedical Engineers, on the Internet at <http://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm> (visited June 23, 2015).]

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

There are two biomedical engineering programs in the state, University of Arkansas at Fayetteville and Harding University. Currently, neither one of these programs are accredited at

the bachelor's degree level by ABET Engineering Accreditation Commission. The University of Arkansas does have an ABET accredited master's degree in biomedical engineering which would require a student to complete both the bachelor's as well as the master's degree programs to become eligible for registration as a professional engineer.

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

Assessment Plan

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

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

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

Assessed by employer surveys and reviewed by Industry Advisory Board

Student Outcomes (Qualities of Graduates of the Program)

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

Students graduating from the Electrical Engineering Program should have:

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

Graduates of the Biomedical Option will also have:

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

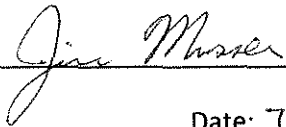
Assessment of Student Outcomes

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Proposed Option: BSEE: Biomedical Option

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

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

Department Head Signature: 

Date: 7/14/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Proposed Option: BSEE: Biomedical Option

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

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

Department Head Signature: *Charlie Hays*

Date: 7/15/15

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

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

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

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

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

Syllabus

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

COURSE NUMBER: EAM ~~4xxx~~ 3053

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

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

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

OFFICE HOURS: M: 9:30-11:30am; 1:30-4:00pm
W: 8:30-11:30am
F: 9:00-10:30am

CATALOG DESCRIPTION:

Offered in Spring only.

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

Explores ethical and legal issues in emergency management.

TEXT REQUIRED FOR COURSE:

There is no required text for this course.

SUPPLEMENTAL READINGS AND RESEARCH

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

JUSTIFICATION/RATIONALE FOR THE COURSE:

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

COURSE OBJECTIVES/LEARNING GOALS:

By the end of this course students will:

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

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

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

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

- Communicate effectively
- Think critically
- Develop ethical perspectives

COURSE ASSESSMENT

Evaluation

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

Grammar and Punctuation

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

COURSE CONTENT:

Subject to Change

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

Unit Topics

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

Effort and Substance

The effort put forth by the student and the substance of the student’s answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

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

COURSE POLICIES

E-Mail Correspondence

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

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

Assignment Completion

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

Late Assignments

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

Excessive Unexcused Absences/Missed Assignments

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

Campus Policy for Withdrawing

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

Academic Misconduct

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

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

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

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

Academic Dishonesty

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

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

In addition, any student who aids another student in academic dishonesty (e.g., provides, answers, a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. This means no copying & pasting in any assignment unless it is minimal (e.g., an important quote) and proper credit is given.

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

BLACKBOARD TECHNICAL ASSISTANCE:

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

Updated: June 26, 2015

Arkansas Tech University

Course Addition

Assessment Form

EAM 3053

Our Mission

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

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

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

- a. How does this course fit with the university mission? EAM ~~3XX3~~ Introduction to Ethical and Legal Issues in Emergency Management will provide students the opportunity to enhance their "scholastic development" and "Integrity" so that their "professionalism" as emergency managers will reflect the student's ability to think critically about ethical and legal issues.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Make informed reasoned decisions that address ethical and legal issues while planning, preparing, and mitigating for disasters, responding to disasters, and recovering from disasters. (2) Explain how different backgrounds (social, cultural, and educational) can impact one's perspective of ethical and legal issues. (3) Value the importance of ethical and legal reasoning and practices within emergency management.
- d. What assessment tool or measure will you use to assess student learning? Assignments, essay, presentation, and final exam.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write an essay regarding the importance of ethical and legal reasoning and practices within emergency management and how different backgrounds can impact one's perspective of ethical and legal issues.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Students have shared during their internship presentations their difficulty with recognizing any ethical or legal issues during their internship experience or during their college career. It has become apparent to the department faculty that our students need a required course to engage with the various ethical and legal issues emergency managers continually confront.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Several EM

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

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

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

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

Course Syllabus

Emergency Management

COURSE NUMBER: EAM - ~~3063~~ 3063

COURSE TITLE: Emergency Management Doctrine

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

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

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

CATALOG DESCRIPTION:

Offered Fall only.

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

Provides a basic understanding of doctrine associated with comprehensive emergency management. Required for major.

REQUIRED TEXTS:

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

SUPPLEMENTAL READINGS:

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

JUSTIFICATION:

Understanding Comprehensive Emergency Management and the doctrine on which it is based is foundational for emergency managers. The documents and issues studied in this course will prepare students for a comprehensive all-hazards approach to emergency management. Thus contributing to the National Emergency Management Goal which is to achieve a secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

COURSE OBJECTIVES:

Students should be able to:

- Explain the history and fundamental elements of emergency management doctrine.

EAM 3XX3 Syllabus Emergency Management Doctrine I

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

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

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

Communicate effectively
 Think critically
 Develop ethical perspectives

COURSE ASSESSMENT:

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

COURSE CONTENT:

Subject to Change

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

Unit Topics

- I. History of Emergency Management Doctrine
- II. Incident Management Systems
- III. Response Frameworks
- IV. Stafford Act
- V. Examination of CEM and associated doctrine & gaps
- VI. Case Studies

Effort and Substance

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

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

COURSE POLICIES:

Assignment Completion

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

Late Work

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

E-Mail Correspondence

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

Excessive Unexcused Absences

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

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

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

Academic Misconduct

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

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

Academic Dishonesty

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

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

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

BLACKBOARD TECHNICAL ASSISTANCE:

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

Updated: June 26, 2015

Arkansas Tech University

Course Addition

Assessment Form

EAM 3063

Our Mission

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

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

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

- a. How does this course fit with the university mission? EAM ~~3XX3~~ Emergency Management Doctrine I will provide students the opportunity to enhance "scholastic development" in fundamental Emergency Management doctrine, which will provide a solid foundation upon which students can build knowledge as a life-long learner.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Explain the history and fundamental elements of emergency management doctrine. (2) Understand Comprehensive Emergency Management and the doctrine on which it is based. (3) Analyze the formation of emergency management doctrine.
- d. What assessment tool or measure will you use to assess student learning? Pre-course and end-of-course tests; Assignment; Presentation; Essay.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Demonstrate improved knowledge of foundational emergency management doctrine by comparing the student's pre-course and end-of-course tests. Students will produce presentations that demonstrate knowledge of emergency management core principles, including Comprehensive Emergency Management, and emergency management doctrine.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Currently there is not a course that introduces the students to emergency management doctrine comprehensively.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Other institutions do not offer anything similar to this course, as with our other courses, we are often the first emergency management program to implement new courses based on our gap analysis of the ever-changing needs of the emergency management discipline.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

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

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered? <input type="text"/>		
<p>For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)</p> <p>a. Course subject</p> <p>b. Course number</p> <p>c. Catalog course title</p> <p>d. Catalog description</p> <ol style="list-style-type: none"> 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) <p>e. Section for Name of instructor, office hours, contact information (telephone, email)</p> <p>f. Text required for course</p> <p>g. Bibliography (supplemental reading list)</p> <p>h. Justification/rationale for the course</p> <p>i. Course objectives</p> <p>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</p> <p>k. Assessment methods (include grading policy with specific equivalents for A, B, C)</p> <p>l. Policy on absences, cheating, plagiarism, etc.</p> <p>m. Course content (outline of material to be covered in course).</p>		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer, projector, & internet connectivity		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

Course Syllabus

Emergency Management

COURSE NUMBER: EAM - ~~4XX3~~ 4063

COURSE TITLE: Leadership

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

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

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

CATALOG DESCRIPTION:

Offered Spring only.

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

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

REQUIRED TEXTS:

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

Huder, R. C. (2012). *Disaster operations and decision making*. Hoboken, NJ: John Wiley & Sons.

Northouse, P. G. (2015). *Introduction to leadership: Concepts and practice* (3rd ed.). Los Angeles, CA: SAGE Publications.

SUPPLEMENTAL READINGS:

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

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

JUSTIFICATION:

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

COURSE OBJECTIVES:

Students should be able to:

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

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

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

Communicate effectively

Think critically

Develop ethical perspectives

COURSE ASSESSMENT:

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

COURSE CONTENT:Subject to Change

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

Unit Topics

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

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the

reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

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

COURSE POLICIES:

Assignment Completion

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

Late Work

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

E-Mail Correspondence

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

Excessive Unexcused Absences

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

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

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

Academic Misconduct

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

A student will be notified if his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues or in egregious

cases, the student will be removed from Blackboard, and the professor may begin university procedures for removal from the course.

Academic Dishonesty

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

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

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

BLACKBOARD TECHNICAL ASSISTANCE:

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

Updated: June 26, 2015

Arkansas Tech University

Course Addition for EAM 4XX3 Leadership

Assessment Form

EAM 4063

Our Mission

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

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

4063 EAM ~~4XX3~~ Leadership 4063

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

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

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	4006 4006 4606	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Capstone		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
CAPSTONE		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input checked="" type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Course Syllabus

Department of Emergency Management: Capstone

COURSE NUMBER: EAM – ~~4606~~ ~~4806~~ 4606

COURSE TITLE: Capstone

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

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

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

CATALOG DESCRIPTION:

Offered Fall, Spring, and Summer.

* Prerequisites: EAM 1003, 1013, 3003 3013, 3023, ³⁰⁶³ ~~3063~~ (Emergency Management Doctrine), 4003, ~~3003~~ (Introduction to Ethical and Legal Issues in Emergency Management), 4013, and 4033, or consent of department head. ³⁰⁵³

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

REQUIRED TEXTS:

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

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

SUPPLEMENTAL READINGS:

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

JUSTIFICATION:

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

COURSE OBJECTIVES:

Students should be able to:

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

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

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

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

Communicate effectively
 Think critically
 Develop ethical perspectives

COURSE ASSESSMENT:

Point Accumulation		Grade Scale		
Assignments†	Points	Accumulated Points	Percent	Grade
Class Participation	100	900-1000	90 - 100	A
Service Learning Journals	300	800-899	80 - 89.9	B
CEM Essay	100	700-799	70 - 79.9	C
Legal and Political Essay	100	600-699	60 - 69.9	D
Ethical and Social Essay	100	< 600	0 - 59.9	F
Portfolio	300	*Please note the late assignment submission policy! <small>(See Course schedule for tentative due dates)</small>		
Total Points	1000			

COURSE CONTENT:

Unit Topics

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

Training and Service Learning Documentation

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

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

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

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

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

COURSE POLICIES:

Assignment Completion

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

Late Work

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

E-Mail Correspondence

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

Excessive Unexcused Absences

If, at any time during the semester, you have three unexcused absences, you will be referred to the Tech Early Warning Program.

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

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

Academic Misconduct

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

A student will be notified if his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues or in egregious

cases, the student will be removed from Blackboard, and the professor may begin university procedures for removal from the course.

Academic Dishonesty

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

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

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

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

BLACKBOARD TECHNICAL ASSISTANCE:

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

Updated: June 26, 2015

Arkansas Tech University

Course Addition

Assessment Form

EAM ~~4206~~ 4606

Our Mission

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

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

~~4206~~ EAM ~~4XX6~~ Capstone ~~4206~~ 4606

- a. How does this course fit with the university mission? EAM ~~4XX6~~ Capstone will provide students the opportunity to synthesize knowledge gained throughout their baccalaureate course work and link it with service learning experiences so that their "scholastic development" is nurtured while strengthening the student's integrity and professionalism.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Apply emergency management theories through service. (2) Demonstrate coordination skills within legal and political contexts. (3) Identify ethical and social contexts within emergency management.
- d. What assessment tool or measure will you use to assess student learning? Service learning journals, essays, portfolio.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write essays addressing the department's core competencies and will produce a portfolio of trainings, certifications, service learning experiences, and course objectives.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. EAM 3206 Externship has been a required Practical Applications course for EM majors; however, student feedback has been that students desired more service-learning opportunities. EAM 4XX6 Capstone will replace EAM 3206 providing students with service learning opportunities in addition to EM trainings.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The FEMA Higher Education Program has encouraged institutions to develop capstone experiences in addition to internship experiences for baccalaureate students. Therefore, this course will address this request from FEMA.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

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

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	1003
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: Living in a Hazardous Environment	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Course Description
<input type="checkbox"/> Grading	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Other	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Fee	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

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

New Course Description:

Overview of emergency management systems with analyses of the causes, characteristics, nature and effects of natural and technological hazards. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

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

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

EAM 1003

Our Mission

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

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

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

Not Applicable.

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

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

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

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	1013
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: Aim and Scope of Emergency Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

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

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

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

New Course Description:

Provides a broad overview of Emergency Management in the context of Mitigation, Preparedness, Response, and Recovery. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):
EAM 1003 or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):
EAM 1003 or consent of the department head.

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

EAM1013

Our Mission

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

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

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

Not Applicable.

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

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

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

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

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

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

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

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

New Course Description:

Provides practical and fundamental skills for individuals entering the emergency management profession. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)

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

EAM 1003 and 1013 or consent of the department head.

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

EAM 1003 and 1013 or consent of the department head.

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

EAM 3003

Our Mission

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

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

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

Not Applicable.

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

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

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

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

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	3013
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: Public Policy Issues in Emergency Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

Public Policy and Politics in Emergency Management

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

PUBLIC POLICY & POLITICS-EM

New Course Description:

Analyzes the role of public policy and politics within emergency management. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

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

EAM 1003 and 1013 or consent of the department head.

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

EAM 3013

Our Mission

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

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

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

Not Applicable.

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

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

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

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

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

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

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

Principles of Preparedness and Response Operations

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

PREPAREDNESS & RESPONSE OPS

New Course Description:

Examines topics of preparedness and response operations. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

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

EAM 1003, 1013, and 3003 or consent of the department head.

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

Elective

Major

Minor

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

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 3023

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

- b. Provide an example or examples of student learning assessment evidence which supports the course change.

The title change for EAM 3023 is to more accurately reflect the course curriculum and to highlight the importance of both preparedness and response operations within emergency management. The EAM 3023 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-26-15
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4003
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Principles and Practice of Disaster Relief and Recovery	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Principles of Disaster Relief and Recovery

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

DISASTER RELIEF & RECOVERY

New Course Description:

Studies recovery issues at different phases of emergency management. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

EAM 1003, 1013, and 3003 or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4003

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

- b. Provide an example or examples of student learning assessment evidence which supports the course change.

The title change for EAM 4003 is to more accurately reflect the course curriculum. The EAM 4003 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Wanda M Smith</i>	6-26-15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4013
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No _____	
Official Catalog Title: Business and Industry Crisis Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Mitigation and Continuity of Operations

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

MITIGATION & CONTINUITY OPS

New Course Description:

Explores continuity of business and government operations, including risk assessment, hazard analysis, and resumption of operations with an emphasis of disaster mitigation. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):
EAM 1003, 1013, and 3003 or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4013

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

- b. Provide an example or examples of student learning assessment evidence which supports the course change.

The title change for EAM 4013 is to more accurately reflect the course curriculum and highlight the importance of mitigation within the context of continuity within emergency management. The EAM 4013 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program.

Prerequisite change is for insuring all beginning courses are completed, consistency in advising, and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandra N Smith</i>	6-26-15
Dean	<i>W. J. Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammay W. L. L...</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4023
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Information Technology and Emergency Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

Introduces location-based computer technology emphasizing geographic information systems (GIS) as it applies to emergency management. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

EAM 1003 and 1013 or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4023

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

b. Provide an example or examples of student learning assessment evidence which supports the course change.

The EAM 4023 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Wendy M Smith</i>	6-26-15
Dean	<i>Wally Henfler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4033
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: Emergency Management Research Methods/Analysis	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input checked="" type="checkbox"/> Course Description	
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Co-requisite	
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

Covers basic research to be utilized for decision-making and policy development in emergency management. Required for major.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):
EAM 1003, 1013, and ENGL 2053 or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4033

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

- b. Provide an example or examples of student learning assessment evidence which supports the course change.

The EAM 4033 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Emergency Management
DATE SUBMITTED:	6/29/2015

Title	Signature	Date
Department Head	<i>Vandy M Smith</i>	6-26-15
Dean	<i>Willy Haeffler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammie W. Danner</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4043
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Introduction to Legal Issues in Emergency Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input checked="" type="checkbox"/> Course Description	
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

Examines a variety of ethical theories and principles foundational to emergency management. A review of specific ethical dilemmas per disaster phase is examined in light of professional ethics, overcoming biases, avoiding discrimination, and developing sensitivity.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

3053

New Prerequisite (list all, as you want them to appear in the catalog):

EAM 1003, 1013, and 3XX3 (Introduction to Ethical and Legal Issues in Emergency Management) or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4043

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

b. Provide an example or examples of student learning assessment evidence which supports the course change.

The EAM 4043 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Emergency Management
DATE SUBMITTED:	6/29/2015

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	6-26-15
Dean	<i>Wally Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Wall</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4083
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Introduction to Legal Issues in Emergency Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

New Course Number: (e.g., 1003)

New Official Catalog Title: (if official title exceeds 30 characters, indicate Banner Title below)

Legal Issues in Emergency Management

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

LEGAL ISSUES IN EM

New Course Description:

Provides an in-depth study of legal issues in each phase of emergency management and addresses interaction between the government, private, and volunteer sectors from a legal perspective.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

3053

New Prerequisite (list all, as you want them to appear in the catalog):

EAM 1003, 1013, and 3XX3 (Introduction to Ethical and Legal Issues in Emergency Management) or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4083

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

- b. Provide an example or examples of student learning assessment evidence which supports the course change.

The title change for EAM 4083 is to accurately reflect the nature of the course as this is not an introductory course; the description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Wendy McEnch</i>	6-26-15
Dean	<i>Willy Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy G. Hall</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4106
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: Practicum/Internship	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input checked="" type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Internship/Practicum

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

INTERNSHIP/PRACTICUM

New Course Description:

Provides practical experience in the emergency management field and applies emergency management theory to actual problems in a non-classroom situation. A minimum of 400 hours of relevant work experience must be completed in an approved internship site OR for those currently working in an emergency management related position, a practicum with a minimum of 150 hours must be completed. The student will work with an advisor to have a site approved by the internship coordinator prior to course enrollment. Required for major. \$100 supervisor travel fee required.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

4206

New Prerequisite (list all, as you want them to appear in the catalog):

EAM 4XX6 Capstone or consent of the department head.

4206

New Co-requisite (list all, as you want them to appear in the catalog):

EAM 4XX6 Capstone or consent of the department head.

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

EAM 4106

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable.

b. Provide an example or examples of student learning assessment evidence which supports the course change.

The title change for EAM 4106 is to clearly distinguish this course from the graduate practicum course. The course description change is for clarification between an internship and a practicum and for streamlining all required courses' descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	6-29-15

Title	Signature	Date
Department Head	<i>Sandy Smith</i>	6-26-15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Emergency Management	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
<ol style="list-style-type: none"> 1. Modify EAM Core: (1) delete 2033, 3033, 3123, 3143, 3243, 4043, 4053, 4083, 4991-3; (2) add Emergency Management Doctrine, Introduction to Ethical and Legal issues in Emergency Management, and Capstone; and 3) 15 hrs EAM Electives. 2. Require a C or better in required EAM Core courses 3. Add EAM Electives: 2033, 3033, 3123, 3143, 3243, 4043, 4053, 4083, 4991-3, Leadership ⁴⁰⁶³ 4. Delete Administrative Core 5. Delete Interdisciplinary Core 6. Require COMS 2003 or equivalent, ENGL 2053 or PS 3023, and Speech* (reduce social/science requirement from 9 hrs to 6 hrs) 7. Change electives from 6 hrs to 18 hrs 8. Delete EAM 3206 <p>*Speech is to be required as part of the General Education requirements</p>	
MATRIX attached contains only changes	
Catalog description of Program is attached with strike-throughs	

EAM 3063
EAM 3053
EAM 4206

What impact will the change have on staffing, on other programs and space allocation?

This change in EM curriculum will have no impact on current staffing or other programs. With only one dedicated classroom (Dean 102 with 30 computers) to the EM Department for both EAM and EMHS classes, the EM Department will need to continue to borrow classrooms for conducting classes from other departments.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in <u>Emergency Management</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Speech</p> <p>Delete:</p> <p>Interdisciplinary Core (3 hrs)</p> <p>Total Hours:16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>COMS 2003 or equivalent</p> <p>Delete:</p> <p>Interdisciplinary Core (3 hrs)</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>EAM 3003 Developing Emergency Management Skills</p> <p>EAM 3003 3063 Emergency Management Doctrine</p> <p>Delete:</p> <p>Social Sciences (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>EAM 3013 Public Policy and Politics in Emergency Management</p> <p>EAM 3023 Principles of Preparedness and Response Operations</p> <p>EAM 3053 3053 Introduction to Ethical and Legal Issues in Emergency Management</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p>

	Total Hours:15
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>EAM 4003 Principles of Disaster Relief and Recovery</p> <p>EAM 4013 Mitigation and Continuity of Operations</p> <p>Elective (3 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>EAM Electives (9 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>EAM Electives (6 hrs)</p> <p>Electives (9 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>EAM Core (6 hrs)</p> <p>Interdisciplinary Core (6 hrs)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>EAM 4006 ⁴²⁰⁴ Capstone</p> <p>Delete:</p> <p>EAM 3206 Externship</p> <p>Total Hours: 12</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

EAM

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does the program change fit with the university mission?

The Emergency Management program change will provide a solid educational foundation for all of our majors. Currently, the program currently requires only 42 EAM credit hours with just 24 EAM required credit hours specified. The proposed program change will require 60 EAM credit hours and 45 EAM required credit hours specified. These changes should enhance both the scholastic development and the professionalism of our majors.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Although the Department of Emergency Management's (DEM) accrediting agency, the Council for Accreditation of Emergency Management Education (formerly the Foundation for Higher Education Accreditation), did not mandate this change in program, the FEMA Emergency Management Institute Higher Education Program has encouraged the adoption of core competencies for their partnering programs. The Arkansas Tech University Department of Emergency Management embraced 8 core competencies based upon the EMI Higher Education Program Director's work in 2005. The DEM faculty noted that several of the 8 core competencies were not addressed as required courses within the present EM curriculum. Specifically, DEM Core Competencies 1, 3, 5, 6, and 7 were not addressed adequately within the 24 required credit hours specified within the major. (DEM Core Competencies is attached.)

c. How will the program change impact learning for students enrolled in this program?

Students enrolled in the Emergency Management program will benefit from this program change because all majors will be required to take courses that will prepare them to meet all 8 DEM Core Competencies. Specifically, students will be able to: 1) Deal effectively with people and projects in non-emergency and emergency situations; 2) Lead, analyze, and make informed, reasoned decisions in a team environment; 3) Understand Comprehensive Emergency Management and the doctrine on which it is based; 4) Coordinate in both legal and political contexts; 5) Practice and insist on ethical behavior toward all members of a

community and disaster survivors in particular; and 6) Understand and operate with consideration of social aspects of emergency management, including social vulnerability reduction.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

Students earning a Bachelor of Science in Emergency Management, with this revised curriculum, will be able to demonstrate competency in these 8 areas: 1) Management Skills; 2) Communication Skills; 3) Leadership & Decision Making Skills; 4) Technical Skills, Systems, & Standards; 5) Understanding of Comprehensive Emergency Management; 6) Coordination Skills within Legal & Political Contexts; 7) Understanding of Ethical & Social Contexts; and 8) Understanding of Emergency Management Theory, Practical Application, and Research.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Students who complete EAM 4106 are reporting in senior presentations and senior exit interviews that they are unable to fulfill all aspects of their internship or were unable to apply for internships which required certain skill sets. The faculty reviewed EAM 4106 assessment data and determined that students are performing at an acceptable level, but the number of hours students are transferring in and the program limitations which exist are putting our students at a disadvantage in internships and the workforce. The specified required courses with the program presently do not include core competencies #1, #3, #5, #6 and #7. The student data for EAM 4106 revealed that 73% of our majors are transferring hours from other colleges and universities, 27% of the majors are transferring in 36 plus hours, and 11% of majors are transferring in 71 plus hours. We evaluated the program limitations and determined that students are not being provided all eight core competencies within the specified required courses as strongly encouraged by the FEMA EMI Higher Education Program. After extensive review of the program limitations and realizing that over 70% of our majors are transferring in hours which do not include the missing core competencies, we determined that program and transfer limitations inhibit students from obtaining all of the necessary skill sets for internship and preparation for continued education and employment. All eight core competencies are vital to the profession and field of Emergency Management as determined by the Council for Accreditation in Emergency Management Education (formerly the Foundation for Higher Education Accreditation).

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Arkansas Tech University's Emergency Management program was the 2nd program in the nation and the first academic department in the nation created solely to address the needs of the emergency management field. Thus, ATU's DEM has been a leader in the Emergency Management Higher Education field and many of the nation's EM programs are patterned after our program; therefore many EM programs have courses with similar titles to ATU's DEM. However, there is precedence from a number of baccalaureate programs with an emergency management focus to include required courses in ethics and legal issues.

Additionally, most all programs integrate emergency management doctrine and policy into their required courses.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University
Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: Change in Academic Program
Program: Bachelor of Science in Emergency Management

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Management Skills	LO1: Demonstrate professional emergency management skills.	EAM 3003 Developing Emergency Management Skills EAM 4106 Internship/Practicum	Assignment Supervisor Evaluation	At least 75% of students will achieve a 70% or higher on this assignment. At least 85% of students will achieve a score of 75% or higher on their supervisor evaluation.
PO2: Communication Skills	LO2: Communicate effectively both orally and in writing.	EAM 1013 Aim and Scope of Emergency Management EAM 3023 Principles of Preparedness and Response Operations	Presentation and Essay Presentation and Written Assignment	At least 75% of students will achieve a score of 70% or higher on their presentation and essay. At least 80% of students will achieve a 80% score on writing mechanics on this assignment

		EAM 4033 Emergency Management Research Methods and Analysis	Presentation and Written Assignment	and at least 80% of students will achieve a 80% score on presentation skills. At least 80% of students will achieve a score of 80% or higher on their oral presentation skills and written assignment.
PO3: Leadership & Decision Making Skills	LO3: Lead, analyze, and make informed reasoned decisions.	EAM3XX3 Introduction to Ethical and Legal Issues in Emergency Management	Exam	At least 75% of students will achieve a 70% or higher on this short answer question.
		EAM 4106 Internship/Practicum	Final Presentation	At least 85% of students will achieve a score of 75% or higher on this section of the presentation rubric.
PO4: Technical Skills, Systems & Standards	LO4: Utilize technical skills for addressing emergency management situations.	EAM 4023 Information Technology and Emergency Management	Project	At least 75% of students will achieve a passing score on their project.
		EAM 4106 Internship/Practicum	Final Presentation	At least 85% of students will achieve a score of 75% or higher on this section of

				the presentation rubric.
PO5: Understanding of Comprehensive Emergency Management	LO5: Understand Comprehensive Emergency Management and the doctrine on which it is based.	EAM 1003 Living in a Hazardous Environment	Assignment	At least 75% of students will pass this assignment.
		EAM 3xx3 EM Doctrine	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
PO6: Coordination Skills within Legal & Political Contexts	LO6: Demonstrate coordination skills within legal and political contexts.	EAM 3XX3 Introduction to Ethical and Legal Issues in Emergency Management	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
		EAM 3013 Public Policy and Politics in Emergency Management	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
		EAM 4XX6 Capstone	Essay	At least 85% of students will achieve a score of 75% or higher on this essay.
PO7: Understanding of Ethical & Social Contexts	LO7: Identify ethical and social contexts within emergency management.	EAM 3XX3 Introduction to Ethical and Legal Issues in Emergency Management EAM 4003	Assignment	At least 80% of students will achieve a score of 75% on this assignment.

		Principles of Disaster Relief and Recovery	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
		EAM 4XX6 Capstone	Essay	At least 85% of students will achieve a passing score on this essay.
PO8: Understanding of Theory, Practical Application and Research	LO8: Understand emergency management theory, practical application, and research	EAM 4013 Mitigation and Continuity of Operations	Assignment	At least 80% of students will achieve a score of 75% on this assignment
		EAM 4033 Emergency Management Research Methods and Analysis	Assignment	At least 80% of students will achieve a score of 75% on this assignment
		EAM 4106 Internship/Practicum	Final Presentation	At least 85% of students will achieve a score of 75% or higher on these sections of the presentation rubric.

Assessment Process

Assessment Plan Implementation

	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	EAM 1003 EAM 1013 EAM 3003 EAM 3013 EAM 3023 EAM 3XX3 EAM 3XX3 EAM 4003 EAM 4013 EAM 4033 EAM 4XX6 EAM 4106	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
Indirect and Direct Measures Alignment	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates by email or mail	Analyze survey results	Program and curriculum changes
Continuous Improvement Plan Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment process from Student Learning reports.		
D. Program Quality		Evaluate program quality from post-graduate survey and employer satisfaction survey.		
E. Budget		Budget requests supported by student learning and program assessment.		

Department of Emergency Management
MISSION & CORE COMPETENCIES

DEM Mission:

The Department of Emergency Management at Arkansas Tech University is dedicated to: increasing learning and knowledge by providing outstanding teaching, scholarship, and service for the university and community; sustaining a department that supports faculty and students in their professional and intellectual growth; educating students to become leaders in this discipline and to make a positive contribution to the field.

DEM Core Competencies:

1. Management Skills

The ability to manage in a wide variety of circumstances, across sectors, at the national, state and local levels, is an important skill for emergency managers. In a balanced approach to education and professional development, emergency managers acquire management and coordination skills, which equip them to deal effectively with people and projects in non-emergency and emergency situations.

2. Communication Skills

Emergency managers must be able to communicate with a high degree of proficiency both orally and in writing. Excellent communication skills are important for emergency managers on a day to day basis. And the ability to communicate effectively under pressure is of the upmost importance.

3. Leadership & Decision Making Skills

The ability to lead, analyze, and make informed, reasoned decisions in a team environment is vital to the success of any endeavor in emergency management. Decisions need to be made with the understanding of their ultimate consequences. With lives and property at stake, it is critical for emergency managers to efficiently collaborate with, and direct the efforts, of others.

4. Technical Skills, Systems & Standards

The prominence of technology in the field of emergency management necessitates emphasis on technical skills. Computer skills are essential for emergency managers – from the most basic to the use of mapping, modeling, simulation, incident planning and management technologies.

5. Understanding of Comprehensive Emergency Management

Understanding Comprehensive Emergency Management (CEM) and the doctrine on which it is based is foundational for emergency managers. The National Emergency Management Goal is to achieve a secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

6. Coordination Skills within Legal & Political Contexts

Coordination among emergency managers and the whole community – all stakeholders at all levels – is essential to effective emergency management. Furthermore, emergency managers need to have the ability to coordinate in both legal and political contexts. With any emergency management endeavor, legal and political considerations must be made. Therefore, emergency managers must keep abreast of significant legal and political issues that affect, or have the potential to affect, the field of emergency management.

7. Understanding of Ethical & Social Contexts

Emergency Managers must consider the whole community within ethical and social contexts. In conjunction with any emergency management endeavor, ethical and social considerations must be made. Therefore, emergency managers must keep abreast of significant ethical and social issues that affect, or have the potential to affect, the field of emergency management. Furthermore, emergency managers must practice and insist on ethical behavior toward all members of a community and disaster survivors in particular. Likewise, emergency managers must understand and operate with consideration of social aspects of emergency management, including social vulnerability reduction.

8. Understanding of Emergency Management Theory, Practical Application, and Research

Emergency Management is a discipline of theory and practice – theory informs practice and practice informs theory. Emergency management students: study the discipline's existing body of knowledge; practice emergency management based upon that knowledge; and in turn, contribute to the body of knowledge through theoretical and applied research.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: <i>Professional Studies</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____

Date: 6/16/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: BIOS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program. The BIOS department supports this proposal as we realize that the EAM students need more space in their curriculum for EAM coursework.</p>	

Department Head Signature: _____

Charlis Hagen

Date: 6-29-15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The department supports the proposal to remove the Interdisciplinary and Administrative/Professional cores from the Emergency Management degree.	

Department Head Signature: Jim Mauer
Date: 6/24/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: Mathematics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: 

Date: 6/24/15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: English and World Languages	This department X supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____



Date: 6-17-15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: Health and Physical Education	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: Wendell McLaughlin

Date: 6/15/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: <i>ELECTRICAL ENGINEERING</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____

Maria Buford

Date: 6/17/15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature:

[Handwritten Signature] (acting until 7/1/15)

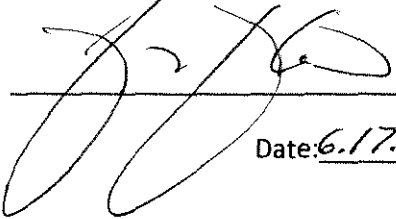
Date: 6/16/15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____

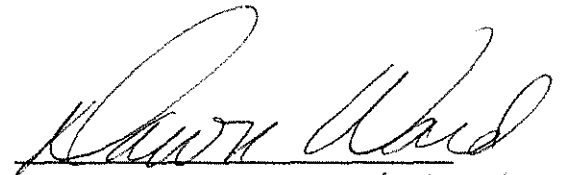

Date: 6.17.15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: ART	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature:




Date: 6/17/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: 

Stephen C. Jones
Associate Dean, College of Business

Date: 06/18/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

This form must be completed for every department affected by the course change.


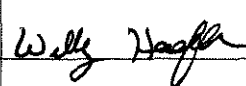

Department Affected: Nursing	This department XX <input type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: Rebecca Burris PhD, RN

Date: 6-18-2015

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head		1 JUL 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MCEG	Course Number: (e.g., 1003) 3000	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Engineering Internship/Research Experience

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

ENGR INTERNSHIP/RESEARCH EXPER

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No **MCEG-3000 ELEG**

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

Yes No **ELEG 3000**

If so, list course subject and number.

Is this course repeatable for additional earned hours? Yes No How many total hours? **0**

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- | | | |
|---|--|---|
| <input type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input checked="" type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? _____ Select Fee Type

If selected other list fee type: _____

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

As Needed

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG/MCEG 3000

Engineering Internship/Research Experience

2. Credits and Contact Hours:

0 Credits

0 Contact Hours

3. Instructor:

Faculty Name

Office Location

Office Hours

4. Textbook:

None

5. Course Information:

a. Course (catalog) Description:

A minimum of six weeks of supervised on-the-job training with a university research program, engineering firm, manufacturer, municipality, or company employing engineers. A written report is required within one week of internship completion. Students will also present their internship experience to an engineering class or at a student engineering RSO meeting.

b. Prerequisite:

A minimum of sixty hours applicable toward the ATU Electrical/Mechanical engineering program requirements with a minimum 3.5 GPA; and acceptance in an Engineering Internship or Research Experience for Undergraduates Program.

c. Corequisite:

None

d. Course Designation:

Elective enrichment course, part of the College of Distinction requirements.

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

1. Demonstrate an ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
2. Work in a team environment D1
3. Communicate effectively orally G1
4. Communicate effectively by writing G2
5. Use techniques, skills, and engineering tools K1, K2, K3

b. Student outcomes related to the course:

A	B	C	D	E
a1, a2, a3	g1	g2	d	k1, k2, k3

7. Assessment

Pass/Fail

Students will submit a report within one week of the internship/research experience. Additionally, student will prepare a presentation describing their experience for an engineering Registered Student Organization or engineering class.

8. Attendance

Regular attendance is required. Specific policies set by internship/research supervisor. Students will submit a report within one week of the internship/research experience. Additionally, student will prepare a presentation describing their experience for an engineering Registered Student Organization or engineering class.

9. Topics covered:

- a. Assimilation in an engineering/research environment
- b. Designing/Researching in a realistic environment.
- c. Other topics required by the internship/research supervisor

10. Justification/Rational for the course:

Students will enrich their undergraduate engineering experience as part of their participation in the College of Distinction Program. This course is the enrichment course to fulfill the College of Distinction course requirements.

11. ACTS Course Number: N/A

12. Offered: Summers as needed.

13. Fees: None

14. Description of how course meets general education requirements: N/A

15. Policy on absences, cheating, plagiarism, etc: Determined by the engineering or research supervisor at the site of the experience.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Patricia Buford
Date: 7/1/15

Arkansas Tech University

Course Addition

ELEG/MCEG 3000

Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? This course will assist students by "nurturing scholastic development, integrity, and professionalism."
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course?
The successful student should be able to:
 1. An ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
 2. Work in a team environment D1
 3. Communicate effectively orally G1
 4. Communicate effectively by writing G2
 5. Use techniques, skills, and engineering tools K1, K2, K3
- d. What assessment tool or measure will you use to assess student learning? Rubrics for presentations and reports.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write a report of their experience and a presentation to a class or RSO.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course is in response to the mandate for College of Distinction Program.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Although internships and research experiences are encouraged by the department this is a documented enrichment course for the College of Distinction Program.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head		25 JUN 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MCEG	4491	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Mechanical Design Project I

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No

How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input checked="" type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
<input type="text" value="Fall and Spring"/>		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)		
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course). 		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

DEPARTMENT OF MECHANICAL ENGINEERING

1. Course Number and Name:

MCEG 4491
Mechanical Design Project I

2. Credits and Contact Hours:

1 hour credit
1 contact hour/week

3. Instructor:

Dr. James Steuber

4. Textbook:

Yousef Haik, *Engineering Design Process*, Cengage Learning Engineering, 2nd Edition
ISBN: 0495668141 (Reference)

5. Course Information:

a. Course (catalog) Description:

First of a two part sequence of courses to complete an independent or group project in mechanical engineering design. Where appropriate, a team approach will be employed. Emphasis will be placed on designing a mechanical system or sub-system with due regard for: safety, environmental concerns, reliability, longevity, ease of manufacturing, maintainability, and cost effectiveness. Both a written and oral report are required.

b. Prerequisites/Corequisites:

MCEG/ELEG 4202 (corequisite).

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

- A. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal.
- B. Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal.
- C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal.
- D. Students will give an adequate final oral presentation of their preliminary design to faculty and/or students.
- E. Students will give an adequate final written proposal to the faculty in charge of the class.

b. Student outcomes related to the course:

Course	A	B	C	D	E
Program	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

7. Assessment

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0%-59%	F

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Justification/Rational for the course:

Required by accreditor (ABET).

Arkansas Tech University

Course Addition

Assessment Form

MCEG 4491

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission?
The objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (MCEG 4202). Thus, nurturing scholastic development.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"
c. Provide up to three student learning outcomes students will achieve after completing this course?
1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal. 2. Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal. 3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal. 4. Students will give an adequate final oral presentation of their preliminary design to faculty and/or students. 5. Students will give an adequate final written proposal to the faculty in charge of the class.
d. What assessment tool or measure will you use to assess student learning?

Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.
e. What will students demonstrate, represent, or produce to provide evidence of their learning?
Students will produce preliminary designs, proposals, and presentations that demonstrate achievement of student learning outcomes.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in MCEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following MCEG 4493-Mechanical Design Project.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The "major design experience" of which this course is a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for MCEG 4492 replace an existing course MCEG 4493 in the Mechanical Engineering Program.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

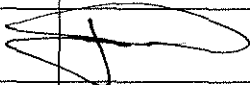

This form must be completed for every department affected by the course change.

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Mechanical Engineering curriculum regarding MCEG 4491 and MCEG 4492 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Electrical Engineering Department agrees to coordinate with the Mechanical Engineering department as required.	

Department Head Signature: Patricia Buford
Date: 7/20/15

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head		25 Jun 15
Dean	Wally Hooper	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MCEG	Course Number: (e.g., 1003) 4492	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Mechanical Design Project II

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number.

Yes No

Is this course repeatable for additional earned hours? Yes No

How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input checked="" type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <input type="text" value="\$50"/> Other
If selected other list fee type: <input type="text" value="Engineering Fee"/>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered?
<input type="text" value="Fall and Spring"/>
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .

DEPARTMENT OF MECHANICAL ENGINEERING

1. Course Number and Name:

MCEG 4492
Mechanical Design Project II

2. Credits and Contact Hours:

2 hours credit
2 contact hours/week

3. Instructor:

Dr. James Steuber

4. Textbook:

Yousef Haik, *Engineering Design Process*, Cengage Learning Engineering, 2nd Edition
ISBN: 0495668141 (Reference)

5. Course Information:

a. Course (catalog) Description:

Second of a two part sequence of courses to complete an independent or group project in mechanical engineering design. Where appropriate, a team approach will be employed. Emphasis will be placed on designing a mechanical system or sub-system with due regard for: safety, environmental concerns, reliability, longevity, ease of manufacturing, maintainability, and cost effectiveness. Both a written and oral report are required.

b. Prerequisites:

MCEG 3003, MCEG/ELEG 4202, MCEG 4491, senior standing and consent of instructor.

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

A. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.

B. Students will demonstrate the ability to design a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their final report.

C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.

D. Students will give an adequate final oral presentation of their design to faculty and/or students.

E. Students will give an adequate final written report to the faculty in charge of the class.

b. Student outcomes related to the course:

Course	A	B	C	D	E
Program	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

7. Assessment

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0%-59%	F

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Justification/Rational for the course:

Required by accreditor (ABET).

Arkansas Tech University

Course Addition

Assessment Form

MCEG 4492

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does this course fit with the university mission?

The objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (MCEG 4202). Thus, nurturing scholastic development.

b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

c. Provide up to three student learning outcomes students will achieve after completing this course?

1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.
2. Students will demonstrate the ability to design a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their final report.
3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.
4. Students will give an adequate final oral presentation of their design to faculty and/or students.
5. Students will give an adequate final written report to the faculty in charge of the class. What assessment tool or measure will you use to assess student learning?

d. What assessment tool or measure will you use to assess student learning?

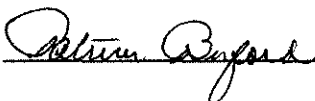
Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.

e. What will students demonstrate, represent, or produce to provide evidence of their learning?
Students will produce reports, engineering drawings, and in most cases fabricate products that demonstrate achievement of student learning outcomes.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in MCEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following MCEG 4493-Mechanical Design Project.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The “major design experience” of which this course is a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for MCEG 4491 replace an existing course MCEG 4493 in the Mechanical Engineering Program.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.



Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Mechanical Engineering curriculum regarding MCEG 4491 and MCEG 4492 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Electrical Engineering Department agrees to coordinate with the Mechanical Engineering department as required.	

Department Head Signature: 
Date: 7/20/15

Arkansas Tech University
REQUEST FOR COURSE DELETION

Effective term changed to 201730 per email from Dr. Buford

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head		25 Jun 15
Dean	Willy Hoefler	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MCEG	Course Number: (e.g., 1003) 4493
If this course is cross-listed, list course subject and number. <input style="width: 100%;" type="text"/>	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Mechanical Design Project	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Deletion

Assessment Form

MCEG 4493

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

b. Explain the rationale for the course deletion.

The current course (MCEG 4493-Mechanical Design Project) is being replaced by two courses (MCEG 4491-Mechanical Design Project I and MCEG 4492-Mechanical Design Project II). The proposed changes will satisfy the mandate above.

Brittany Martin

From: Alexis Scrimshire
Sent: Tuesday, August 02, 2016 9:23 AM
To: Brittany Martin
Subject: FW: Please change the Delete date for two classes

From: Tammy Weaver
Sent: Tuesday, February 23, 2016 7:52 AM
To: Alexis Scrimshire <ascrimshire@atu.edu>
Subject: FW: Please change the Delete date for two classes

Alexis:

This is unusual but I was asked to make the two courses active through 201670: ELEG 4193 and MCEG 4493. Can we end then for 201730 now or so we have to wait?

Thanks.

Tammy

Tammy Rhodes Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu



From: Patricia Buford
Sent: Monday, February 22, 2016 5:56 PM
To: Tammy Weaver <tweaver@atu.edu>
Subject: Please change the Delete date for two classes

Dear Mrs. Weaver,

This is the email you asked me to send regarding changing the delete date on ELEG 4193 Electrical Design Class and ELEG 4493 Mechanical Design Class. If you would extend that deadline date at least through next December (2016), we would be grateful. The only problem we might still have is if one of the students fails. If so we could add it as a special topics course in subsequent semesters in the event they only have 119 hours.

I am so excited about Degree Works. If you ever need a tester for engineering, please let me know.

My thoughts and prayers are with Alexis; thanks for letting me know. If there is anything I can do, please let me know that as well.

Thank you for all you do.

Pat


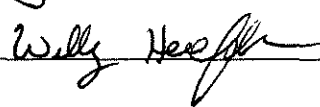
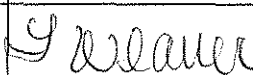
Patricia S. Buford, Ph.D., P.E.
Associate Dean of Engineering
Professor of Electrical Engineering
Corley Hall, Room 111D
1811 North Boulder Avenue
Russellville, Arkansas 72801
Office: (479) 968-0338

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If you are not the intended recipient, you are hereby notified that any use, dissemination, forwarding, or copying of this communication in error, please notify the sender at once so that appropriate action may be taken to protect the information from further disclosure.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	20 Jul 15

Title	Signature	Date
Department Head		20 JUL 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MCEG	1012
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input style="width: 600px; height: 20px;" type="text"/>	
Official Catalog Title: Introduction to Mechanical Engineering	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input style="width: 600px; height: 20px;" type="text"/>
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number: (e.g., 1003)

1011

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

no change

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

no change

New Course Description:

An introductory lecture/lab course to acquaint students with the technical aspects of mechanical engineering and professional responsibility.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

Prerequisites: MATH ACTE score of 24 or higher, or a grade of C or higher in MATH 1113, MATH 1914, or MATH 1203 or consent of instructor.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

MCEG1012

Our Mission

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Provide an answer for each question. Your answers are to be typed single spaced.

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

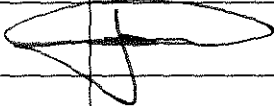
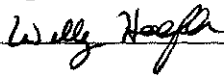

Not applicable

b. Provide an example or examples of student learning assessment evidence which supports the course change.

Student Evaluation comments in MCEG 1012 indicate the effectiveness of hand-on learning in that course. In addition, mechanical engineering faculty teaching TECH 1001 report that the course is very organized and effective.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	20 July 2015

Title	Signature	Date
Department Head		20 JUL 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Program Title: Bachelor of Science in Mechanical Engineering (BSME)	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <ul style="list-style-type: none"> (1) delete MCEG 4493 (2) add MCEG 4491 (3) add MCEG 4492 (4) delete MCEG 1012 (5) add MCEG 1011 (6) add TECH 1001 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>The proposed change involving MCEG 4491 & MCEG 4492</p> <ul style="list-style-type: none"> (1) does not affect the number of hours in the program (2) does change the number of hours taken in the last two semesters from 14 and 16 to 15 and 15 hours. This may be more convenient for students with financial aid requirements. (3) does not affect faculty load as both courses are independent study. Therefore, these courses do not directly apply to faculty load. (4) does not affect the curriculum of any other department (although it does require some coordination with the Electrical Engineering department). (5) does not affect the allocation of space. Since 4491 and 4492 are independent study, we don't typically schedule a classroom for these courses. <p>The proposed change involving MCEG 1011 and TECH 1001</p> <ul style="list-style-type: none"> (1) does not affect the number of hours in the program 	

(2) affects only the College of Professional Studies and Community Outreach (see attached letter of support).

(3) does not affect staffing or allocation of space.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in <u>Bachelor of Science in Mechanical Engineering (BSME)</u>	
<p>Freshman Fall Semester</p> <p>Add/Change: (1) MCEG 1011-Introduction to Mechanical Engineering (2) TECH 1001-Orientation to the University</p> <p>Delete: MCEG 1012-Introduction to Mechanical Engineering</p> <p>Total Hours: no change</p>	<p>Freshman Spring Semester</p> <p>Add/Change: none</p> <p>Delete: none</p> <p>Total Hours: no change</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: none</p> <p>Delete: none</p> <p>Total Hours: no change</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: none</p> <p>Delete: none</p> <p>Total Hours: no change</p>
<p>Junior Fall Semester</p> <p>Add/Change: none</p> <p>Delete: none</p> <p>Total Hours: no change</p>	<p>Junior Spring Semester</p> <p>Add/Change: none</p> <p>Delete: none</p> <p>Total Hours: no change</p>
<p>Senior Fall Semester</p> <p>Add/Change: MCEG 4491-Mechanical Design Project I</p> <p>Delete: none</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: MCEG 4492-Mechanical Design Project II</p> <p>Delete: MCEG 4493-Mechanical Design Project</p> <p>Total Hours: 15</p>

Arkansas Tech University

Proposal for Change in Program

Assessment Form

BSME - MCEG

MCEG 4491 $\frac{1}{2}$ MCEG 4492

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does the program change fit with the university mission?

The objective of the proposed program change is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (MCEG 4202). Thus, nurturing scholastic development.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

The proposed program change will satisfy the above mandate.

c. How will the program change impact learning for students enrolled in this program?

The proposed program change will formalize faculty involvement in proposal development for senior design projects. Adding MCEG 4491, which will be a corequisite requirement for MCEG 4202, will provide project mentors a means to provide feedback to students through assessments culminating in a course grade in MCEG 4491. As a prerequisite requirement to MCEG 4492, failure to develop a good proposal in MCEG 4491 will prevent students from prematurely starting the design portion of their project.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

Students will produce preliminary designs, proposals, final designs, final reports, and presentations that demonstrate achievement of student learning outcomes.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Senior exit surveys and focus groups have routinely identified the senior design sequence as a weakness in the program. Specifically, they describe the process as "unorganized" (201470 ME forum) and suggest that some mentors are not "engaged and active" (201470 ME forum). In addition, the most recent senior exit surveys identified senior design as a weakness - 7% in Fall of 2014 and 10% in Spring 2015.

Formalizing the involvement of mentors will provide more structure, making the process feel more organized, and more appropriately recognize the efforts of mentors so that they feel more obligated to be active in the process.

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

The Mechanical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, student learning outcomes, and program objectives. Since one course (MCEG 4493) is being split into two courses (MCEG 4491 and MCEG 4492) the assessment plan used in MCEG 4491 and MCEG 4492 will follow the assessment plan used for the course they replace MCEG 4493. However, the following course objectives have been identified for each course being added to the program:

MCEG 4491	
COURSE LEARNING OUTCOMES	
A.	Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal.
B.	Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal.
C.	Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal.
D.	Students will give an adequate final oral presentation of their preliminary design to faculty and/or students.
E.	Students will give an adequate final written proposal to the faculty in charge of the class.

MCEG 4492	
COURSE LEARNING OUTCOMES	

A. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.
B. Students will demonstrate the ability to design a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their final report.
C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.
D. Students will give an adequate final oral presentation of their design to faculty and/or students.
E. Students will give an adequate final written report to the faculty in charge of the class.

The course learning outcomes for both courses are related to Lower-Level ABET Learning Outcomes as shown below:

ABET STUDENT OUTCOMES RELATED TO THE COURSE LEARNING OUTCOMES MCEG 4491 AND MCEG 4492					
Course Learning Outcome	A	B	C	D	E
ABET learning outcome	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

The current scale used by the CPGE system to report assessments and the criterion for success are:

Current Scale: Exemplary Satisfactory Unsatisfactory

Criteria for Success: 70 % of students will score Satisfactory or better.

Arkansas Tech University
Proposal for Change in Program
Assessment Form

MCEG 1011 & TECH 1001

Our Mission

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Provide an answer for each question. Your answers are to be typed single spaced.

a. How does the program change fit with the university mission?

The objective of the proposed program change is to better facilitate integration of students into the university through inclusion of TECH 1001 while providing a more hands on learning experience in MCEG 1011.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not applicable

c. How will the program change impact learning for students enrolled in this program?

The proposed program change will better enable students to transition to college by including the successful TECH 1001 course in the program. Learning will also be improved through an increase in hands on learning in MCEG 1011.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

Students will perform analysis, conduct experiments, and build and test designs that demonstrate achievement of student learning outcomes.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Student Evaluation comments in MCEG 1012 indicate the effectiveness of hand-on learning in that course. In addition, mechanical engineering faculty teaching TECH 1001 report that the course is very organized and effective.

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

The Mechanical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, student learning outcomes, and program objectives. Since one course (MCEG 1012) is being split into two courses (MCEG 1011 and TECH 1001) the assessment plan used in MCEG 1011 will follow the assessment plan of MCEG 1012.

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

**Splitting MCEG 1012 Introduction to Mechanical Engineering into
MCEG 1011 Introduction to Mechanical Engineering
&
TECH 1001 Orientation to the University**

This form must be completed for every department affected by the course change.

Department Affected: College Student Personnel	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Linda Bean*
Date: 7/16/15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

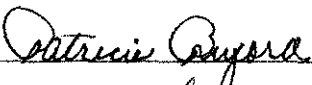
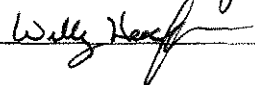
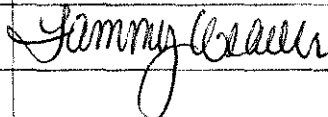
This form must be completed for every department affected by the course change.

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Mechanical Engineering curriculum regarding MCEG 4491 and MCEG 4492 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Electrical Engineering Department agrees to coordinate with the Mechanical Engineering department as required.	

Department Head Signature: Patricia Dwyer
Date: 7/20/15

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	July 23, 2015

Title	Signature	Date
Department Head		7/27/15
Dean		7-27-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/27/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Associate of Science in Nuclear Technology	
<p>Outline change in program:</p> <ol style="list-style-type: none"> 1) Delete MCEG 1012: Introduction to Mechanical Engineering or ELEG 1012: Introduction to Electrical Engineering; 2) Add MCEG 1011: Introduction to Mechanical Engineering or ELEG 1011: Introduction to Electrical Engineering; and 3) Add TECH 1001: Orientation to the University. 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <ol style="list-style-type: none"> 1) Does not affect the number of hours in the program; 2) Affects only the College of Education (see attached letter of support); and 3) Does not affect staffing or allocation of space. 	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/</p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.</p>	

Curriculum Matrix for Catalog
Associate of Science in Nuclear Technology

<p>Freshman Fall Semester</p> <p>Add: 1) MCEG 1011: Introduction to Mechanical Engineering, or ELEG 1011: Introduction to Electrical Engineering; and 2) TECH 1001: Orientation to the University</p> <p>Delete: MCEG 1012: Introduction to Mechanical Engineering, or ELEG 1012: Introduction to Electrical Engineering;</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

ELEG/MCEG 1011 & TECH 1001

Our Mission

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Provide an answer for each question. Your answers are to be typed single spaced.

a. How does the program change fit with the university mission?

The objective of the proposed program change is to better facilitate integration of students into the university through inclusion of TECH 1001 while providing a more hands on learning experience in MCEG 1011/ELEG1011

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not applicable

c. How will the program change impact learning for students enrolled in this program?

The proposed program change will better enable students to transition to college by including the successful TECH 1001 course in the program. Learning will also be improved through an increase in hands on learning in MCEG 1011/ELEG1011

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

Students will perform analysis, conduct experiments, and build and test designs that demonstrate achievement of student learning outcomes.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Student Evaluation comments in MCEG 1012 indicate the effectiveness of hand-on learning in that course. In addition, ^{ELEG/}mechanical ^{electrical} engineering faculty teaching TECH 1001 report that the course is very organized and effective.

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Electrical/
The Mechanical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, student learning outcomes, and program objectives. Since one course (^{ELEG}MCEG 1012) is being split into two courses (^{ELEG}MCEG 1011 and TECH 1001) the assessment plan used in MCEG 1011 will follow the assessment plan of MCEG 1012.

ELEG

ELEG

RECEIVED

MAR 20 2015

Registrar's Office

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	3/1/15

Title	Signature	Date
Department Head	<i>Rebecca Burris</i>	3-17-15
Dean	<i>J. W. Kotter</i>	2015 Mar 18
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Glenn</i>	3/24/15
Vice President for Academic Affairs		

Program Title: Nursing (BSN)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Add the option of either BIOL 3054 or the new BIOL 2054 as an option for microbiology. The new course has an emphasis of microbiology in healthcare.	
What impact will the change have on staffing, on other programs and space allocation? No impact on nursing department, biology department has initiated this change and is working on balancing the offering of the micro courses	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www .atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Fall Start Curriculum Matrix for Catalog

Curriculum in Fall 15 2016-17

Nursing (enter title for program changing) ESRD

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: BIOL 3054 or BIOL 2054</p> <p>Delete:</p> <p>Total Hours: no change 16 hours</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

- | |
|---|
| Provide an answer for each question. Your answers are to be typed single spaced. |
| a. How does the program change fit with the university mission? This change will offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields. |
| b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. The Arkansas State Board of Nursing Standards, Section II Program Requirements; Item 1. Educational Program, number 3.b under "course content" specifies that education programs leading to nursing licensure include...c. Microbiology |
| c. How will the program change impact learning for students enrolled in this program?
Enhance microbiology for health-related fields |
| d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? National Nursing Boards and departmental exit exam include aspects of microbiology. |
| e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Student's microbiology background will allow an enhanced understanding of pharmacotherapeutics and disease states. |
| f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Many other state universities offer a 2000 level microbiology course, many of which are health-care focused. |
| g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) |

Assessment Plan
Arkansas Tech University
Major-NH-NURS-Nursing (BSN)

Major-NH-NURS-Nursing (BSN)

Learning Objective: Employment

Graduates who seek employment are employed within 9 months following graduation.

Learning Objective Type: Learning Objective

Start Date: 08/18/2005

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Graduate & Employer Survey Student Self-report	Benchmark: > 80% of BSN graduates who seek employment will be employed within 9 months following graduation.		Yes
Assessment Measure Category: Surveys and Interviews			
Related Documents: Generic Employer Survey Generic Graduate Survey, 1 yr			

Learning Objective: Licensure

Graduates will attain the knowledge and skills for minimal safe nursing practice

Learning Objective Type: Learning Objective

Start Date: 08/01/2007

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Program NCLEX-RN pass rate is greater or equal to the National NCLEX-RN pass rate.			Yes

Learning Objective: Graduation/Retention/Attrition

The Nursing Department will track upper division rates of graduation, retention and attrition.

Learning Objective Type: Learning Objective

Start Date: 06/15/2012

Learning Objective Status: Active

Learning Objective: Graduate and Employer Satisfaction

Graduates and Employers will rate the ATU Nursing Program positively.

Learning Objective Type: Learning Objective**Start Date:** 06/15/2012**Learning Objective Status:** Active


Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
End Program Survey Assessment Measure Category: Surveys and Interviews	80% of students will rate program satisfaction as extremely satisfied or satisfied on the BSN End Program Evaluation.	Fall and Spring	Yes
BSN Graduate Survey Assessment Measure Category: Surveys and Interviews	80% of graduates will rate program satisfaction as extremely satisfied or satisfied on the BSN Graduate Survey.	Yearly	Yes
Employer Survey Assessment Measure Category: Surveys and Interviews	80% of employers will rate ATU nursing graduates as well or better prepared as graduates of other nursing programs.	Yearly	Yes

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Biology	This department x supports <input type="checkbox"/> does not support the change.
Comments: The biology department supports nursing allowing the option of either BIOL 2054 or 3054.	

Department Head Signature: _____



Date: 2-20-15

RECEIVED

MAR 20 2015

Registrar's Office

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	3/1/15

Title	Signature	Date
Department Head	<i>Patricia Burns</i>	3-17-15
Dean	<i>J. W. Rater</i>	2015 Mar 18
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wallace</i>	3/24/15
Vice President for Academic Affairs		

Program Title: Nursing (LPN to BSN)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Add the option of either BIOL 3054 or the new BIOL 2054 as an option for microbiology. The new course has an emphasis of microbiology in healthcare.	
What impact will the change have on staffing, on other programs and space allocation? No impact on nursing department, biology department has initiated this change and is working on balancing the offering of the micro courses.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www .atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

~~Fall Start~~ Curriculum Matrix for Catalog
 Curriculum in Fall 15 2016-17
 (Nursing LPN to BSN)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: BIOL 3054 or BIOL 2054</p> <p>Delete:</p> <p>Total Hours: no change 16 hours</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? This change will offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. The Arkansas State Board of Nursing Standards, Section II Program Requirements; Item 1. Educational Program, number 3.b under "course content" specifies that education programs leading to nursing licensure include...c. Microbiology
- c. How will the program change impact learning for students enrolled in this program?
Enhance microbiology for health-related fields
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? National Nursing Boards and departmental exit exam include aspects of microbiology.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Student's microbiology background will allow an enhanced understanding of pharmacotherapeutics and disease states.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Many other state universities offer a 2000 level microbiology course, many of which are health-care focused.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Biology	This department x supports <input type="checkbox"/> does not support the change.
Comments: The biology department supports nursing allowing the option of either BIOL 2054 or 3054.	

Department Head Signature: Charli Day

Date: 2-20-15

RECEIVED

MAR 20 2015

Arkansas Tech University

Registrar's Office

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	3/1/15

Title	Signature	Date
Department Head	<i>Debecca Burris</i>	3-17-15
Dean	<i>Jeff W. Rater</i>	2015 Mark
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yvonne</i>	3/24/15
Vice President for Academic Affairs		

Program Title: Nursing (RN to BSN)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Add the option of either BIOL 3054 or the new BIOL 2054 as an option for microbiology. The new course has an emphasis of microbiology in healthcare.	
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In the attached matrix, include requested changes in the matrix and include course number and title.	

2016-17 Catalog

Nursing Curriculum for Registered Nurses

(RN to BSN)

General Education Requirements

English Composition I, II (ENGL 1013, ENGL 1023)¹
College Algebra (MATH 1113 or higher level MATH course)
Science with Lab (4 hours)
Human Anatomy (BIOL 2014) or Human Anatomy & Physiology I (BIOL 2404)
General Psychology (PSY 2003)
Introductory Sociology (SOC 1003)
Social Sciences¹ (3 hours)
Fine Arts & Humanities¹ (6 hours)
U.S. History/Government¹ (3 hours)

Additional Nursing Major Requirements

* Microbiology (BIOL 3054) or Microbiology for Health Sciences (BIOL 2054)
Human Physiology (BIOL 3074) or Anatomy & Physiology II (BIOL 2414)
Lifespan Developmental Psychology (PSY 3813)
Health Assessment (NUR 3303)
Applied Pathophysiology (NUR 3803/BIOL 3803)

Arkansas State Articulation Agreement²

Introduction to Professional Nursing (NUR 2023)
Nutrition (NUR 2303)
Nursing Skills¹ (NUR 3103)
Theories and Concepts in Nursing I (NUR 3204)
Care of the Older Adult (NUR 3213)
Pharmacology I (NUR 3402)
Practicum in Nursing I - Nursing the Individual Client (NUR 3404)
Nursing Skills II (NUR 3513)
Theories and Concepts in Nursing II (NUR 3606)
Pharmacology II (NUR 3802)
Practicum in Nursing II - Nursing the Family (NUR 3805)

Arkansas Tech University
Proposal for Change in Program

Assessment Form

Nursing RN to BSN

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- a. How does the program change fit with the university mission? This change will offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. The Arkansas State Board of Nursing Standards, Section II Program Requirements; Item 1. Educational Program, number 3.b under "course content" specifies that education programs leading to nursing licensure include...c. Microbiology
- c. How will the program change impact learning for students enrolled in this program?
Enhance microbiology for health-related fields
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Learning will be measured within the course itself by the biology department, but this knowledge can add to understanding of microbiology in relation to nursing and healthcare.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Student's microbiology background will allow an enhanced understanding of pharmacotherapeutics and disease states.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Many other state universities offer a 2000 level microbiology course, many of which are health-care focused.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Assessment Plan
Arkansas Tech University
Major-NH-NURS-Nursing (RN to BSN)

Major-NH-NURS-Nursing (RN to BSN)

Learning Objective: Critical Thinking

Graduates will utilize critical thinking, defined as the purposeful, reasoned analysis used for solving a problem, making an inference, or arriving at a decision applied to patient care, in the care of aggregate populations.

Learning Objective Type: Learning Objective

Start Date: 08/15/2006

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Community Projects will be submitted by each student. Assessment Measure Category: Program - Course Embedded Measure	Benchmark: ATU RN to BSN students will score 75% or higher on implementation of a planned community project.		Yes
Graduate Survey Assessment Measure Category: Surveys and Interviews	80% of students strongly agree or agree with student learning outcomes #1-5 on graduate survey.	yearly	Yes
End program survey	80% of students strongly agree or agree with student learning outcomes #1-5 on graduate survey.	semester	Yes

Learning Objective: Graduation/Retention/Attrition

The Nursing Department will track RN-BSN upper division rates of graduation, retention and attrition.

Learning Objective Type: Learning Objective

Start Date: 06/15/2012

Learning Objective Status: Active

Learning Objective: Continuing Education

Graduates will utilize theory base from courses to demonstrate a commitment to life-long learning.

Learning Objective Type: Learning Objective

Start Date: 08/15/2006

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Formative: Career Maps Assessment Measure Category: Program - Course Embedded Measure			Yes
Summative: Graduate Surveys Assessment Measure Category: Surveys and Interviews	Benchmark: 75% of ATU RN to BSN graduates will currently be enrolled or plan to enroll in graduate studies within 5 years of graduation. Analysis of Arkansas State Board of Nursing report on enrollment. 5 year graduate survey.		Yes

Learning Objective: Graduate and Employer Satisfaction

Graduates and Employers will rate the ATU Nursing Program positively.

Learning Objective Type: Learning Objective

Start Date: 06/15/2012

Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
RN-BSN End Program Survey Assessment Measure Category: Surveys and Interviews	80% of students will rate program satisfaction as extremely satisfied or satisfied on the RN-BSN End Program Evaluation.	Fall and Spring	Yes
RN-BSN Graduate Survey Assessment Measure Category: Surveys and Interviews	80% of graduates will rate program satisfaction as extremely satisfied or satisfied on the RN-BSN Graduate Survey.	Yearly	Yes
Employer Survey Assessment Measure Category: Surveys and Interviews	80% of employers will rate ATU nursing graduates as well or better prepared as graduates of other nursing programs.	Yearly	Yes

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Biology	This department x supports <input type="checkbox"/> does not support the change.
Comments: The biology department supports nursing allowing the option of either BIOL 2054 or 3054.	

Department Head Signature: _____



Date: 2-20-15

Tabled Item from October 13, 2015 Faculty Senate

1. Revised assessment form for EAM 3063: Emergency Management Doctrine

College of Education

Department of Curriculum and Instruction

1. Combine the content for ECED 2001: Introduction to Early Childhood Education, and ECED 2002: Field-Based Experience Seminar in Early Childhood; re-number as ECED 2003; change the title to Introduction to Early Childhood Education; and modify the course description;
2. In the Curriculum for Early Childhood Education, change the requirement ECED 2001: Introduction to Early Childhood Education, and ECED 2002: Field-Based Experience Seminar in Early Childhood, to ECED 2001: Introduction to Early Childhood Education, and ECED 2002: Field-Based Experience Seminar in Early Childhood; OR ECED 2003: Introduction to Early Childhood Education, and TECH 1001: Orientation to the University, and change electives from 3 hours to 2-3 hours.

College of Engineering and Applied Sciences

Department of Computer and Information Sciences

1. Add COMS 3413: App Development;
2. Add COMS 4801: Special Methods in Computer Science Education;
3. Add COMS 4813: Teaching Methods in Computer Science Education; and
4. Add the Curriculum in Computer Science Education.

Department of Parks, Recreation, and Hospitality Administration

1. Add the following courses to the course descriptions:
 - a) HA 1001: Orientation to Hospitality Administration;
 - b) HA 2073: Introduction to Event Management;
 - c) HA 3173: Hospitality Managerial Accounting;
 - d) HA 3183: Catering and Event Management; and
 - e) HA 4986: Purchasing and Advanced Food Preparation;
2. Delete the following courses from the course descriptions:
 - a) HA (CUL) 1923: Introduction to Food and Beverage Management;
 - b) HA 2003: Cost Controls;
 - c) HA 3133: Tourism Planning;
 - d) HA 4253: Club Management; and
 - e) HA 4983: Advanced Food Production;
3. Change the course number for HA (CUL) 1013: Sanitation Safety, to HA (CUL) 1011; change the grading to Pass/Fail; and modify the course description to reflect the new grading;
4. Change the course number for HA 1063: Hospitality Technology, to HA 3163; modify the prerequisites FROM: Prerequisite: COMS 1003: Introduction to Computer Based Systems; TO: Prerequisites: HA 1043: Introduction to Hospitality Management, and COMS 1003: Introduction to Computer Based Systems; and modify the course description;
5. Change the title for HA (CUL) 2023: Hospitality Supervision and Leadership, to Hospitality Leadership and Ethics; and modify the course description;
6. Change the title for HA 2043: Front Office Management, to Lodging Operations Management I;

**ALL PARKS, RECREATION,
AND HOSPITALITY
ADMINISTRATION
PROPOSALS HAVE BEEN
TABLED BY THE FACULTY
SENATE AND WILL BE
REVISITED IN THE
DECEMBER 2015 MEETING.**

7. Change the course number for HA (CUL) 2913: Principles of Food Preparations, to HA (CUL) 2914; and modify the prerequisites FROM: Prerequisite: HA (CUL) 1013: Sanitation Safety, CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, and Co-requisites: HA (CUL) 2813: Basic Human Nutrition in Hospitality Administration; TO: HA (CUL) 1011: Sanitation Safety, HA 1043: Introduction to Hospitality Management, HA (CUL) 2813: Basic Human Nutrition in Hospitality Administration, CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory;
8. Change the title for HA 3143: Executive Housekeeping, to Lodging Operations Management II;
9. Change the course number for HA 4013: Hospitality Marketing and Sales, to HA 3013;
10. Change the title for HA (RP) 4093: Resort Management, to Resort and Club Management; and modify the course description;
11. Change the course number for HA (RP) 4113: Personnel Management in Parks, Recreation, and Hospitality Administration, to HA (RP) 3113; and change the title to Human Resource Management in Parks, Recreation, and Hospitality Administration;
12. Change the title for HA 4203: Hospitality Operational Problem Solving, to Hospitality Strategic Management; modify the prerequisites FROM: Prerequisites: Senior standing and MGMT 3003: Management and Organizational Behavior; TO: Prerequisites: HA major, senior standing, and completion of 30 hours of HA courses; and modify the course description;
13. Item 14, 15, and 16 is a summary of the proposal to modify the curriculum in the three Hospitality Administration Options:
14. Modify the Curriculum in Hospitality Administration Lodging and Club Management Emphasis as follows:
 - a) change the name of the emphasis to Lodging Management;
 - b) change HA 1063: Hospitality Technology, to HA 3163;
 - c) change HA 4013: Hospitality Marketing and Sales, to HA 3013;
 - d) change HA (RP) 4113: Personnel Management in Parks, Recreation, and Hospitality Administration, to HA (RP) 3113;
 - e) require BIOL 1014: Introduction to Biological Science, as four hours of Science with lab;
 - f) add the following: HA 1001:Orientation to Hospitality Administration; HA (CUL) 1011: Sanitation Safety, HA 2073: Introduction to Event Management; HA 2133: Introduction to Travel and Tourism; HA (CUL) 2914: Principles of Food Preparations; HA 3173: Hospitality Managerial Accounting; and PE 2513: First Aid; and
 - g) delete the following: ACCT 2013: Accounting Principles II; HA 2003: Cost Controls; HA 4253: Club Management; TECH 1001: Orientation to the University; and 8 hours of Electives; and
15. Modify the Curriculum in Hospitality Administration Food and Beverage Management Emphasis as follows:
 - a) change the name of the emphasis to Foodservice Emphasis;
 - b) change HA (CUL) 1013: Sanitation Safety, to HA (CUL) 1011;
 - c) change HA 1063: Hospitality Technology, to HA 3163;
 - d) change HA (CUL) 2913: Principles of Food Preparations, to HA (CUL) 2914;
 - e) change HA 4013: Hospitality Marketing and Sales, to HA 3013;
 - f) change HA (RP) 4113: Personnel Management in Parks, Recreation, and Hospitality Administration, to HA (RP) 3113;
 - g) require BIOL 1014: Introduction to Biological Science, as four hours of Science with lab;

- h) add the following : HA 1001: Orientation to Hospitality Administration; HA 2043: Lodging Operations; HA 2073: Introduction to Event Management; HA 2133: Introduction to Travel and Tourism; HA 3173: Hospitality Managerial Accounting; HA 4986: Purchasing and Advanced Food Preparation; and PE 2513: First Aid; and
 - i) delete the following: ACCT 2013: Accounting Principles II; HA 2003: Cost Controls; HA 4983: Advanced Food Preparation; HA 1923, Introduction to Food and Beverage Management; TECH 1001: Orientation to the University; and 5 hours of Approved Electives and 3 hours of Electives; and
16. Modify the Curriculum in Hospitality Administration Tourism and Event Management Emphasis as follows:
- a) change the name of the emphasis to Event Management Emphasis;
 - b) change HA 1063: Hospitality Technology, to HA 3163;
 - c) change HA 4013: Hospitality Marketing and Sales, to HA 3013;
 - d) change HA (RP) 4113: Personnel Management in Parks, Recreation, and Hospitality Administration, to HA (RP) 3113;
 - e) require BIOL 1014: Introduction to Biological Science, as four hours of Science with lab;
 - f) require CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, as four hours of Science with lab;
 - g) add the following: HA 1001: Orientation to Hospitality Administration; HA (CUL) 1011: Sanitation Safety; HA 2043: Lodging Operations; HA 2073: Introduction to Event Management; HA 2813: Basic Human Nutrition in Hospitality Administration, HA (CUL) 2914, Principles of Food Preparations; HA 3173: Hospitality Managerial Accounting; HA 3183: Catering and Event Management; HA 4063: Beverage Management, and PE 2513: First Aid; and
 - h) delete the following: ACCT 2013: Accounting Principles II; HA 2003: Cost Controls; HA 3133: Tourism Planning; HA 4093: Resort Management, RP 3033: Commercial Recreation, RP 3503: Recreational Sport Management, TECH 1001: Orientation to the University, and 8 hours of electives.

College of eTech

Department of Professional Studies

1. Add PS 3013: Professional Studies Seminar, to the course descriptions;
2. Add PS 4543: Workplace Supervision, to the course descriptions;
3. Modify the Curriculum in Professional Studies as follows:
 - a) delete BUAD2003: Business Information Systems, COMS1003: Introduction to Computer Based Systems, ENGL2053: Technical Writing, and SPH2173: Business and Professional Speaking, from the 24 hours of required Professional Core;
 - b) add PS 3013: Professional Studies Seminar, and 6 hours from PS 4143: Nonprofit Governance, PS 4243: Planning for Adult Learners, PS 4343: Community Development, PS 4443: Professional Leadership, or PS 4543: Workplace Supervision, to the 24 hours of required Professional Core;

c) modify the Public Relations Specialty Concentration Area as follows: 1) delete JOUR 3273: Public Relations Writing, COMS 2003: Microcomputer Applications; and 2) add JOUR 4033: Community Journalism, and JOUR 4083: Computer Mediated Communications;

d) modify the Industrial/Organizational Psychology Specialty Concentration Area as follows: 1) delete PSY 2053: Statistics for the Behavioral Sciences, PSY 2074: Experimental Psychology, PSY 4033: Psychological Tests and Measurements, PSY 4234: Field Placement, and the requirement for “9 hours from the following”; and 2) add PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 4043: Social Psychology, and reduce the required concentration hours from 19 hours to 18 hours;

e) modify the Criminal Justice Specialty Concentration Area as follows: 1) delete CJ 3153: Prison and Corrections, and 3 hours of CJ electives; and 2) add CJ (SOC) 3033: Criminal Mind, and CJ (SOC) 3083: Social Deviance;

f) modify the Applied Leadership Specialty Concentration Area as follows: require PS 4543: Workplace Supervision, as fulfillment of 3 hours of Professional Studies electives;

g) modify the Early Childhood Education Specialty Concentration Area as follows: 1) delete ECED2001: Introduction to Early Childhood Education, and ECED2002: Field-Based Experience Seminar in Early Childhood; and 2) add ECED 2003: Introduction to Early Childhood Education; and

h) modify the Information Technology Specialty Concentration Area as follows: 1) change the title of the area to Workforce Technology; 2) delete COMS 1333: Web Publishing I, COMS 1403: Orientation to Computing, Information, and Technology, COMS 1411: Computer and Information Science Lab, COMS 2233: Introduction to Databases, COMS 2700: Networking and Architecture Laboratory, COMS 2703: Computer Networks and Architecture, and 3 hours COMS elective, and 3) add BDA 2003: Business Problem Solving, BDA 2013: Business Spreadsheet Modeling, BUAD 3123: Management, COMS 3053: Implications of Technology on Society, and MGMT 4073: Special Topics in Management.

College of Business

Department of Management and Marketing and Accounting and Economics

1. Add BUAD 4000: College of Business College Distinction Activity, to the course descriptions; and
2. Add MGMT 4080: College of Business College Distinction Enhanced Capstone, to the course descriptions

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy Smith</i>	6-26-15
Dean	<i>Wally Hoagbe</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Swann</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) EAM	Course Number: (e.g., 1003) 3063 3063	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Emergency Management Doctrine		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) EM DOCTRINE		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is this course repeatable for additional earned hours? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other <input type="text"/>		
Mode of Instruction (check appropriate box):		
<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Once a year, in the Fall		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)		
a. Course subject b. Course number c. Catalog course title d. Catalog description <ol style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer, projector, & internet connectivity		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

Course Syllabus

Emergency Management

COURSE NUMBER: EAM - ~~3003~~ 3063

COURSE TITLE: Emergency Management Doctrine

INSTRUCTOR: Any EM Professor
Dean Hall Room 107
479-XXX-XXX
aprofessor@atu.edu

COURSE TIME: M, W, F 10:00 am – 10:50am, Dean Hall Room 102

OFFICE HOURS: Monday 11:00-12:00 & 1:30-3:30
Tuesday & Thursday 1:00-4:00

CATALOG DESCRIPTION:

Offered Fall only.

* Prerequisites: EAM 1003 and 1013 or consent of the department head.

Provides a basic understanding of doctrine associated with comprehensive emergency management. Required for major.

REQUIRED TEXTS:

APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author..

SUPPLEMENTAL READINGS:

Assigned for broadening the student's understanding of course material.

JUSTIFICATION:

Understanding Comprehensive Emergency Management and the doctrine on which it is based is foundational for emergency managers. The documents and issues studied in this course will prepare students for a comprehensive all-hazards approach to emergency management. Thus contributing to the National Emergency Management Goal which is to achieve a secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

COURSE OBJECTIVES:

Students should be able to:

- Explain the history and fundamental elements of emergency management doctrine.

EAM 3XX3 Syllabus Emergency Management Doctrine I

- Analyze the formation and application of emergency management doctrine.
- Determine gaps within emergency management doctrine.
- Evaluate emergency management doctrine utilizing case studies.
- Develop an understanding of the core principles of emergency management and how they define emergency management practice.
- Understand Comprehensive Emergency Management and the doctrine on which it is based.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over their lifetimes. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively
 Think critically
 Develop ethical perspectives

COURSE ASSESSMENT:

Point Accumulation		Grade Scale		
Assignments ^{††}	Points	Accumulated Points	Percent	Grade
Class Participation	150	900-1000	90 - 100	A
Assignments	200	800-899	80 – 89.9	B
Essay	150	700-799	70 – 79.9	C
Case Study Presentations	500	600-699	60 – 69.9	D
		< 600	0 – 59.9	F
Total Points	1000	†Please note the late assignment submission policy! <small>† See Course schedule for tentative due dates</small>		

COURSE CONTENT:

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Unit Topics

- I. History of Emergency Management Doctrine
- II. Incident Management Systems
- III. Response Frameworks
- IV. Stafford Act
- V. Examination of CEM and associated doctrine & gaps
- VI. Case Studies

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given in the course schedule. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one week will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

Excessive Unexcused Absences

If, at any time during the semester, you have three unexcused absences, you will be referred to the Tech Early Warning Program. If you are unresponsive for two more class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F." Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn passing) or "WF" (withdrawn failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed in handling academic misconduct (i.e., inappropriate behavior in communications with other students or faculty).

A student will be notified if his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues or in egregious cases, the student will be removed from Blackboard, and the professor may begin university procedures for removal from the course.

Academic Dishonesty

University policy will be followed. At a minimum, the student (and any student caught assisting in the dishonest) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. In addition, any student who aids another student in plagiarism or cheating (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. **THIS MEANS NO COPY & PASTING IN ANY ASSIGNMENT.**

Using the same paper to fulfill requirements in multiple classes without the consent of the professors teaching those classes is also considered academic dishonesty.

Emergency Managers have been entrusted with solemn responsibilities, and must strive to gain and maintain the trust of those they serve. It is very important to act and perform in an honest, conscientious, and professional manner at all times and in all endeavors.

BLACKBOARD TECHNICAL ASSISTANCE:

Go to <http://support.atu.edu> for further information call 479-968-0646 or toll free at 866-400-8022 or email tech.support@atu.edu.

Updated: June 26, 2015

Arkansas Tech University

Course Addition

Assessment Form

EAM 3063

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

3063 EAM ~~3XX3~~ Emergency Management Doctrine 3063

- a. How does this course fit with the university mission? EAM ~~3XX3~~ Emergency Management Doctrine I will provide students the opportunity to enhance "scholastic development" in fundamental Emergency Management doctrine, which will provide a solid foundation upon which students can build knowledge as a life-long learner.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Explain the history and fundamental elements of emergency management doctrine. (2) Understand Comprehensive Emergency Management and the doctrine on which it is based. (3) Analyze the formation of emergency management doctrine.
- d. What assessment tool or measure will you use to assess student learning? Pre-course and end-of-course tests; Assignment; Presentation; Essay.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Demonstrate improved knowledge of foundational emergency management doctrine by comparing the student's pre-course and end-of-course tests. Students will produce presentations that demonstrate knowledge of emergency management core principles, including Comprehensive Emergency Management, and emergency management doctrine.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Currently there is not a course that introduces the students to emergency management doctrine comprehensively.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Other institutions do not offer anything similar to this course, as with our other courses, we are often the first emergency management program to implement new courses based on our gap analysis of the ever-changing needs of the emergency management discipline.

Arkansas Tech University

REVISED Course Addition

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.

EAM 3063 Emergency Management Doctrine

- a. How does this course fit with the university mission? EAM 3XX3 Emergency Management Doctrine I will provide students the opportunity to enhance “scholastic development” in fundamental Emergency Management doctrine, which will provide a solid foundation upon which students can build knowledge as a life-long learner.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Explain the history and fundamental elements of emergency management doctrine. (2) Understand Comprehensive Emergency Management and the doctrine on which it is based. (3) Analyze the formation of emergency management doctrine.
- d. What assessment tool or measure will you use to assess student learning? Pre-course and end-of-course tests; Assignment; Presentation; Essay.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Demonstrate improved knowledge of foundational emergency management doctrine by comparing the student’s pre-course and end-of-course tests. Students will produce presentations that demonstrate knowledge of emergency management core principles, including Comprehensive Emergency Management, and emergency management doctrine.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Currently there is not a course that introduces the students to emergency management doctrine comprehensively. The assessment that led to the addition of this course was through our assessment of our program via EAM 4106 Internship presentations and exit interviews. Our students struggled with a 4106 essay assignment that required students to describe and contrast PPD-8 with Comprehensive Emergency Management. Additionally, students were unable to coherently discuss NIMS, ICS, and Stafford Act with either internship supervisors or the internship coordinator.

g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Other institutions do not offer anything similar to this course, as with our other courses, we are often the first emergency management program to implement new courses based on our gap analysis of the ever-changing needs of the emergency management discipline. Our gap analysis, over the past 3 years, was conducted via our EAM 4106 Internship exit interviews and presentations; our graduating students confirmed that they did not know foundational emergency management doctrine. Additionally, we have received comments from agency internship supervisors that our students have not exhibited the level of knowledge they would expect of emergency management majors regarding ICS, NIMS, Stafford Act, and PPD-8. The material to be covered in this newly created Emergency Management Doctrine course would reinforce and expand upon concepts that our students are exposed to “from a 20,000 ft. view” in our beginning EM courses (EAM 1003 & 1013).

Teacher Ed appr 9/16/15
JU

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Curriculum and Instruction
DATE SUBMITTED:	

Title	Signature	Date
Department Head		
Dean <i>Mary B. Duke</i>	<i>[Signature]</i>	9/15/15
Teacher Education Council (if applicable)	<i>Mary B. Duke</i>	9/15/15
Graduate Council (if applicable)	<i>Mary B. Duke</i>	9/15/15
Registrar		
Vice President for Academic Affairs	<i>Sammy Weaver</i>	9/18/15

Course Subject: (e.g., ACCT, ENGL) ECED	Course Number: (e.g., 1003) 2001/2002
Is this course cross-listed with another existing course? If so, list course subject and number. <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: Introduction to Early Childhood Education and Field-Based Experience Seminar in Early Childhood	
Request to change: (check appropriate box):	
<input checked="" 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	<input type="checkbox"/> Course Description
	<input type="checkbox"/> Co-requisite
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

2003

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Introduction to Early Childhood Education

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Intro Early Childhood Educ

New Course Description:

This course studies the social, historical, and philosophical foundations of American Education. Special emphasis will be placed on Early Childhood Education

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

ECED 2002/2001

Our Mission

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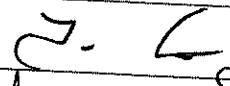
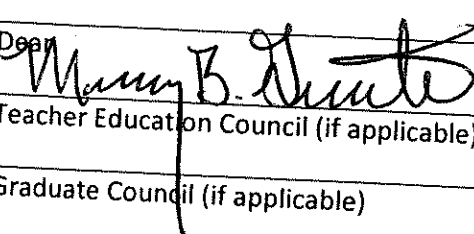

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- b. Explain the rationale for the cosmetic course change. ECED 2002 and ECED 2001 are no longer needed in the ECED program. It has been discontinued. The guided classroom observation with reflection and discussion is not a part of the eTech class. Listing the class as ECED 2003 will assist with scheduling and better reflect the course.

Teacher Ed appr 9/16/15
3

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Curriculum and Instruction
DATE SUBMITTED:	

Title	Signature	Date
Department Head		9/15/15
Dean		9/15/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		10/21/15

Program Title:	Requested changes will be effective Summer I for next catalog year
Curriculum in Early Childhood Education	
Outline change in program: In the Curriculum for Early Childhood Education, change the requirement ECED 2001: Introduction to Early Childhood Education; and ECED 2002: Field-Based Experience Seminar in Early Childhood; to ECED 2001: Introduction to Early Childhood Education; and ECED 2002: Field-Based Experience Seminar in Early Childhood, or ECED 2003: Introduction to Early Childhood Education, and TECH 1001: Orientation to the University; and change electives from 3 hours to 2-3 hours.	
What impact will the change have on staffing, on other programs and space allocation? No change.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog
Curriculum in Early Childhood Education

<p>Freshman Fall Semester</p> <p>Add/Change: Change ECED 2001/2002 to ECED 2003</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University

Course Change

Assessment Form

BS-Early Childhood Education

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- b. Explain the rationale for the cosmetic course change. ECED 2002 and ECED 2001 are no longer needed in the ECED program. It has been discontinued. The guided classroom observation with reflection and discussion is not a part of the eTech class. Listing the class as ECED 2003 will assist with scheduling and better reflect the course.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Computer and Information Science	
DATE SUBMITTED:	September 22, 2015	
Title	Signature	Date
Department Head	<i>David L. [Signature]</i>	22 Sept 2015
Dean	<i>[Signature]</i>	22 Sep 2015
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	9/28/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) COMS	Course Number: (e.g., 1003) 3413	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) App Development		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) App Development (Allow extended title)		
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 checked="" type="radio"/> Yes <input type="radio"/> No How many total hours? <input type="text" value="6"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
At least once a year.		
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)		
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 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.?		
Currently, no special resources will be required.		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)?		
This course will require a computer lab. The labs currently available to the Department are sufficient at this time.		
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 .		
Does not affect other departments.		

COMS3413: App Development: [Platform]

Instructor:

Name:
e-mail:
Phone:
Office Hours:

Course Description:

Development of native and web applications for mobile devices with an emphasis on security. May be repeated for credit if platform changes.

Prerequisites:

COMS1333 Web Publishing I
COMS2213 Data Structures

Textbook(s):

[Will vary based on platform.]

- \$ Android Application Development in 24 Hours, Sams Teach Yourself, 4th Edition
- \$ Android Security: Attacks and Defenses

Recommended Reading:

- \$ Sams Teach Yourself Java™ in 24 Hours
- \$ Android Developers: <http://developer.android.com/index.html>
- \$ World Wide Web Consortium: <http://www.w3.org/>
- \$ The Open Web Application Security Project (OWASP):
https://www.owasp.org/index.php/Main_Page

Rationale:

Over the past four years we have occasionally taught an app development course, primarily as a Special Topics course. With the proliferation of hand-held devices (i.e. smart phones, tablets, etc.) we need to elevate app development to its own course rather than continue using the Special Topics course. By not specifying the platform we will be able to utilize this course for current technologies (Android, iOS, Windows) and future technologies.

Course Objectives:

- \$ Understand the OS architecture.
- \$ Install and use appropriate tools for development.
- \$ Build user interfaces.
- \$ Store application data on the mobile device, in internal or external storage locations.
- \$ Support user-specific preferences using the API.
- \$ Design and create applications using best practices in security.

Assessment Methods:

There are two assignment categories for this class: Homework and Projects. The grading scale and the weight of each category towards your final overall average are provided in the following tables:

Scale:	Percentages:
A:90-100	40% Homework
B:80-89	60% Projects
C:70-79	
D:60-69	
F:00-59	

Unless specified otherwise, homework must be turned in at the beginning of class on the day it is due.

Course Content:

Week 1:	Introduction
Week 2:	Obtaining, installing, and using development tools
Week 3:	Implement a basic App
Week 4:	Building Apps with Multimedia
Week 5:	Building Apps with Graphics
Week 6:	Building Apps with Location/Maps
Week 7:	Building Apps with Contact/Sign-in
Week 8:	Best Practices for User Interface/Input
Week 9:	Best Practices for Background Jobs
Week 10:	Best Practices for Security and Privacy
Week 11:	Best Practices for Testing
Week 12-14:	Semester Project Development
Week 15:	Presentation of Projects

Policies:

It is in your best interest to attend all class sessions as you will be responsible for any material you miss. Absences will not have any direct bearing on your final grade but will be taken into consideration for borderline cases.

Cheating is a serious matter and will be dealt with harshly. The first time a student is caught cheating a grade of '0' will be recorded for that assignment and the final grade will be reduced by a letter. The second time will result in a '0' for the course. Also, if a student is caught assisting someone in cheating, they will be dealt with just as if they were cheating.

Submitted assignments in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Arkansas Tech University

Course Addition

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?** COMS3413 App Development will provide students the opportunity to enhance "scholastic development" in advanced application development, in particular on mobile devices.
- b. **If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.** Not applicable.
- c. **Provide up to three student learning outcomes students will achieve after completing this course?** Students will (1) understand the OS architecture; (2) build user interfaces; and (3) design and create applications using best practices in security.
- d. **What assessment tool or measure will you use to assess student learning?** Homework assignments, functionality of app projects, and presentation of the final project.
- e. **What will students demonstrate, represent, or produce to provide evidence of their learning?** Students will produce and demonstrate working apps that adhere to best practices in security.
- f. **Provide an example or examples of student learning assessment evidence which supports the addition of this course.** The times we have offered the App Development Special Topics course they have been well attended whether it was the Android or iOS platform. App Development is also a frequent question of potential students.
- 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, CSCE 4623 Mobile Programming; Harding University, 475D. MOBILE APPLICATION DEVELOPMENT; University of Arkansas at Little Rock, CPSC 4399 Mobile Web Applications.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Computer and Information Science	
DATE SUBMITTED:	September 22, 2015	
Title	Signature	Date
Department Head	<i>David A. Hester</i>	22 Sept 2015
Dean	<i>Raymond W. Hester</i>	22 Sep 2015
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Weaver</i>	9/28/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) COMS	Course Number: (e.g., 1003) 4801	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Special Methods in Computer Science Education		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) SPEC MTHDS/COMPUTER SCIENCE ED		
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? 3		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? _____	Select Fee Type _____
If selected other list fee type: _____		
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered? _____ Initially once/year in the Fall semester (however, course will be offered in Spring as well if needed)		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog) a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? no		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at 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 .		



COMS 4801: Special Methods in Computer Science Education

ARKANSAS TECH UNIVERSITY

Department of Computer and Information Science

COURSE DESCRIPTION

Prerequisite: Admission to student teaching phase of the teacher education program

Co-requisite: SEED 4809

Intensive on-campus exploration of the principles of curriculum construction, teaching methods, use of resources, and evaluation as related to teaching computing. Professional internship will be supervised by a qualified departmental instructor.

INSTRUCTOR CONTACT INFORMATION

Instructor:

Office:

Office phone:

E-mail:

OFFICE/VIRTUAL HOURS

Mon:

Tues:

Wed:

Thur:

Fri:

other times by appointment

TEXTBOOK REQUIREMENT

n/a

BIBLIOGRAPHY (supplemental reading list)

Computer Science Teachers Association. (2012). CSTA Source: An Online Repository of K-12 Computer Science Teaching and Learning Materials. Available at:

<http://csta.villanova.edu/>

CSTA Standards Task Force. (2011). CSTA K-12 Computer Science Standards. Available at:

http://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf

Additional supplemental reading may be assigned during the semester as current issues and/or additional topics arise. Students will be notified in class and supplemental reading(s) will be posted to Blackboard.

GENERAL EDUCATION REQUIREMENTS

This course does not meet any General Education requirements.

COURSE OBJECTIVES

Upon successful completion of this course, students will . . .

- develop classroom management skills
- begin a teaching portfolio with templates for weekly reports, lesson plans, and locator forms
- prepare job application materials for both paper and electronic submission
- review and utilize both state and national curriculum standards/frameworks

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. Exams will be worth far more points than homework assignments.

The traditional grading scale will be used to determine final grades:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

POLICIES

1. ATTENDANCE

It is imperative that you make every effort to attend class. In addition to attending class, please check your email between class sessions (and respond if necessary) and login to Blackboard to view important announcements, clarifications, etc.

2. ASSIGNMENTS/EXAMS/PROJECTS

Each assignment/exam/project will have a due date and you are expected to submit your work ON TIME.

3. STUDENT ACCOMMODATIONS

All students will be held to a high standard with regards to spelling, grammar, punctuation, etc. There is a writing lab available if you need assistance.

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

4. ACADEMIC DISHONESTY

Cheating and plagiarism will not be tolerated. Faculty members are required to report any cheating infractions to their department head, who may seek additional punishment. The university's policy on academic dishonesty was made clear in the Federal Attendance Module that you were required to complete. You are expected to do your own work. (That means you actually sit in front of the computer and do the typing/clicking.) Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly.

5. CONDUCT

You must respect the rights of other students during class. Any behavior that is distracting to other students will not be tolerated (this includes use of computers for non-class related activities, use of personal phone/computing devices, talking during class, etc).

COURSE CONTENT

Classroom management techniques

Teaching portfolio

National and Arkansas K-12 Computer Science Standards

Curriculum Content Frameworks of the Arkansas Department of Education

Job application materials

Arkansas Tech University

Course Addition

Assessment Form for COMS 4801: Special Methods in Computer Science Education

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 part of the proposed degree program in Computer Science Education, which will produce future computer science K12 educators. This course in particular will focus on “scholastic development, integrity, and professionalism,” both in and out of the classroom. Given that these students are entering the field of education, they will be committed to “life-long learning.”
- 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?** develop classroom management skills; begin a teaching portfolio with templates for weekly reports, lesson plans, and locator forms; prepare job application materials
- d. **What assessment tool or measure will you use to assess student learning?** Observation, lesson plans, portfolio, conferencing, completeness of job application materials
- e. **What will students demonstrate, represent, or produce to provide evidence of their learning?** Students will prepare lesson plans and a portfolio; they will also be completing their internship and will be teaching in a public school classroom.
- f. **Provide an example or examples of student learning assessment evidence which supports the addition of this course.** As part of the new degree proposal in Computer Science Education, this course is needed to prepare interns for their field experience and to supervise them during their internship.
- 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.** As part of the governor’s Computer Science initiative, each high school is required to offer at least one Computer Science course each year. Currently very few teachers are qualified to teach these courses. Therefore, a great need exists for this degree. No other Arkansas higher educational institution currently has this degree. Texas has a few programs similar to what we are proposing: Texas A&M University Corpus Christi, Texas State University, The University of Texas at Tyler (to name a few).

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Computer and Information Science	
DATE SUBMITTED:	September 22, 2015	
Title	Signature	Date
Department Head	<i>David Afflering</i>	22 Sept 2015
Dean	<i>Ray M. H. H. H.</i>	27 Sep 2015
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Weaver</i>	9/28/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMS	4813	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Teaching Methods in Computer Science Education		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
TCH MTHDS/COMPUTER SCIENCE ED		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input style="width: 50px; text-align: center;" type="text" value="3"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? _____	Select Fee Type _____
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered? Initially once/year in the Fall semester (however, course will be offered in Spring as well if needed)		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)		
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course). 		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? 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 .		



COMS 4813: Teaching Methods in Computer Science Education

ARKANSAS TECH UNIVERSITY

Department of Computer and Information Science

COURSE DESCRIPTION

Prerequisites: Admission into Stage II of teacher education program and minimum 75% of required COMS courses completed

Course offered: Fall only

A methods course designed to prepare beginning educators for effective teaching in a computer science (or related) program.

INSTRUCTOR CONTACT INFORMATION

Instructor:

Office:

Office phone:

E-mail:

OFFICE/VIRTUAL HOURS

Mon:

Tues:

Wed:

Thur:

Fri:

other times by appointment

TEXTBOOK REQUIREMENT

Title: Guide to Teaching Computer Science

Authors: Orit Hazzan, Tami Lapidot, Noa Ragonis

Copyright: 2014

ISBN: 978-1-4471-6630-6

BIBLIOGRAPHY (supplemental reading list)

Computer Science Teachers Association. (2012). CSTA Source: An Online Repository of K–12 Computer Science Teaching and Learning Materials. Available at:
<http://csta.villanova.edu/>

CSTA Standards Task Force. (2011). CSTA K-12 Computer Science Standards. Available at:
http://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf

Additional supplemental reading may be assigned during the semester as current issues and/or additional topics arise. Students will be notified in class and supplemental reading(s) will be posted to Blackboard.

GENERAL EDUCATION REQUIREMENTS

This course does not meet any General Education requirements.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to . . .

- understand principles and trends in computing/computer science education
- locate and utilize resource materials
- prepare learning objectives and plan instruction
- deliver a lesson
- assess student progress and activities
- become familiar with the National K-12 Computer Science Standards and the Curriculum Content Frameworks of the Arkansas Department of Education
- understand the importance of professional organizations and activities

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. Exams will be worth far more points than homework assignments.

The traditional grading scale will be used to determine final grades:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

POLICIES

1. ATTENDANCE

It is imperative that you make every effort to attend class. College success is directly linked to class attendance. In addition to attending class, please check your email between class sessions (and respond if necessary) and login to Blackboard to view important announcements, clarifications, etc.

2. ASSIGNMENTS/EXAMS/PROJECTS

Each assignment/exam/project will have a due date and you are expected to submit your work ON TIME.

3. STUDENT ACCOMMODATIONS

All students will be held to a high standard with regards to spelling, grammar, punctuation, etc. There is a writing lab available if you need assistance.

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

4. ACADEMIC DISHONESTY

Cheating and plagiarism will not be tolerated. Faculty members are required to report any cheating infractions to their department head, who may seek additional punishment. The university's policy on academic dishonesty was made clear in the Federal Attendance Module that you were required to complete. You are expected to do your own work. (That means you actually sit in front of the computer and do the typing/clicking.) Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly.

You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

5. CONDUCT

You must respect the rights of other students during class. Any behavior that is distracting to other students will not be tolerated (this includes use of computers for non-class related activities, use of personal phone/computing devices, talking during class, etc).

COURSE CONTENT

Overview of the discipline of Computer Science
National K-12 Computer Science Standards
Curriculum Content Frameworks of the Arkansas Department of Education
Computer Science Education – planning, teaching methods, and assessment
Research in Computer Science Education
Problem-solving strategies
Professional organizations

Arkansas Tech University

Course Addition

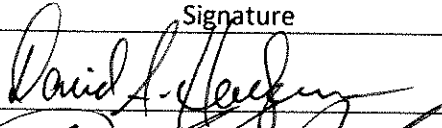
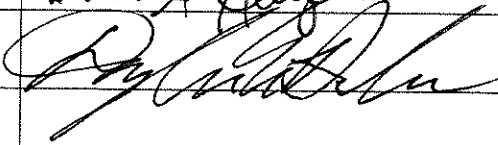
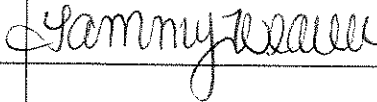
Assessment Form for COMS 4813: Teaching Methods in Computer Science Education

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 part of the proposed degree program in Computer Science Education, which will produce future computer science K12 educators. This course in particular will focus on "scholastic development, integrity, and professionalism," both in and out of the classroom. Given that these students are entering the field of education, they will be committed to "life-long learning."
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? locate and utilize resource materials, prepare learning objectives and plan instruction, deliver a lesson
d. What assessment tool or measure will you use to assess student learning? Exams, assignments, delivery methods used when teaching lesson
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will prepare lesson plans, teach a lesson, conduct research
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. As part of the new degree proposal in Computer Science Education, this course is needed to bridge the gap between the student's content knowledge and the pedagogy learned in the education courses.
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. As part of the governor's Computer Science initiative, each high school is required to offer at least one Computer Science course each year. Currently very few teachers are qualified to teach these courses. Therefore, a great need exists for this degree. No other Arkansas higher educational institution currently has this degree. Texas has a few programs similar to what we are proposing: Texas A&M University Corpus Christi, Texas State University, The University of Texas at Tyler (to name a few).

**Arkansas Tech University
PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Curriculum & Instruction / Computer and Information Science
DATE SUBMITTED:	September 22, 2015

Title	Signature	Date
Department Head		22 Sept 2015
Dean, College of Engineering & Applied Science		22 Sep 2015
Dean, College of Education		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/28/15
Vice President for Academic Affairs		

Program Title: Computer Science Education	CIP Code: 13.1321
Contact Person: Rebecca Cunningham Arkansas Tech University 1811 N. Boulder, Corley 245 rcunningham@atu.edu 479.968.0663	Proposed Date: August 2016
<p>Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information): The proposed program will prepare students to teach computing in the public school system. Students will take a core of courses from Computer and Information Science to provide them the necessary content of computing and a core of courses from Curriculum & Instruction to provide them the pedagogy. The principal costs for this program include 1) three new courses to be added to the Computer and Information Science course inventory and 2) one additional Computer and Information Science faculty member who has experience in both secondary education and computing.</p>	

List existing degree programs that support the proposed program:

Computer Science
Information Systems
Information Technology
Secondary Education

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs.

As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

Given the governor's Computer Science initiative, each high school in the state is required to offer at least one Computer Science course each year. This initiative should create a great demand for people who are qualified to teach Computer Science. This program will help satisfy this demand. To make graduates from this program more marketable, there are electives built in to the degree, and students will be advised to use those electives to minor in a second content area. In addition to teaching, graduates from this program will also be qualified for many other computer-related positions.

Curriculum Outline by Semester: See attached curriculum proposal

Total number of Semester Hours Required for Graduation: 120

Can the program be completed in 8 semesters?

Yes No

If not, provide justification.

List New Courses (Please attach New Course Proposals):

COMS 3413 App Development
COMS 4813 Teaching Methods in Computer Science Education
COMS 4801 Special Methods in Computer Science Education

Identify General Education Courses, Core Courses, and Major Courses:

General Education Courses:

ENGL 1013 Composition I or ENGL 1043 Honors Composition I
ENGL 1023 Composition II or ENGL 1053 Honors Composition II
MATH 1113 College Algebra or higher level mathematics
8 hours of Science with Laboratory
3 hours of U. S. History or Government
6 hours of Social Sciences
6 hours of Fine Arts and Humanities
SPH 2173 Business and Professional Speaking or SPH 2003 Public Speaking

Core Major Courses:

COMS 1333 Web Publishing I
COMS 1403 Orientation to Computing, Information, and Technology
COMS 1411 Computer Science Lab
COMS 2104 Foundations of Computer Programming I

COMS 2203 Foundations of Computer Programming II
COMS 2213 Data Structures
COMS 2703 Computer Networks and Architecture
COMS 2700 Networking and Architecture Laboratory
COMS 2903 Discrete Structures for Technical Majors
COMS 3053 Implications of Tech/Society
COMS 3233 Database Design and Implementation
COMS 3243 Data Mining
COMS 3413 App Development
COMS 4703 Data Communication
COMS 4700 Networking Laboratory
COMS 4033 Systems Analysis and Design I
COMS 4813 Teaching Methods in Computing
COMS 4801 Special Methods in Computing

Major Support Courses:

SEED 2002 Education as a Profession
SEED 3552 Child and Adolescent Development
SEED 3702 Introduction to Educational Technology
SEED 4052 Educating Diverse and Exceptional Learners
SEED 4503 Seminar in Secondary Education
SEED 4556 Classroom Application of Educational Psychology
SEED 4809 Teaching in the Elementary & Secondary School

Courses currently offered via distance technology: (moved from above section)

COMS 1333 Web Publishing I
COMS 3053 Implications of Tech/Society
COMS 3233 Database Design and Implementation
SPH 2173 Business and Professional Speaking
SPH 2003 Public Speaking

Program Admission Requirements:

See attached "APPLICATION FOR ADMISSION TO STAGE II - SECONDARY EDUCATION"

Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

List the names and credentials of all faculty teaching courses in the proposed program.

COMS faculty:

Matt Brown, PhD
Susie Capehart, MS
Rebecca Cunningham, MSE
Roger Fang, PhD
Roger Frye, MS
David Hoelzeman, PhD
David Middleton, PhD
Johnette Moody, PhD
Larry Morell, PhD

Nobuyuki Nezu, PhD
Nancy Park, MIS and MBA
Ron Robison, MS
Sarah Robison, MS
Jerry Wood, PhD

SEED faculty:

Jeanna Overby Cook, Masters in Instructional Technology, Adjunct
Cindra Roberson, Masters of Education, Adjunct
Aileen Watts, EdD, Assistant Professor Tenure Track
Karen Haley, Master of Education in Instructional Technology, Adjunct
Karen Womack, MED in Elementary Education; MED in Educational Technology, Adjunct
Lynn C. Walsh, EdD, Associate Professor
Michael J. Lee, Master's in Elementary Education, Adjunct
Pat Young, Master of Education, Educational Leadership, Adjunct
Shellie Hanna, EdD in Education, Associate Professor
Tim Carter, PhD in Educational Psychology, Professor

Total number of faculty required (existing and new): This program will be staffed using existing faculty and one new position (listed below). All faculty listed above are qualified to teach one or more courses in the proposed curriculum.

For new faculty members include expected credentials/experience and hire date:

One new COMS faculty member who has experience in both secondary education and computing
Hire date: Spring 2016 (to begin work Fall 2016)

For proposed graduate programs attach curricula vitae for the faculty teaching the program: n/a

Description of Resources: The program will use existing resources from the Computer and Information Science Dept and the Dept of Curriculum and Instruction.

Current Library and instructional facilities: Students will have access to the Ross Pendergraft Library materials and computer labs/classrooms in the Corley building.

New Resources Required (include costs and acquisition plan): No new resources are anticipated for this program.

New Program Costs (Expenditures for first three years of program operation)

New administrative costs – n/a
New faculty – one additional faculty member in the Computer and Information Science Dept (\$~60,000/year + benefits)
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 – Travel for internship visits will be paid for out of Dept of Education funds

Proposed Degree Plan for Curriculum in Computer Science Education for Teacher Licensure

Freshman	
Fall	Spring
ENGL 1013 Composition I or ENGL 1043 Honors Composition I	3 ENGL 1023 Composition II or ENGL 1053 Honors Composition II
MATH 1113 College Algebra or higher level mathematics	3 Social Sciences ^g
TECH 1001 Orientation to the University	1 Fine Arts & Humanities ^f
COMS 1403 Orientation to Computing, Information, and Technology	3 COMS 2703 Computer Networks and Architecture
COMS 1411 Computer and Information Science Lab	1 COMS 2700 Networking and Architecture Laboratory
COMS 1333 Web Publishing I	3 COMS 2104 Foundations of Computer Programming I
Total Hours	14 Total Hours
Sophomore	
Fall	Spring
Science w/lab ⁱ	4 Science w/lab ^h
SPH 2173 Business and Professional Speaking or SPH 2003 Public Speaking	3 U.S. History/Government ^j
COMS 2203 Foundations of Computer Programming II	3 Social Sciences ^l
COMS 2903 Discrete Structures for Technical Majors	3 COMS 2213 Data Structures
SEED 2002 Education as a Profession	2 Elective*
Total Hours	15 Total Hours
Junior	
Fall	Spring
COMS 3903 Systems Software and Architecture	3 COMS 3243 Data Mining
COMS 3053 Implications of Technology on Society	3 COMS 3413 App Development
COMS 3233 Database Design and Implementation	3 SEED 4052 Educating Diverse and Exceptional Learners
SEED 3552 Child and Adolescent Development	2 Fine Arts & Humanities ^k
SEED 3702 Introduction to Educational Technology	2 Elective*
Elective*	3 Elective*
Total Hours	16 Total Hours
Senior	
Fall	Spring
COMS 4033 Systems Analysis and Design I	3 COMS 4801 Special Methods in Computer Science Education
COMS 4813 Teaching Methods in Computer Science Education	3 SEED 4503 Seminar in Secondary Education
SEED 4556 Classroom Application of Educational Psychology	6 SEED 4809 Teaching in the Elementary & Secondary School
Elective*	3
Total Hours	15 Total Hours

13

120

*NOTE: The elective courses placed in the degree should be used by student to take either COMS courses or courses in another area that the student would like to get certified (i.e. mathematics, business - both of which offer a minor). This will make graduates more marketable.

**SECONDARY EDUCATION
APPLICATION FOR ADMISSION TO STAGE II
To Be Completed by the Candidate**

Name: _____ Maiden: _____
(Last) (First) (Middle Name)

Tech ID #: T _____ SS#: _____ Birth Date: _____

Address: _____ Home Phone: () _____

City: _____ State: _____ Zip: _____ Cell Phone: () _____

OneTech e-mail address: _____

Are You a Transfer Student? Yes ____ No ____ If, Yes, where did you transfer from: _____

Core Academic Skills for Educators Tests must be taken no later than the November National test date for admission to Stage II in the Spring Semester and both Summer Sessions, and the April National test date for admission to Stage II in the Fall Semester. A Designated Institutional Score Report must be on file in order for this application to be approved or a copy of your ACT scores attached.

When did you take the Core Academic Skills for Educators tests? _____ or when are you scheduled to take the Core Academic Skills for Educators tests? _____

Core Academic Skills for Educators: #5712 Reading: _____ #5722 Writing: _____ #5732 Math: _____
OR an ACT Composite Score of **24** and a score of **22** in Reading, Writing and Math – if Writing was not taken a score of 162 is needed on the Core Academic Skills for Educators Writing test # 5722.

Grades In: SEED 2002: _____ Comp I: _____ Comp II: _____ Math: _____ Speech: _____

Grade Point Average: Cumulative (include all transfer): _____

List any major or professional courses with grade(s) of "D" or "F" _____

Have you ever been convicted of a felony? Yes ____ No ____

Checking this box certifies I have read a copy of the **Arkansas Tech University Curriculum and Instruction Policies and Procedures Manual** as part of ELED 2003, MLED 2003 and SEED 2002 or as the result of advising and that I understand that the policies of the program are outlined in the Manual. It is my responsibility to familiarize myself with the contents.

Candidate Signature: _____ Date: _____

This entire application must be complete to be considered for admission into the Stage II Program. Please attach copies of all transcripts including transfer transcripts.

To Be Completed by Secondary Education Advisor

Was SEED 2002 taken at ATU? Yes ____ *No ____

*If no, provide the candidate with a copy of the Policies and Procedures Manual, have the candidate sign the verification receipt and attach it to the application.

Has the candidate received School of Education Academic Clemency? *Yes ____ No ____

*If yes, attach a copy of the Academic Clemency form.

Recommended By: _____ Date: _____

To Be Completed by Director Teacher Education Student Services

Approved: _____ Date: _____

Denied: _____ Date: _____ Reason: _____

**PROPOSED STUDY PLAN
SECONDARY STAGE II APPLICANTS**

Or and approved (by the registrar's office) copy of your Degree Audit can be attached.

NAME: _____ TEACHING FIELD: _____
(Last) (First) (Middle)

CAMPUS/SCHOOL MAILING ADDRESS: _____

PERMANENT ADDRESS: _____
(Street) (City) (State) (Zip)

CATALOG CANDIDATE WILL GRADUATE UNDER: _____

COURSES NOW IN PROGRESS

GENERAL EDUCATION COURSES

EDUCATION COURSES

TEACHING SPECIALIZATION COURSES

ELECTIVES

Signature of Applicant _____ Date: _____

As a representative of the Department of _____, I recommend that this candidate be admitted to Stage II of the ATU Teacher Education Program.

CONTENT AREA SUPERVISOR: _____ Date: _____

As a representative of the Department of Curriculum and Instruction, I recommend that this candidate be admitted to Stage II of the ATU Teacher Education Program.

EDUCATION SUPERVISOR: _____ Date: _____

Arkansas Tech University
Proposal for New Program Assessment Form
Computer Science Education

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.

- a. **How does this proposal for the new program fit with the university mission?** This program will produce future computer science K12 educators. This program will focus on “scholastic development, integrity, and professionalism,” both in and out of the classroom. Given that these students are entering the field of education, they will be committed to “life-long learning.”
- b. **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** n/a
- c. **How will this new program enhance learning for students enrolled in the program?** This is an exciting time to be entering the field of Computer Science K12 education, as it is fairly new in Arkansas. This degree will offer yet another career path for those students who are interested in the field of computing.
- d. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** Students will pass the Praxis Core and the Praxis Computer Science exams; they will successfully complete an internship with recommendations from their local supervising teacher, their SEED supervisor, and their CS supervisor; they will complete an Exit Portfolio.
- e. **Provide an example or examples of assessment evidence which supports adding this new program.** As part of the governor’s K12 Computer Science initiative, each high school is required to offer at least one Computer Science course each year. Currently very few teachers are qualified to teach these courses. Therefore, a great need exists for this degree.
- f. **How does this course program 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.** As mentioned previously, the K12 Computer Science initiative is new in Arkansas. No other Arkansas higher educational institution currently has this degree. Texas has a few programs similar to what we are proposing: Texas A&M University Corpus Christi, Texas State University, The University of Texas at Tyler (to name a few).
- 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.**

Office of Assessment and Institutional Effectiveness (2015)

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Standard 1 (InTASC 4-5): Content Knowledge	The prospective teacher displays competency in computational thinking; collaboration; computing practice and programming; and computers and communication devices.	<p>COMS 1333 Web Publishing I COMS 1403 Orientation to Computing, Information, and Technology COMS 1411 Computer and Information Science Lab COMS 2903 Discrete Structures for Technical Majors COMS 2104 Foundations of Computer Programming I COMS 2203 Foundations of Computer Programming II COMS 2703 Computer Networks and Architecture COMS 2700 Networking and Architecture Laboratory COMS 2213 Data Structures COMS 3903 Systems Software and Architecture COMS 3053 Implications of Technology on Society COMS 3233 Database Design and Implementation COMS 3243 Data Mining COMS 3413 App Development COMS 4703 Data Communication COMS 4700 Networking Laboratory COMS 4033 Systems Analysis and Design I SEED 4052 Educating Diverse and Exceptional Learners</p>	<p>Computer Science Praxis exam results Student checklist of competencies Student survey Supervising teacher survey</p>	<p>80% pass rate 90% of competencies met 90% "prepared" or higher status 90% "prepared" or higher status</p>
Standard 2 (InTASC 1-2): Learner Development and Diversity	The prospective teacher uses understanding of individual differences and diverse cultures and communities, along with an understanding of how learners grow and develop, to ensure inclusive learning environments that enable each learner to meet high standards.		RAP (Research Awareness Project)	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"

Office of Assessment and Institutional Effectiveness (2015)

<p>Standard 3 (InTASC 3): Learning Environment</p>	<p>The prospective teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>SEED 4556 Classroom Application of Educational Psychology</p>	<p>Second Teach</p>	<p>Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"</p>
<p>Standard 4 (InTASC 6-8): Instructional Practice</p>	<p>The prospective teacher understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.</p>	<p>SEED 4556 Classroom Application of Educational Psychology</p>	<p>Unit Plan</p>	<p>Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"</p>
<p>Standard 5 (InTASC 9 and 10): Professional Responsibility</p>	<p>The prospective teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.</p>	<p>SEED 4809 Internship</p>	<p>Task 5 Reflection on Student Learning</p>	<p>Overall median ratings of "Acceptable" or "Exceptional" on the task.</p>

Arkansas Tech University
REQUEST FOR COURSE ADDITION

RECEIVED

SEP 14 2015

Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration	
DATE SUBMITTED:	8/22/2015	
Title	Signature	Date
Department Head	<i>Cathy McMahon</i>	9/14/15
Dean	<i>[Signature]</i>	9/17/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Wallace</i>	9/14/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
HA	1011 1001	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Orientation to Hospitality Administration		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Orientation to Hospitality Adm		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is this course repeatable for additional earned hours? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many total hours? _____		
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other

No fee

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? _____	Select Fee Type _____
If selected other list fee type: _____		
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered? _____		
Fall and Spring semesters		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)		
a. Course subject		
b. Course number		
c. Catalog course title		
d. Catalog description		
1. Arkansas Course Transfer System (ACTS) course number, if applicable		
2. Cross-listing		
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)		
4. Prerequisites		
5. Co-requisites		
6. Description		
7. Notes (e.g., information not in description such as course may be repeated for credit)		
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)		
9. Fees (e.g., \$36 art fee)		
e. Section for Name of instructor, office hours, contact information (telephone, email)		
f. Text required for course		
g. Bibliography (supplemental reading list)		
h. Justification/rationale for the course		
i. Course objectives		
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)		
k. Assessment methods (include grading policy with specific equivalents for A, B, C)		
l. Policy on absences, cheating, plagiarism, etc.		
m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? 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 .		

Instructor:
Office:
Phone:
Email:
Office Hours:

Course will be offered in the fall and spring semesters

Course Objective

By taking this course, you will be equipped to:

- Survive the first day, week, month, semester, and year at TECH.
- Find and relate to professors, staff, and other students.
- Find out how to locate information on campus, and how to get help as needed.
- Make great use of your time.
- Be comfortable knowing that there is no bad question, and feeling free to ask it.
- Understand campus resources and how to use them.
- Utilize technology to be successful in college.
- Determine your purpose for attending college.
- Start thinking about your future career in hospitality administration.
- Have a better understanding of career opportunities in hospitality administration.

ATU Course Catalog Description:

Orientation to the university and hospitality administration as a profession. Exploration of successful student and career paths.

Hospitality Administration Mission:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development, and encourage lifelong learning.

Required Text

- None

Other Materials

You will need consistent, reliable access to a computer and the internet to complete the online exercises included in this course.

Course Format

This is a 7 week course. We will meet in class twice a week. During the week, you will be responsible for completing any online exercises/assignments that are required for the course. All assignments are due at the next meeting. The class meetings will rely heavily on class discussion and participation, while the online component will include videos, OneTech, and Blackboard. The course will include personal reflection, exploration, a group project, and written assignments.

If you need assistance, you may call the Campus Support Center at 968-0646. They are available 24/7.

Academic Credit

1 credit hour

Attendance and Classroom Behavior

Class attendance is mandatory. There are only 14 class meetings, and no absence will be excused without a valid reason. When it is necessary that you miss a class, courtesy requires an explanation to the instructor, BEFORE the absence occurs. Any unexcused absence will lower your grade by ½ letter grade for EACH absence. Two late arrivals equal one absence. You must be present for the group project.

Assignments

All assignments given are due at the next class meeting, unless otherwise noted. Late work will not be accepted unless prior arrangements have been made with the instructor. Most assignments will be in short answer format, discussion boards, and reflection papers.

Group Project

There will be one group project assigned at the beginning of the term. Groups will give a 3-5 minute PowerPoint presentation on a prospective career choice. All students must attend presentation day.

Course Evaluation/Grades

Attendance Module	1@3 points	3 points
Attendance/Participation	14@15 points each	150 points
Assignments	Various	272 points
Group Project	1@150 points	150 points
Quizes	2@100 points	200 points
Total		775 points

***Additional Assignments may be given throughout the semester at the instructor's discretion.

Grading Scale

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Under 60	=	F

1001
HA ~~1011~~
Course Outline

Date	Topic
1: Introduction	Introduction
	Blackboard
	Policy Agreements
	OneTech Announcements
2. Assignments	Note Taking
	Group Member List
	Group Project
2. Student Services	Student Services
3. Career Planning	Career Planning
	Group Project Outline
3. Time Management	Time Management Exercise
	Budget Worksheet
4. Library Resources	Library Resources
	Resource Guide 2016 Quiz
4. Plagiarism	Term Papers
	Plagiarism Game
5. Careers in Recreation and Park Admin.	Intro to Hospitality Administration
	Guest Speakers
5. Careers in Recreation and Park Admin.	Hospitality Administration Emphases
	Guest Speakers
6. Healthy Living	Healthy Living

	Health Services
7. Registration	Schedules, GPA, College Terminology
	Academic Advising/Registration
8. Pre-Registration	Registration Worksheet & Wrap Up

Academic Honesty Statement

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student's answers, etc. Instances of academic dishonesty will result in the student's work being submitted to other TECH 1001 faculty for their interpretation of the work. If the faculty members find the work is guilty of plagiarism, the faculty can make the following recommendations: award a grade of a "0" on the assignment, make the student re-submit the work, award an "F" in the course, and/or report the student to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

University Testing and Disability Services

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
 Arkansas Tech University
 Doc Bryan, Suite 171
 1605 Coliseum Drive
 Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290
 Web Site: <http://www.atu.edu/testing/>
 Email: emeans@atu.edu

Arkansas Tech University

Course Addition

Assessment Form

HAtott 1001

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? It will serve as an orientation course for students majoring in Hospitality Administration – it will assist with acclimating students to the campus and higher education.
- 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. Students will demonstrate the ability to locate information on campus and how to get help when needed. 2. Students will demonstrate a basic understanding of campus resources and how to use them. 3. Students will demonstrate a basic understanding of career opportunities in hospitality administration.
- d. What assessment tool or measure will you use to assess student learning? Course exams and projects
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Course exams, interviews with campus faculty, staff, and administration, professional interviews and research papers.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course will simply take the place of TECH 1001 Orientation to Tech.
- 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. All discipline specific orientation courses are important to the success of students.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

RECEIVED
SEP 14 2015
Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration	
DATE SUBMITTED:	8/22/2015	
Title	Signature	Date
Department Head	<i>Cathy McMahon</i>	9/14/15
Dean	<i>[Signature]</i>	9/17/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Weauer</i>	9/14/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
HA	1011	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Orientation to Hospitality Administration		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Orientation to Hospitality Adm		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	7/01/15
Dean	<i>Wally Hagler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yessau</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
HA	2073	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Introduction to Event Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Intro to Event 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?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours?		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Once a year... spring semester		
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 <ol style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? 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 .		



**Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 2073 Introduction to Event Management
Fall 2016**

Hospitality Administration Mission Statement:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.

Program Learning Outcomes

At the conclusion of the program, students will be able to:

1. Exhibit professional hospitality administration knowledge, skills, and abilities.
2. Execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.
3. Describe the fundamental principles of leadership and demonstrate successful leadership skills.
4. Utilize critical thinking, problem solving, written and oral communication, and investigative skills specific to hospitality administration.
5. Apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.
6. Demonstrate best practices to meet ever changing guest needs and expectations.

Event Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the role of event management.
2. Plan, organize, coordinate, develop, and evaluate the issues related to event management.



Catalog Description: This course will offer an introduction to the principles of event management. The student will learn how to formulate event strategies across diverse contexts. The planning, development, management and implementation of events will be the focus of study. Opportunities for participation in on and off campus events will be an element of the course.

HA Course Number	HA Course Title	Learning Outcome(s)	Performance Measure(s)
HA 2023	Intro to Event Management	Identify the fundamental principles of event management	Exams
		Relate the impact of event management to the hospitality industry	Role Playing Exercises/terminology
		Develop skills related to event planning	Plan, develop and implement one event

Instructor: Susan West
106 Williamson Hall
479-356-6205
:west7@atu.edu

Office Hours: Tuesday 9:00 am-noon
Thursday 9:00 am-4:00pm

Class Times: MWF 9:00-9:50 PM

Location of Class: Williamson 205

Required Text(s): Event Planning: The Ultimate Guide To Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Special Events, 2nd Edition Author: Allen, Judy

ISBN: 978-0-470-15574-5

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Conduct Policies-Page 68-69 Student Handbook

"A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Tech requires certain standards of academic integrity and conduct from all students. Tech expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

- **Cheating** on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
- **Plagiarism** is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well."

Classroom Procedure: Classroom procedure for this class include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper is required to be completed by the student not attending the field trip.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Introduction to Event Management:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. NOTE: No late work will be accepted.
- Completion of four (3) exams and one (1) final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a prior written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- Completion of an event for the department
- Please turn off your cell phones during class. If the use of your cell phone interferes with class I will ask you to leave class.

EVALUTION AND GRADING

Exams: There are four (4) exams for this course three (3) throughout the semester and (1) final exam. The exams will each weigh 100 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. *Total points 400*

Home Work/Role Playing: You will be given assignments throughout the semester that are relevant to this course. In addition, because this is a supervision and leadership course, there will be numerous times that you will have to actively participate in order to obtain points. *Total points 400*

Event Planning: You will be expected work together to plan, execute and complete an event for the PHRA Department. There will be a rubric given at a later to access your contribution to this effort. *Total points 300*

ATU Attendance Policy: A student accumulating an excessive number of unjustifiable absences in a course be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance be immediately suspended." **It will be your responsibility to sign in each day that you are in class!**

Methods of Evaluation:

4 Exams @ 100 points	400 points
Homework/Role Playing exercises	400 points
Event for PRHA	300 points
Total Points	1100 points

Grading Scale: A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Your Role as a Student

I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to Introduction to Event Management class! Hope you learn much that will assist you in becoming an event planner!

SCHEDULE **Subject to Change**

Monday	WELCOME
Wednesday	What is Event Management?
Friday	Chapter 1: The First Steps: Initial Planning & Budgeting
Monday	Chapter 1 continued
Wednesday	Chapter 1 continued
Friday	Role Play
Monday	Chapter 2: Organization and Timing
Wednesday	Chapter 2 continued
Friday	Chapter 2 continued
Monday	Chapter 3: Location, Location, Location
Wednesday	Chapter 3 continued
Friday	Chapter 3 continued
Monday	Review
Wednesday	EXAM 1 over Chapters 1-2-3
Friday	Chapter 4: Transportation
Monday	Chapter 4 continued
Wednesday	Chapter 4 continued
Friday	Chapter 5: Guest Arrival
Monday	Chapter 5 continued
Wednesday	Chapter 5 continued
Friday	Chapter 6: Venue Requirements
Monday	Chapter 6 continued
Wednesday	Chapter 6 continued
Friday	EXAM 2 over Chapters 4-5-6
Monday	Chapter 7: Who's It All For

Wednesday	Chapter 7 continued
Friday	Chapter 7 continued
Monday	PLANNING DAY
Wednesday	Chapter 8: Food and Beverage
Friday	Chapter 8 continued
Monday	Chapter 8 continued
Wednesday	PLANNING DAY
Friday	Chapter 9: Other Considerations
Monday	Chapter 9 continued
Wednesday	Chapter 9 continued
Friday	Chapter 9
Monday	EXAM 3 over Carroll 7-8-9
Wednesday	ROLE PLAY
Friday	PLANNING DAY
Monday	PLANNING DAY
Wednesday	PLANNING DAY
Friday	Guest Speaker
Monday	EVENT for PRHA Dept
Wednesday	Review
Friday	Review
Monday	Last day of classes
TUESDAY	READING DAY
THURSDAY	FINAL over Entire Text

Arkansas Tech University

Course Addition

Assessment Form

HA 2013

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? This course will better prepare all Hospitality Administration majors for the hospitality industry. It will increase the students' knowledge in the area of event management.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is not mandated, but will meet one of the ACPHA accreditation standards.
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Understand and analyze the role of event management 2) Plan, organize, coordinate, develop, and evaluate the issues related to event management 3) Implement one event for the department
- d. What assessment tool or measure will you use to assess student learning? Exams, rubric for completion of event, possible certification
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? The class will plan, organize and implement one event for the PRHA department in order to relate to event management.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. SEE ATTACHED
- 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. Currently there are several programs in hospitality throughout the state that offer courses in event and catering management. However ATU will be unique in that it will be the only program that will have an event emphasis. In 2012, there were 94,299 meeting, convention and event planners employed across the country, reported the U.S. Bureau of Labor Statistics (BLS). At that time, the BLS predicted that employment opportunities for these professionals would grow by 33% from 2012-2022, which is an increase that's much faster than the average. This will result in 31,300 new positions being created over the decade. (BLS Summary)

Office of Assessment and Institutional Effectiveness (2014)

Event Management

Excellent 4 pts	Very Good 3 pts	Average 2 pts	Poor 1 pts	Unacceptable 0 pts
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**Theme/
Preparation/
Research**

Excellent	Very Good	Average	Poor	Unacceptable
Theme selection, preparation, research were excellently displayed	Theme selection, preparation, research were very evident	Topic selection, preparation, research were average and met standards	Topic selection, preparation, or research were at the beginning level	No assignment completed or violation of University Academic Integrity Policy

Budget Presentation

Budget with complete listing of revenue sources and expenses and narrative formatted correctly using Chapter 6 as your guide for presenting a budget and financial statement.

Excellent	Very Good	Average	Poor	Unacceptable
Preparation was excellent and showed exacting detail and followed guidelines presented in chapter 6	Preparation was good and followed most guidelines presented in chapter 6	Preparation was average and followed some guidelines presented in chapter 6	Appearance was not professional and presenter not poised. Preparation was incomplete and failed to closely follow guidelines presented in chapter 6	Complete miss. Either omitted or was completely incorrect.

Floor Plan Layout

Excellent	Very Good	Average	Poor	Unacceptable
Design and layout were excellently executed	Design and layout were well done but omitted some key elements (gift award tables, head tables, etc.)	Design and Layout were average and met standard norms	Design and Layout were at beginning level of performance and lacking key elements of organization.	Complete miss. Either omitted or was completely incorrect.

**Depth of Project /
Critical Thinking**

Excellent	Very Good	Average	Poor	Unacceptable
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Office of Assessment and Institutional Effectiveness (2014)

	Depth of project and critical thinking were excellently demonstrated	Depth of project and critical thinking were very good	Depth of project and critical thinking were average and met standards	Depth of project and critical thinking were at beginning level	No assignment completed or violation of University Academic Integrity Policy
Knowledge/ Content	Excellent	Very Good	Average	Poor	Unacceptable
	Knowledge and content were brilliantly relayed and extremely evident	Demonstrated very good mastery of knowledge and content	Knowledge and content were average and met standard norms	Knowledge and content at beginning level	No assignment completed
Presentation/ Delivery Style	Excellent	Very Good	Average	Poor	Unacceptable
	Presentation and delivery excellent with superb eye contact, voice projection and confident posture	Eye contact, voice projection and posture in presentation were very good	Presentation and delivery were average and met standard norms	Poor eye contact, voice projection or posture in presentation	No assignment completed
Creativity (Visual Aids & Handouts)	Excellent	Very Good	Average	Poor	Unacceptable
	Use of aids was extremely creative and demonstrated with technology	Use of aids kept interest of audience and was very well executed	Creativity was average and met standard norms	Lacks creativity	No assignment completed
Organization/ Flow/ Time	Excellent	Very Good	Average	Poor	Unacceptable
	Organizational skills were exceptional and the flow of the presentation and time execution were excellent	Organizational skills, flow of presentation and time utilization were very good	Presentation organization, flow, or time utilization were average and met standard norms	Presentation was poorly organized, confusing or did not utilize time well	No assignment completed
Finish/ Conclusions/ Recommendations	Excellent	Very Good	Average	Poor	Unacceptable

Office of Assessment and Institutional Effectiveness (2014)

	Excellent	Very Good	Average	Poor	Unacceptable
Assignment Execution	Finish, conclusions, or recommendations were excellent and superbly executed	Finish, conclusions, or recommendations were greatly evident and very good	Finish, conclusions, or recommendations were average and met standard norms	Finish, conclusions, or recommendations were at beginning level	No assignment completed
	Assignment execution was excellent	Assignment was very well executed	Assignment was executed on the average level and met standard norms	Assignment performance was executed at beginning level	No assignment completed
Event Social Networking Media Promo	Excellent	Very Good	Average	Poor	Unacceptable
Facebook, LinkedIn, Twitter, etc. page or something similar to promote the event based on the lecture notes you received for the Social Media Use for Events. You better pay attention to the templates that were given in that lecture. Those templates describe what a web page should look like and the content. Get ready for major score deductions for failing to follow instructions in that area.	Social networking idea incorporated multiple ideas from guest lecture on using social media to promote events. Web page was designed to conform to the lecture material 100%	Social networking idea incorporated multiple ideas from guest lecture on using social media to promote events. Web page was designed to somewhat conform to the lecture material.	Social networking idea incorporated one or two ideas from guest lecture on using social media to promote events. Web page was designed to somewhat conform to the lecture material. Overall very average	Social networking idea lacked depth, detail, and imagination. Failed to significantly incorporate materials from lecture.	Complete miss! Lack of detail, lack of imagination, failed entirely to match up with lecture material.
Press Release	Excellent	Very Good	Average	Poor	Unacceptable
You will create a publicity release announcement that must be at least 250 words					

Office of Assessment and Institutional Effectiveness (2014)

	Press release meets all guidelines	Press release meets guidelines but has 2 to 3 grammatical errors.	Press release fails to meet several guidelines and has 4 grammatical errors.	Press release fails to meet several guidelines and has 5 grammatical errors	Press release fails to meet several guidelines and is very poor quality.
Smart objectives	Excellent	Very Good	Average	Poor	Unacceptable
Develop 5 goals for the event based on the lecture material	5 objectives correctly stated with several objective levels covered				

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMaham</i>	6/29/15
Dean	<i>Willy Hough</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gleason</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
HA	3072 3173	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Hospitality Managerial Accounting		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Hospitality Managerial Account		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
<input type="text" value="Once a year - Fall semester"/>		
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)		
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course). 		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? This course may need to be taught in the computer lab in Williamson Hall.		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA ~~3073~~ Hospitality Managerial Accounting

3173



* COURSE DESCRIPTION

3173

The purpose of HA ~~3073~~ (Hospitality Managerial Accounting) focuses on the use of accounting information for management decision making and control. Topics include product costing, budgeting, management decision making, and statement analysis. Fall semester only. Prerequisite: ACCT 2003.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

- Describe and identify major users of accounting information.
- Analyze cost behavior and allocation for operational planning and control.
- Explain the role of budgets and performance reports in planning and control.
- Evaluate performance using variance analysis by comparing budgeted standards to actual results.
- Describe how managers use balance sheets and income statements for decision making.
- Analyze financial statements of a company using financial ratios.

Class Times: Tuesday & Thursday 9:30 am - 10:50 am

Location of Class: Williamson Hall 125

Instructor: Dong-Soo Lee, Ph.D. 479-968-0607 / dlee13@atu.edu

Office Hour: MWF: 8:30 am - 11:00 am / T: 1:00 pm - 3:30 pm

COURSE MATERIALS

- Class PowerPoint and other materials / 3-ring binder
- Calculator: You must have your own calculator. No sharing is allowed. Any other electronic device (smart phone, iPods or other) is not allowed. ***Your calculator will be checked by the instructor every class. If you forget to bring a calculator, you may have to take the exam without a calculator.***
- Six Column Ledger Paper

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.

Program Learning Outcomes

At the conclusion of the program, students will be able to:

1. Exhibit professional hospitality administration knowledge, skills, and abilities.
2. Synthesize and evaluate core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.
3. Describe the fundamental principles of leadership and demonstrate successful leadership skills.
4. Utilize critical thinking, problem solving, written and oral communication, and investigate skills specific to hospitality administration.
5. Apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.
6. Demonstrate best practices to meet ever changing guest needs and expectations.

Lodging Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the functions of lodging and club operations.
2. Distinguish guest needs specific to operational settings.

Event Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the role of tourism and event management.
2. Plan, organize, coordinate, develop, and evaluate the issues related to tourism planning and event management.

Foodservice Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the function of food and beverage operations.
2. Manage the entire operation; coordinate and evaluate all aspects of food and beverage services.

EVALUATION AND GRADING

Methods of Evaluation:

4 Exams @ 100 points	400 points (40%)
Quizzes & Homework	300 points (30%)
3 Case Studies	200 points (20%)
Attendance	<u>100 points (10%)</u>
Total Points	1000 points (100%)

Grading Scale:	A = 90% and above	900 points to 1000 points
	B = 80-89%	800 points to 899 points
	C = 70-79%	700 points to 799 points
	D = 60-69%	600 points to 699 points
	F = 59% or below	599 points and below

Exams (4 Exams @ 100 points = 400 Points)

There will be 4 exams worth 100 points given in this course. Final exam will not be a comprehensive exam. They will be taken from discussion and lecture. The exams will include: multiple choice, true/false, fill-in-the-blank, short answer or calculation. **NO MAKE-UP EXAM** will be allowed unless you have the instructor's prior permission. Total available points will be 400.

In Class Quizzes and Homework (300 Points)

There will be quizzes and homework in each class. Quizzes constitute 15% of the final grade. Each quiz will be graded over 10 points and total points will be converted to a percentage over 15%. Homework constitutes 15% of the final grade and each will be graded over 10 points and total points will be converted to a percentage over 15%. Late submission ("Quiz" and "Homework") will not be accepted.

3 Case Studies (200 Points)

Details about the case study will be announced during the course. The case study will be an individual or group (maximum 3 students) assignment. The case studies constitute 20% of the final grade.

Attendance (100 Points)

Attendance is very important in this class. Class will begin promptly at the designated time and regular and punctual class attendance is expected. Your attendance will be checked at the beginning of the class. Students missing more than 4 classes without a reasonable excuse will receive zero attendance points. Students missing 30% of class sessions will automatically be given an "F" regardless of class performance. Students should contact the instructor if they need

to miss any classes and should provide a reasonable excuse. Reasonable excuses include: family emergency, illness, and a serious personal problem. If you leave classroom early without any notice, your attendance point will not be credited. You must notify to the instructor in advance.

Bonus Points

It may be provided by the instructor depending on class procedures.

CLASS POLICIES

Course Requirements: The following are course requirements for "Personnel Management in PRHA":

- Students are required to read assigned materials for comprehension before class.
- Students are expected to turn assignments in on time.
- Students are required to check an e-mail daily.
- Blackboard will be used throughout the semester to post notes, grades, and more.
- **Email: In the "Enter Subject" part, please write course no. and your full name.**

Special Needs

Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with special needs must register with the Disability Coordinator/University Testing Center (Doc Bryan, Suite 171 / www.atu.edu/disabilities) at 479-968-0302 or Liz Davis-Means (emeans@atu.edu) / Kimberlee Mealy (kmealy@atu.edu), Coordinator of Disability Service.

Academic Dishonesty: 2013 – 2014 Student Handbook; page 42-43.

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

ATU Attendance Policy

2013-2014 Student Handbook; page 40-41. "Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended" It will be your responsibility to sign in each day that you are in class!

Your Role as a Student

I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!!

Disclaimer

The instructor reserves the right to amend or revise the course outline at any time during the semester. Any change will be announced in class. It is students' responsibility to clarify the issue about the changes with the instructor.

CLASSROOM REGULATIONS

*****Cell phones must be turned off. If you keep using your cell phone to play a game or to answer the phone, you can be asked to leave the classroom by the instructor.**

During exams and quizzes, all hats must be removed and books and notes must be stored in your backpack. It is expected that students conduct themselves **in a mature and professional manner in each class session.**

Harassment and disruptive behavior will not be tolerated. Failure to adhere to the class regulation will result in the student being asked to leave the classroom and being marked absent for that day.

COURSE SCHEDULE

Week	TOPICS	CHAPTERS	ASSINGMENTS
8/25	Introduction and Cost Concepts	1	
8/30	Cost Concepts	1	
9/1	Cost and Sales Concepts	1 & 2	
9/6	Sales Concepts	2	
9/8	Breakeven Analysis	3	
9/13	Breakeven Analysis	3	
9/15	Breakeven Analysis	3	
9/20	Review For Exam 1	1-3	
9/22	EXAM 1	1 - 3	
9/27	Budgeting	4	CASE 1 DUE
9/29	Budgeting & Variance Analysis	4 & 5	
10/4	Variance Analysis	5	
10/6	Variance Analysis	5	
10/11	Inventory	6	
10/13	Inventory	6	
10/18	Inventory	6	
10/20	Review For Exam 2	4-6	
10/25	EXAM 2	4 - 6	
10/27	Income Statement	7	CASE 2 DUE
11/1	Income Statement & Balance Sheet	7 & 8	
11/3	Balance Sheet	8	
11/8	Review For Exam 3	7-8	
11/10	EXAM 3	7 - 8	
11/15	Ratio Analysis	9	
11/17	Ratio Analysis	9	
11/22	Menu Engineering	10	
11/24	THANKSGIVING HOLIDAY – NO CLASS		
11/29	Menu Engineering	10	CASE 3 DUE
12/01	Menu Engineering	10	
12/6	Review For Exam 4	9-10	
12/13	EXAM 4	9 - 10	

Arkansas Tech University

Course Addition

Assessment Form

HA 3173

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.

- 3173
- a. How does this course fit with the university mission? HA ~~3073~~ Hospitality Managerial Accounting will provide students with the opportunity to enhance their accounting skills and knowledge in the hospitality arena and will better prepare them for their involvement in the hospitality profession.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not mandated, but it a course that is used to meet an accreditation standard.
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Analyze cost behavior and allocation for operational planning and control. 2. Evaluate performance using variance analysis by comparing budgeted standards to actual results. 3. Describe how managers use balance sheets and income statements for decision making.
- d. What assessment tool or measure will you use to assess student learning? Exams, quizzes, homework, case studies and attendance.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate principles of managerial accounting and represent advanced level of financial analysis. Also, they will demonstrate revenue management controls such as cost volume profit analysis, cost based pricing, and menu analysis.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Assignments, quizzes, exams, data analysis of income statement, balance sheet, and inventory analysis
- 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. This course is a requirement course in Hospitality Administration program that help students understand revenue, managerial accounting, and cost control in foodservice and lodging operations. This course focuses on how to use financial information to make good decisions in

hospitality management, every student must take this course to be in a management position. Other Hospitality programs in Arkansas such as University of Arkansas have similar courses: which include HOSP 2603 Cost Control and HOSP 4633 Operation and Financial Analysis.

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Catali McManis</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jessie</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 3165 3185	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Catering and Event Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Catering and Event 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 type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? \$200 Lab Fee-HA/RP

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 spring semester

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Williamson Hall Dining room and kitchen

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

HA 3163

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 course will best prepare students for the catering and event management industry. It is a necessary course for those entering the event profession.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Students will identify and demonstrate catering and event planning as it relates to the hospitality industry. 2. Students will incorporate hard and soft skills, and communication skills assist with becoming an effective leader. 3. Assess the success and knowledge of catering and/or special events.
- d. What assessment tool or measure will you use to assess student learning? Exams, final presentation and report, service work/hours, and class participation.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Final paper and presentation (event proposal).
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Students were short hours in the curriculum focusing on catering and events – a necessary course for those going into catering and/or events.
- 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. Similar HA Programs in the state offer similar courses... this knowledge is much needed and expected.



Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 3163 Catering and Event Management
3F63 Spring 2016

Hospitality Administration Mission Statement:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.

* **Catalog Description:** This course will focus on-site and off-site catering for social and business functions and event management for large-scale events, such as sporting events, festivals, and conferences. Topics to be discussed include organizational structure, product and service development, event planning and execution, staff and volunteer recruitment/training, and post-event analysis.

Prerequisites: HA 1011, HA 2063, HA 2073, and HA 2914

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 3163	Catering and Event Management	Application methods that are relative to the the diverse segmanet sof the hospitality industry..	<i>Identify and demonstrate</i> catering and event planning as this relates to the hospitality industry.	Exams, Final Paper and presentation, practical applications with labs, events, and role playing exercises
		Quantitative methods	<i>Assess</i> the success and knowledge of a catering or special event	Exams, Final Paper and presentation
		Effective communication including both oral and written form	<i>Incorporate</i> hard and soft skills, and communication skills to help prepare you to be an effective hospitality professional	Exams, Final Paper and Presentaion practical applications with labs, events, and role playing exercises

Instructor: Cass Capen-Housley, MBA
Williamson 100
Email: ccapenhousley@atu.edu
Phone: 479-964-0893

Office Hours: Monday 9:00am-1:00pm
Tuesday 2:00 – 4:00pm
Wednesday 9:00am-1:00pm

Class Time(s): Lecture: Tuesday 9:00-10:50
Thursday 9:00 -10:50

Location of Class: Williamson Dining Room

Required Text(s): Catering: A Guide to Managing a Successful Business
Operation, Second Edition
Author: Mattel, Bruce
ISBN: 978-1-118-13797-0

Reflections of a Successful Wallflower: Lessons in
Business, Lessons in Life
Author: Michaels, Andrea
ISBN: 978-1432749095

Prerequisites: HA 1011, HA 2063, HA 2073, and HA 2914

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Guest Service Management:

- Attendance and participation in each class lecture and lab are required. This is a performance based class providing service hours and no make-ups will be permitted for labs or service work missed.
- Completion of all assignments in a timely manner. NOTE: No late work will be accepted.
- Completion of four (3) exams and one (1) final paper/presentation over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a prior written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

EVALUTION AND GRADING

Exams: There are three (3) exams for this course. The (3) exams will each weigh 100 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. *Total points 300*

Final Presentation and Paper: The final project will be a paper and presentation. Students will be tasked to seek out a client i.e. Main Street Russellville, Chamber of Commerce, City of Russellville, Civic Group or a State Park and design a fund raising event for your client. The paper will be a minimum of 5 pages and will include the proposal detailing the logistics of the event from start to

finish; a post-event review survey, Event Coordination Matrix (provided to you in class); timeline that includes any meetings with client, volunteers or vendors and a brief marketing plan. Students will present their event plan to class.

Total Points 600

Service Work: Throughout the semester campus organizations and community groups request to have an event in the Williamson Dining Room. Students are required to work a minimum of six (6) events. Any additional service work will be worth an additional 25 points per event. Students will be provided an Oxford shirt, name tag, and are required to wear black pants and closed toe shoes. During the events students will be expected to prepare food in the kitchen, prepare the dining room for service, serve guests, and clean up when the event is over. *Total Points 300*

Class Participation: You will be given assignments throughout the semester that are relevant to this course. In addition, because this is a guest service, there will be numerous times that you will have to actively participate in order to obtain points. *Total points 100*

ATU Attendance Policy: A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended."

It will be your responsibility to sign in each day that you are in class!

Methods of Evaluation:

Service Work 6 @50 points	300 points
3 Exams @ 100 points	300 points
Final Project & Presentation	600 points
Class Participation	100 points
Total Points	1300 points

Grading Scale: A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Your Role as a Student

I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including

negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!!

Class Schedule

Tuesday January 12	Welcome! Review syllabus Who are You Activity HOMEWORK - Read Chapter 1 <i>Intro to Catering</i>
Thursday January 14	Lecture Review Chapter 1 HOMEWORK Read Chapter 2 <i>Starting Your Catering Business</i>
Tuesday January 19	Lecture Review Chapter 2 HOMEWORK Read Chapter 4 from <i>Reflections of a Successful Wallflower</i>
Thursday January 21	Lecture Review Chapter 4 from <i>Reflections</i> HOMEWORK Read Chapter 7 <i>Event Planning</i>
Tuesday January 26	Lecture Review Chapter 7
Thursday January 28	QUIZ Chapters 1,2, 7 HOMEWORK
Tuesday February 2	Lecture HOMEWORK Read Chapter 5 <i>Staffing</i>
Thursday February 4	Lecture Class Discussion Chapter 5 HOMEWORK Read Chapter 6 <i>Marketing</i>
Tuesday February 9	Lecture Class Discussion Chapter 6 HOMEWORK Read Chapter 8 <i>How Can We Serve You?</i>
Thursday February 11	Role Playing Exercise HOMEWORK Read Chapter 5 From <i>Reflections of a Successful Wallflower</i>
Tuesday February 16	HOMEWORK Read Chapter 3 From <i>Reflections of a Successful Wallflower</i>
Thursday February 18	Lecture Class Discussion about Reflections of a Successful Wallflower HOMEWORK Read Chapter 9 <i>Food Preparation and Service</i>
Tuesday February 23	Lecture Class Discussion Chapter 9 HOMEWORK Read Chapter 11 <i>Sample Menus and Service</i>
Thursday February 25	Lecture Chapter 11
Tuesday March 1	Quiz Chapters 5,6,8

Thursday March 3	Go Over Guidelines for Final Project and Presentation
Tuesday March 8	In class discussion about citing papers and presentations
Thursday March 10	Video https://www.youtube.com/watch?v=vBk-zGEXS9U 10 Tuos on How to Plan a Catering Event
Tuesday March 15	Review videos HOMEWORK Read Chapter 10 from <i>Reflections of a Successful Wallflower</i>
Thursday March 17	Discussion Chapter 10 <i>Reflections of a Successful Wallflower</i>
Tuesday March 22	Spring Break
Thursday March 24	Spring Break
Tuesday March 29	Research Day
Thursday March 31	Research Day
Tuesday April 5	Quiz Chapters 9,11, and Selections from Reflections of a Successful Wallflower
Thursday April 7	Presentations
Tuesday April 12	Presentations
Thursday April 14	Presentations
Tuesday April 19	Presentations
Thursday April 21	Presentations
Tuesday April 26	Last Day of Class

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Wally Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wrauber</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 4986	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Purchasing and Advanced Food Preparation		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Purchasing and Advanced Food Preparation		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? \$200 Lab Fee-HA/RP		

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

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Food Lab and Williamson Hall Dining Room

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

HA 4986 –FALL 2016 PURCHASING AND ADVANCED FOOD PRODUCTION

Credit: 6 hours

Course:

Lecture: T 2:00-3:20 (purchasing) & Th 3:00-3:50 (food production)

Lab : Th 4:00- 9:00 (food production)

Instructor: Seungsuk Lee, Ph.D. FMP. CHIA

Office: Williamson Hall Room 101

Email: slee17@atu.edu

Telephone number: 479-968-0371

Office hours:

COURSE DESCRIPTION

This course provides for development and implementation of an effective food and non-food purchasing program and focuses on product identification, supplier selection, ordering, receiving, storing and issuing processes.

Also, this course is designed to build knowledge and experience in quantity food production in a foodservice operation. Students should be able to demonstrate advanced level cooking techniques, recipe conversion, menu planning, professional food preparation and handling as well as managerial competencies.

This course is one hour and 20 minutes of purchasing lecture, 50 minutes of advanced food production lecture and a minimum of six hour lab.

\$200 lab fee required. Professional chef uniforms are required at additional costs.

Prerequisite: HA 1011, HA 2813, HA 2914, and HA 2063.

HA PROGRAM MISSION

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.

This is achieved by:

- Providing knowledge, skills, and abilities through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach

- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

PROGRAM LEARNING OUTCOMES

At the conclusion of the program, students will be able to:

1. Exhibit professional hospitality administration knowledge, skills, and abilities.
2. Execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.
3. Describe the fundamental principles of leadership and demonstrate successful leadership skills.
4. Utilize critical thinking, problem solving, written and oral communication, and investigative skills specific to hospitality administration.
5. Apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.
6. Demonstrate best practices to meet ever changing guest needs and expectations.

Lodging Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the functions of lodging and club operations.
2. Distinguish guest needs specific to operational settings.

Event Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the role of tourism and event management.
2. Plan, organize, coordinate, develop, and evaluate the issues related to tourism planning and event management.

Foodservice Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the function of food and beverage operations.
2. Manage the entire operation; coordinate and evaluate all aspects of food and beverage services.

TEXT REQUIRED FOR COURSE

Advanced food production:

Gisslen, W. (2014). *Professional Cooking, 7th Edition*. New Jersey: John Wiley & Sons, Inc. ISBN: 978-1-118-63672-5.

Purchasing:

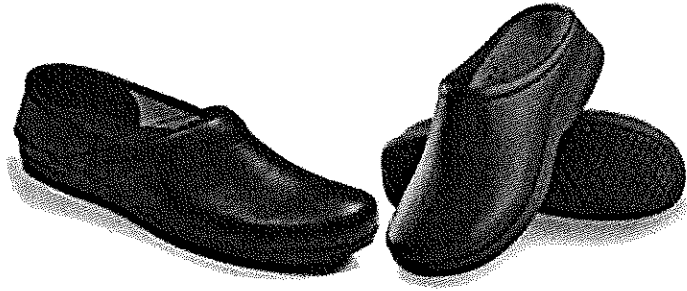
National Restaurant Association (2012). *Purchasing, 2nd Edition*, Prentice hall. ISBN: 978-0-13-218164-8.

Prerequisite: HA 1011, HA 2813 HA 2914, & HA 2063

REQUIRED UNIFORMS:

- Professional uniforms {Chef coat :White & Pants: Black & white checks}

- Appropriate head wear {Chef hat (white)--- No beanie or skull cap}
- Safe shoes (black shoes) ---No tennis shoes!



A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful to the profession. Anyone who does not arrive in the proper uniform will lose points.

Penalty: Chef Hat (-10 points), Chef Pants (-10 points), Chef Coat (-10 points) & Shoes (-5 points) and you may be asked to leave.

Course Objectives of Purchasing:

Upon the successful completion of the course, you will be able to:

- Understand basic concepts of purchasing system.
- Understand basic concepts of selection and procurement.
- Analyze specific product characteristics, quality standard and selection factors.
- Discuss the overview of the purchasing functions in hotel and restaurant fields.
- Explain principles of food safety and develop a HACCP plan for a foodservice menu.
- ** Students will prepare to take a purchasing certification exam.**

Course Objectives of Food Production:

Upon the successful completion of the course, you will be able to:

- Create and execute meals from menu conception, recipe conversion and costing through marketing, production, and personnel management.
- Plan and produce meals and special events using effective planning, implementation and management skills.
- Perform advanced level cooking principles and techniques of quantity food production.
- Demonstrate principles of sanitation & food safety.
- Evaluate customer reaction to food.
- Explain the components of a quantity food service operation by means of a poster presentation.

Course Expectation/Participation:

All class participants will be expected and evaluated on course participation.

All students are required to:

- Participate in all labs and be present and prepared at the required time. Since this is a performance-based class, there will be no-make-up labs.
- Take ownership for learning and will be required to rotate through various positions in the kitchen.
- Manage one complete dinner session from concept to production.
- Turn in a kitchen manager's report on the due date.
- Be present at a mandatory pre-planning meeting with the BOH manager and instructor.

Grading Procedures:

Exam#1 (purchasing)	100
Exam #2 (purchasing)	100
Final (purchasing)	100
Exam #1 (Food production)	100
Exam #2 (Food production)	100
Iron chef (=Food production final exam)	100
Iron Chef Competition peer evaluation	50
Kitchen manager's report	100
Evaluation of kitchen manager duties	100
Menu Descriptions	30
Menu description Critiques	30
Lab (14 @ 20)	280
Guest chef night prep work	30
Cleaning Lab	50
Attendance (13@ 4)	52
Total	1322 points

Grading scale

A	B	C	D	F
100-90	89-80	79-70	69-60	59-0

EXAMS

Exams will be given as scheduled and will cover the chapters and class materials. Please, notify the instructor *prior to* the exam if illness or other extenuating circumstances will force you to miss the exam date.

KITCHEN MANAGER'S REPORT

Each student is responsible for planning and managing the preparation of a meal serving people. The format of the kitchen manager's report will be distributed. The completed written kitchen manager's report is due on the Thursday following the meal (a week from your event: by 4:00PM).

EVALUATION OF KITCHEN MANAGER DUTIES

When you have a kitchen manager position, you are in charge of your entire event including preparation, duty assignment, employee scheduling, opening and closing a restaurant, and kitchen cleaning.

1) Menu due:

Each student must turn in menus for your event until August 31.

Penalty: late submission (-15 points)

2) Menu descriptions:

Once your menus are finalized, you must prepare menu descriptions for your event before posting on the website. You are required to send the instructor an electronic copy of menu descriptions.

Penalty: late submission (-10 points), improper menu description (-10 points), and no submission (-30 points)

---Menu description due date (a week before your event)

3) Employee scheduling and duty assignment:

As a kitchen manager, you must prepare employee scheduling for your event and assign duties for your employees.

Penalty: late submission (-10 points)

PRODUCTION MEETING

All students are required to participate in the production meeting. The meeting will be conducted by the kitchen manager and the instructor, the date and time will be arranged by the kitchen manager. All students are expected to be in attendance when the meeting begins. The production meeting must include: theme, menu, recipes, and work schedules.

LAB PREPARATION WORK

All students are required to sign up for the lab preparation work in order to assist in preparing food. Prep duties and time will be arranged by the kitchen manager. You must participate in the prep work at least 8 times through the semester and your attendance will be checked by the manager.

ATTENDANCE

Each student is required to attend the class on time. For our course to be considered a success this semester, each student must actively contribute to our learning environment during each

class period. Excessive unexcused absences may result in the lowering of an individual's grade.

GUEST CHEF NIGHT

Each student is required to participate in Fine dining's guest chef series. Guest chef series is scheduled on

CLEANING LAB

The date of cleaning lab will be arranged later.

MINIMUM STANDARDS FOR LABORATORY GROOMING AND ATTIRE

In order to maintain professional standards of appearance and provide maximum safety for the students and guests, students are expected to observe the following standards of appearance.

Personal grooming

- Good personal hygiene is essential and precautions should be taken to avoid body odors.
- Hair: clean, neat, and covered by hair restraint
- Hands: clean, short fingernails
 - ✓ Nail polish is not allowed!
 - ✓ Open cuts and burns must be bandaged and hand gloved
 - ✓ Rings are not allowed!
 - ✓ Facial hair: clean shaven
 - ✓ Jewelry: no necklace and bracelets / no ear, nose, eye, and tongue rings

Uniforms for men

- Chef hat worn in lab
- Clean, pressed white chef jacket in lab
- Chef pants
- Clean, polished black shoes worn with black or grey socks. No athletic or athletic-type shoes. No open toe shoes!

Uniforms for women

- Chef hat worn in lab
- Clean, pressed white chef jacket in lab
- Chef pants
- Clean, polished black shoes worn with black or grey socks. No athletic or athletic-type shoes. Low heels are required. No open toe shoes!
- Hair must be pulled p and/ or back or kept short

WORK HABITS:

- Come to lab in a clean uniform
- Keep uniform clean while working
- Avoid touching face and hair while working
- Wash your hands after blowing, wiping your nose, or using a bathroom
- Wash your hands after touching your face, hat, or hair
- Use correct spoons for proper tasting
- Keep work area neat and organized
- Return items to their proper location after they have been cleaned and sanitized

CLASSROOM REGULATIONS

Cell phones must be turned off while you are in a class or lab. During exams and quizzes, all hats must be removed and books and notes must be stored in your backpack. It is expected that students conduct themselves in a mature and professional manner in each class session.

COURSE GUIDELINES

- All assignment must be typed.
- Proper lab attire must be worn and personal hygiene standards met. You will not be permitted to participate in laboratory activities.
- Late submission will be accepted *within 24 hours with a 20% reduction* from the score earned for the submission. After 24 hours, your late submission **will not be accepted**.
- Tardiness: being tardy to lab will result in points being deducted from your lab score for the day
 - ✓ Up to 5 minutes late to lab and class- 1 point
 - ✓ Over 5 minutes up till 10 minutes late to lab and class- 3 points
 - ✓ Over 10 minutes up till 15 minutes late to lab and class- 5 points
 - ✓ Over 15 minutes late to lab- 10 points

BONUS POINTS FOR EVENTS OTHER THAN THURSDAY LAB

Students may earn extra bonus points from Iron Chef Competition.

1st prize: 20 points

2nd prize: 15 points

3rd prize: 10 points

Policy on Academic Honesty: Academic dishonesty in any form, including plagiarism will result in failure of the course. Plagiarism defined: to steal or pilfer the written thoughts or words of another without giving them credit.

Tentative Class Schedule of “Purchasing”

Date	Day	Chapter	Topic
8/24	T		Introduction to Course
8/31	T	Ch1	Introduction to Purchasing
9/6	T	Ch 2	Quality Requirements
9/13	T	Ch2	Quality Requirements
9/20	T	Ch3	Purchase Quantity Requirements
9/27	T		Exam 1
10/4	T	Ch 4	Selecting Vendors
10/11	T	Ch 4	Selecting Vendors
10/18	T	Ch 5	Ordering Products: Pricing Decisions
10/25	T	Ch 5	Ordering Products: Pricing Decisions
11/1	T	Ch 6	Ordering products: Effective Procedures
11/8	T	Ch 6	Ordering products: Effective Procedures
11/15	T		Exam 2
11/22	T	Ch 7	Purchasing Ethics and Vendor Relations
11/29	T	Ch 8	Purchasing Follow-Up
12/6	T		Review for Certificate Exam
12/8			Final Exam

Tentative LECTURE Schedule of “Advanced Food Production”

Date	Day	Chapter	Topic	Assignment due date
8/26	TH		Introduction to course	
9/2	TH		Menu tasting	
9/9	TH		TBA	
9/16	TH		TBA	
9/23	TH	Ch3 & 4	Tools and equipment & Basic cooking principles	
9/30	TH	Ch 5	Menus, recipes, and cost management	
10/7	TH	Ch 28	Food presentation	
10/14	TH		Exam #1 (Ch 3,4,5 & 28)	
10/21	TH	Ch 29 & 30	Bakeshop production Yeast products	
10/28	TH	Ch 31	Quick breads	
11/4	TH	Ch 11 & 13	Cooking meats and game/ cooking poultry and game birds	
11/11	TH		Exam #2 (Ch 29, 30, 31, 11, & 13)	
11/18	TH		TBA	
11/25			Thanksgiving Break	
12/2			TBA	
Final			Final exam	

Tentative LAB schedule of “Advanced Food Production”

Date	Day	Topic
8/26	TH	Introduction to course/cleaning
9/2	TH	Cooking demonstration
9/9	TH	Cooking demonstration
9/16	TH	Open to public
9/23	TH	Open to public
9/30	TH	Open to public
10/7	TH	Open to public
10/14	TH	Open to public
10/21	TH	Open to public
10/28	TH	Open to public
11/4	TH	Open to public
11/11	TH	Open to public
11/18	TH	Open to public
11/25		Thanksgiving
12/2		Open to public
12/9	TH	Final Exam-Iron Chef



ARKANSAS TECH UNIVERSITY

HA 4986 –FALL 2016 PURCHASING AND ADVANCED FOOD PRODUCTION

Credit: 6 hours

Course:

Lecture: T 2:00-3:20 (purchasing) & Th 3:00-3:50 (food production)

Lab : Th 4:00- 9:00 (food production)

Instructor: Seungsuk Lee, Ph.D. FMP. CHIA

Office: Williamson Hall Room 101

Email: slee17@atu.edu

Telephone number: 479-968-0371

Office hours:

PROGRAM MISSION

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.

This is achieved by:

- Providing knowledge, skills, and abilities through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

PROGRAM LEARNING OUTCOMES

At the conclusion of the program, students will be able to:

1. Exhibit professional hospitality administration knowledge, skills, and abilities.
2. Execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.
3. Describe the fundamental principles of leadership and demonstrate successful leadership skills.
4. Utilize critical thinking, problem solving, written and oral communication, and investigative skills specific to hospitality administration.
5. Apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.

6. Demonstrate best practices to meet ever changing guest needs and expectations.

Lodging Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the functions of lodging and club operations.
2. Distinguish guest needs specific to operational settings.

Event Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the role of tourism and event management.
2. Plan, organize, coordinate, develop, and evaluate the issues related to tourism planning and event management.

Foodservice Management Emphasis Learning Outcomes

At the conclusion of the program, students will be able to:

1. Understand and analyze the function of food and beverage operations.
2. Manage the entire operation; coordinate and evaluate all aspects of food and beverage services.

TEXT REQUIRED FOR COURSE

Advanced food production:

Gisslen, W. (2014). *Professional Cooking, 7th Edition*. New Jersey: John Wiley & Sons, Inc. ISBN: 978-1-118-63672-5.

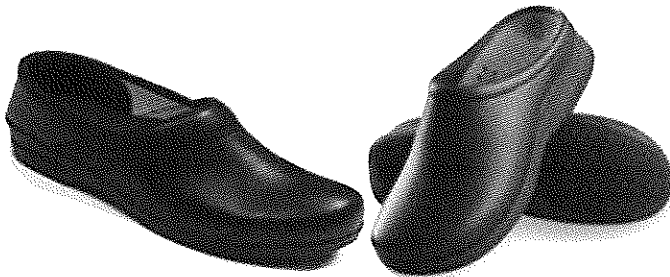
Purchasing:

National Restaurant Association (2012). *Purchasing, 2nd Edition*, Prentice hall. ISBN: 978-0-13-218164-8.

Prerequisite: HA 1011, HA 2813 HA 2914, & HA 2063

REQUIRED UNIFORMS:

- Professional uniforms {*Chef coat :White & Pants: Black & white checks*}
- Appropriate head wear {*Chef hat (white)--- No beanie or skull cap*}
- Safe shoes (black shoes) ---No tennis shoes!



A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful to the profession. Anyone who does not arrive in the proper uniform will lose points.

Grading Procedures:

Exam#1 (purchasing)	100
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Students may earn extra bonus points from Iron Chef Competition.

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9/27	T		Exam 1
10/4	T	Ch 4	Selecting Vendors
10/11	T	Ch 4	Selecting Vendors
10/18	T	Ch 5	Ordering Products: Pricing Decisions
10/25	T	Ch 5	Ordering Products: Pricing Decisions
11/1	T	Ch 6	Ordering products: Effective Procedures
11/8	T	Ch 6	Ordering products: Effective Procedures
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11/22	T	Ch 7	Purchasing Ethics and Vendor Relations
11/29	T	Ch 8	Purchasing Follow-Up
12/6	T		Review for Certificate Exam
12/8			Final Exam

Tentative LECTURE Schedule of "Advanced Food Production"

Date	Day	Chapter	Topic	Assignment due date
8/26	TH		Introduction to course	
9/2	TH		Menu tasting	
9/9	TH		TBA	
9/16	TH		TBA	
9/23	TH	Ch3 & 4	Tools and equipment & Basic cooking principles	
9/30	TH	Ch 5	Menus, recipes, and cost management	
10/7	TH	Ch 28	Food presentation	
10/14	TH		Exam #1 (Ch 3,4,5 & 28)	
10/21	TH	Ch 29 & 30	Bakeshop production	
10/28	TH	Ch 31	Yeast products	
11/4	TH	Ch 11 & 13	Quick breads	
			Cooking meats and game/ cooking poultry and game birds	
11/11	TH		Exam #2 (Ch 29, 30, 31, 11, & 13)	
11/18	TH		TBA	
11/25			Thanksgiving Break	
12/2			TBA	
Final			Final exam	

Tentative LAB schedule of "Advanced Food Production"

Date	Day	Topic
8/26	TH	Introduction to course/cleaning
9/2	TH	Cooking demonstration
9/9	TH	Cooking demonstration
9/16	TH	Open to public
9/23	TH	Open to public
9/30	TH	Open to public
10/7	TH	Open to public
10/14	TH	Open to public
10/21	TH	Open to public
10/28	TH	Open to public
11/4	TH	Open to public
11/11	TH	Open to public
11/18	TH	Open to public
11/25		Thanksgiving
12/2		Open to public
12/9	TH	Final Exam-Iron Chef

Arkansas Tech University

Course Addition

Assessment Form

HA 4986

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 addition of this course will help with best preparing students for the Hospitality industry.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. No, but it will meet an accreditation standard.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Students will analyze specific product characteristics, quality selection, and selection factors when purchasing food. 2. Explain principles of food safety and develop a HACCP plan for a foodservice menu. 2. Plan and produce meals and special events using effective planning, implementing, and management skills.
- d. What assessment tool or measure will you use to assess student learning?
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Exams, kitchen manager's report, kitchen duties and execution of duties.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Students have not had the opportunity to focus on the purchasing of food products, so they are having issues with purchasing when working out in the real world (verbal report from internship supervisors).
- 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. All HA programs whether in-state or out-of-state require purchasing course(s) and food production course as this best prepares the students for the HA industry.

Arkansas Tech University REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>[Signature]</i>	9/14/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 1923
If this course is cross-listed, list course subject and number. CUL 1923	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Introduction to Food and Beverage Management	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
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

HA 1923

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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. Explain the rationale for the course deletion. This course will be deleted; however, the content of the course will now be covered in another class – the HA Program is combining two classes and coming up with one new class to better meet the needs of the HA industry and accreditation standards.

Arkansas Tech University REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Willy Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G. W. ...</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 2003
If this course is cross-listed, list course subject and number. CUL-2003 e Not Cross-listed	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Cost Controls	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.june.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 .	
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

HA 2003

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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. Explain the rationale for the course deletion. This course will be deleted; however, the content of the course will now be covered in another class – the HA Program is combining two classes and coming up with one new class to better meet the needs of the HA industry and accreditation standards.

Arkansas Tech University REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>JW Lane</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 3133
If this course is cross-listed, list course subject and number. RP 3133 (Not deleting RP 3133)	Will the cross-listed course be deleted? <input checked="" type="radio"/> Yes <input type="radio"/> No
Official Catalog Title: Tourism Planning	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
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

HA 3133

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- 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 course is no longer a necessary course due to the direction that the emphasis area is taking – the HA Program is moving from Tourism and Event Management to simply Event Management as one of three emphasis areas. The focus of the student is more so on Event Management.

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FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
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Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Wally Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Colette</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 4253
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: Club Management	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	
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

HA 4253

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. The majority of the content of this course will now be taught in RP/HA 4093 as there was a major overlap of subject matter in both classes. It is perfect fit for both Club Management and Resort Management to be taught in one course.

Arkansas Tech University REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Willy Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Beaman</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 4983
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: Advanced Food Production	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion 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 .	

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

HA 4983

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. The contents of this course will now be covered and combined with an HA Purchasing course and will be a course addition for the HA Program.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Catli McMahon</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G. Wallace</i>	7/25/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 1013
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 CUL 1013	
Official Catalog Title: Sanitation Safety	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input checked="" type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Course Description
	<input type="checkbox"/> Co-requisite
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number: (e.g., 1003)

HA 1011

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Sanitation Safety

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Sanitation Safety

New Course Description:

This course provides knowledge of food safety, potable water, bioterrorism and risk management particularly in the areas of food service and storage. The student will gain knowledge on safe food handling from; receiving and storage through preparing and serving food. This course will also analyze ethical considerations with regards to food and water safety and food service. ServSafe certification from the NRAEF will result upon successful completion of standardized exam. 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 (detail the difference in undergraduate and graduate course below, if appropriate)

CUL 1011

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 1013

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. Yes, this course meets one of our ACPHA accreditation standards.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. 70% of students earned 75% or higher on the Servsafe national certification exam (our goal is 100% as all students need this certification before entering the field). We feel by condensing the number of required hours for this course students will stay better focused on the material in the shorter amount of time and in turn will see more students pass the exam.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yweann</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	1063
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: Hospitality Technology	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listing <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

~~3063~~ 3163

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Hospitality Technology

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Hospitality Technology

New Course Description:

This course provides a foundation in information technology (IT) and how it relates to everyday business computing in the hospitality industry. Topics include: fundamental IT concepts; understanding the issues related to systems selection, standardization and efficiency; integration or applications; and recognizing the importance of management information systems such as PMS and POS.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):
HA 1043 and COMS 1003

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 1063

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. We are simply changing the course from a freshman level course to a junior level course due to the complexity of the course materials. Also students will gain exposure to various type of hospitality technology in lower level courses and then will be better prepared to succeed in this junior level course.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Wally Hoefl</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Blaine</i>	7/25/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	2023
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 CUL 2023	
Official Catalog Title:	
Hospitality Supervision and Leadership	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listing <input type="checkbox"/> Prerequisite <input type="checkbox"/> Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

2023

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Hospitality Leadership and Ethics

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Hospitality Ledership/Ethics

New Course Description: This course will develop student skills necessary to lead and manage hospitality organizations in an ethically, environmentally, economically, and socially acceptable manner. It will include analysis of organizational work environments and critical situations. Students will explore their existing leadership styles, build foundational principles, and commit to their own moral compass in relation to the codes of conduct, core values, and best practices relative to the professional world.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 2023

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. Ethics is to be covered – mandated by ACPHA
- b. Provide an example or examples of student learning assessment evidence which supports the course change. We are simply emphasizing ethics more so in a class that was already being taught... we will add a method of measuring ethics to our next assessment plan. Students needs to be knowledgeable of ethics and the role they play in any industry.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMan</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G. Walker</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 2043
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: Front Office Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

2043

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Lodging Operations Management I

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Lodging Operations Mgmt I

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 2043

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. Highly encouraged by ACPHA Accreditation team to offer this course as part of HA core.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. This is simply a title change for the course in order to best reflect current terminology in the industry.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMalmon</i>	6/29/15
Dean	<i>[Signature]</i>	9/14/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 2913
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 CUL 2913	
Official Catalog Title: Principles of Food Preparations	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listing <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

2914

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Principles of Food Preparations

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Principles of Food Preparation

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):
CUL/HA 1011, HA 1043, CUL/HA 2813, and CHEM 1113 and 1111

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 2913

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 mandated, but does meet ACPHA accreditation standard.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. By adding additional time requirements to the Principles of Food Preparations class students will gain additional hands-on and classroom time to better understand and analyze the function of food and beverage operations. This allows the students the opportunity to explore and distinguish the functions of food and beverage operations.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi Mc Mahan</i>	6/29/15
Dean	<i>Willy Hooper</i>	6-20-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>JWaller</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	3143
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: Executive Housekeeping	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input type="checkbox"/> Course Description
	<input type="checkbox"/> Co-requisite
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

3143

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Lodging Operations Management II

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Lodging Operations Mgmt II

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 3143

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. This is simply a name change for the course, so that it is better aligned with the other course listing in HA Lodging Management emphasis. Also utilizing course names similar to other universities offering HA programs.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMaham</i>	6/29/15
Dean	<i>Willy Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>JW Lauer</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	4013
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: Hospitality Marketing and Sales	
Request to change: (check appropriate box):	
<input checked="" 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	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

3013

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Hospitality Marketing and Sales

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Hospitality Marketing and Sale

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 4013

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is required to meet ACPHA standards
- b. Provide an example or examples of student learning assessment evidence which supports the course change. Simply changing course number from a senior level course to a junior level course to better reflect the content and intent of the course.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Catli McMaham</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Williams</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) HA	Course Number: (e.g., 1003) 4093
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 RP 4093	
Official Catalog Title: Resort Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listing <input type="checkbox"/> Prerequisite <input type="checkbox"/> Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

4093

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Resort and Club Management

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Resort and Club Management

New Course Description:

An in-depth study of resorts and clubs with respect to their planning, development, organization, management, marketing, visitor characteristics, and environmental consequences.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 4093

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The student learning assessment evidence did not dictate this change – the change in requirements for the HA degree and emphasis hours dictated this change. It is a logical sequence for club management to also be covered in a resort management course.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi Mc Mahan</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Weaver</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	4113
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 <u>RP 4113</u>	
Official Catalog Title:	
Personnel Management in Parks, Recreation, and Hospitality Administration	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Cross-Listing <input type="checkbox"/> Grading <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Title <input type="checkbox"/> Prerequisite <input type="checkbox"/> Fee
<input type="checkbox"/> Course Description <input type="checkbox"/> Co-requisite	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

3113

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Human Resource Management in Parks, Recreation, and Hospitality Administration

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Human Resource Mgmt in PRHA

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):
Junior standing and twelve hours of RP or HA courses

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 4113

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The change is supported by the terminology currently used in the industry – personnel management is an obsolete term.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/29/15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wallace</i>	7/23/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	4203
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: Hospitality Operational Problem Solving	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Course Description	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number: (e.g., 1003)

4203

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Hospitality Strategic Management

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Hospitality Strategic Mgmt

New Course Description:

The purpose of this course is to focus on analyzing, evaluating, and developing strategies internally and externally using a case-based approach. Strategic management draws upon all previously completed hospitality administration courses including: marketing, accounting, operations management, human resources, and technology.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog): HA major, senior standing, and completion of 30 hours of HA courses.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Change

Assessment Form

HA 4203

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 mandates, but does meet ACPHA accreditation standard
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The name of the course is being changed to better reflect the content of the course – HA students need to be more cognizant of strategic management upon graduating from the program.

Summary#
14, 15, 16

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2015

Title	Signature	Date
Department Head	Cathi McMaham	6/29/15
Dean	Wally Hooper	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	J. Walker	7/23/15
Vice President for Academic Affairs		

Program Title: Hospitality Administration	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)

- Require BIOL 1014 Introduction to Biological Science for all three emphasis areas
- Require PE 2513 First Aid for all three emphasis areas
- Add HA 1001 Orientation to Hospitality Administration (all three emphasis areas)
- Change HA 1013 Sanitation Safety to HA 1011 Sanitation Safety (Add to Lodging/Club Mgmt & Tourism/Event Mgmt)
- Change name HA 2043 Front Office Management to HA 2043 Lodging Operations Management I and require for all three emphasis areas (Add to Food/Bev Mgmt & Tourism/Event Mgmt)
- Change HA 2913 Principles of Food Preparation to HA 2914 Principles of Food Preparation – require for all three emphasis areas (Add to Lodging/Club Mgmt & Tourism/Event Mgmt)
- Change name of HA 2023 Hospitality Leadership to HA 2023 Hospitality Leadership and Ethics (all)
- Change name and course number of HA/RP 4113 Personnel Management in Parks, Recreation, and Hospitality Administration to HA/RP 3113 Human Resource Management in Parks, Recreation, and Hospitality Administration (all)
- Add new course HA 3073 Hospitality Managerial Accounting – will take the place of ACCT II and HA 2003 Cost Controls – require for all three emphasis areas (all)
- Delete ACCT II and HA 2003 Cost Controls –not required for any of the three emphasis areas any longer ACCT 2013 (all)
- Change course number for HA 1063 Hospitality Technology to HA 3063 Hospitality Technology (all)

- Delete TECH1001 for all three emphasis areas.
- Delete 8 hours of Electives for all three emphasis areas.

- Change course number for HA 4013 Hospitality Marketing and Sales to HA 3013 Hospitality Marketing and Sales (all)
- Change name of HA 4203 Hospitality Operational Problem Solving to HA 4203 Hospitality Strategic Management (all)
- Add new course – HA 2073 Introduction to Event Management and require for all three emphasis areas
- Lodging Emphasis – change from Lodging and Club Management to Lodging Management
 - Change name of HA 3143 Executive Housekeeping to HA 3143 Lodging Operations Management II
 - Change name of HA 4093 Resort Management to HA 4093 Resort and Club Management
 - Delete HA 4253 Club Management **Add HA2133**
- Foodservice Emphasis – change from Food and Beverage Management to Foodservice Management **Add HA2133**
 - Add new course HA 4986 Purchasing and Advanced Food Preparation
 - Delete HA 4983 Advanced Food Preparation
 - Delete HA 1923 Introduction to Food and Beverage Management
- Event Management Emphasis – change from Tourism and Event Management to Event Management **3183**
 - Add new course HA ~~3063~~ Catering and Event Management **HA 2813, and HA4063**
 - Delete HA 3133 Tourism Planning, ~~HA4093, RP3063, and RP5503~~
Require CHEM 113/111

What impact will the change have on staffing, on other programs and space allocation?
 The new program curriculum will have a more even distribution of faculty (even distribution of courses offered in fall and spring).
 It will impact the Recreation and Park Administration to a certain extent – but these changes and their impact has been discussed with RPA Faculty.
 Program changes will not impact space allocation.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

See attached

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.

Business – Acct. II
 Health and PE – PE 2513 First Aid
 Biology – BIOL 1014

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in <u>HA – Lodging Management Emphasis</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Require BIOL 1014</p> <p>Require HA 1001 Orientation to Hospitality Administration</p> <p>Delete: Delete TECH 1001</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change: HA 1011 Sanitation Safety</p> <p>Require HA 2133 Introduction to Travel and Tourism</p> <p>Delete: HA 1063 Hospitality Technology</p> <p>Delete: Approved Electives² 2</p> <p>Total Hours 14:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: HA 2043 Lodging Operations Management I, HA 2813 Basic Human Nutrition, HA 2023 Hospitality Leadership and Ethics, and PSY 2003 General Psychology</p> <p>Delete: Fine Arts and Humanities and ACCT 2003 Accounting Principles, HA 2003 Cost Controls, and HA/CUL 2063 Guest Service Management</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: ACCT 2003 Accounting Principles I, HA 2073 Introduction to Event Management, HA 2053 Work Experience and HA 2914 Principles of Food Preparation</p> <p>Delete: ACCT 2013 Accounting Principles II, HA/CUL 2023 Hospitality Leadership and Supervision, HA 2043 Front Office Management, and PSY 2003 General Psychology</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change: Fine Arts and Humanities, HA 2063 Guest Service Management, HA 3073 Hospitality Managerial Accounting, and HA 3143 Lodging Operations Management II</p> <p>Delete: BUAD 3023 Business Communications, HA/CUL 2053 Work Experience, HA 3143 Executive Housekeeping, and Approved Electives</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: PE 2513 First Aid, HA 3133 Human Resources Management, HA 4073 Hospitality Financial Analysis</p> <p>Delete: MGMT 3003 Management and Organizational Behavior, HA/RP 4093 Resort Management, and HA 4113 Personnel Management in Parks, Recreation, and Hospitality Administration</p> <p>HA 4203</p> <p>Total Hours: 12</p>
<p>Senior Fall Semester</p> <p>Add/Change: HA 3013 Hospitality Marketing and Sales, MGMT 3003 Management and Organizational Behavior, and HA 3063 Hospitality Technology</p>	<p>Senior Spring Semester</p> <p>Add/Change: BUAD 3023 Business Communications, HA 4203 Hospitality Strategic Management</p> <p>HA 4203</p> <p>Delete: HA 4253 Club Management, Approved Electives</p>

Delete: HA 4013 Hospitality Marketing and Sales, HA 4063 Beverage Management, HA 4073 Hospitality Financial Analysis Total Hours: 15	Total Hours: 13
Senior 9 th Semester Add/Change: HA 4116 Delete: HA/RP 4116 Internship Total Hours: 6	

Curriculum Matrix for Catalog	
Curriculum in <u>HA – Foodservice Management emphasis</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Require BIOL 1014</p> <p>Require HA 1001 Orientation to Hospitality Administration</p> <p>Delete: Delete TECH 1001 <i>Science w/ Lab^{IT} 4hrs</i></p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change: HA 1011 Sanitation Safety, HA 2133 Introduction to Travel and Tourism</p> <p>Delete: HA 1013 Sanitation Safety and HA 1063 Hospitality Technology</p> <p>Total Hours 14:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: HA 2043 Lodging Operations Management I, CUL/ HA 2813 Basic Human Nutrition, HA 2023 Hospitality Leadership and Ethics, and PSY 2003 General Psychology</p> <p>Delete: ACCT 2003 Accounting Principles, HA/CUL 1923 Introduction to Food and Beverage Management, HA 2003 Cost Controls, and HA/CUL 2063 Guest Service Management</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: ACCT 2003 Accounting Principles I, HA 2073 Introduction to Event Management, and HA 2914 Principles of Food Preparation</p> <p>Delete: ACCT 2013 Accounting Principles II, HA/CUL 2023 Hospitality Leadership and Supervision, and PSY 2003 General Psychology</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change, HA 2063 Guest Service Management, HA 2073 Hospitality Managerial Accounting, and HA 4063 Beverage Management</p> <p>Delete: BUAD 3023 Business Communications, HA/CUL 2813 Basic Human Nutrition in Hospitality Administration, HA/CUL 2913 Principles of Food Preparation</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: PE 2513 First Aid, HA 3133 ³¹¹³ Human Resources Management, HA 4073 Hospitality Financial Analysis</p> <p>Delete: MGMT 3003 Management and Organizational Behavior</p> <p>Delete: Approved Electives ^{2T} 5 hrs</p> <p>Delete: Approved Electives (3000-4000 level) 3 hrs</p> <p>Total Hours: 12</p>
<p>Senior Fall Semester</p>	<p>Senior Spring Semester</p> <p>Add/Change: BUAD 3023 Business Communications, HA 4203 Hospitality Strategic Management</p>

<p>Add/Change: HA 3013 Hospitality Marketing and Sales, MGMT 3003 Management and Organizational Behavior, and HA 4986 Purchasing and Advanced Food Production HA 3163 Hospitality Technology Delete: HA 4013 Hospitality Marketing and Sales, HA 4063 Beverage Management, HA 4073 Hospitality Financial Analysis, and HA 4983 Advanced Food Production</p> <p>Total Hours: 15</p>	<p>Delete: HA/RP 4113 Personnel Management in Parks, Recreation, and Hospitality Administration</p> <p>Total Hours: 13</p>
<p>Senior 9th Semester</p> <p>Add/Change: HA 4116</p> <p>Delete: HA/RP 4116 Internship</p> <p>Total Hours: 6</p>	

Curriculum Matrix for Catalog	
Curriculum in <u>HA – Event Management</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Require BIOL 1014</p> <p>Require HA 1001 Orientation to Hospitality Administration</p> <p>Delete: Delete TECH 1001</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Require CHEM 1111 and 1113, HA 1011 Sanitation Safety, and HA 2133 Introduction to Travel and Tourism</p> <p>Delete: HA 1063 Hospitality Technology and Approved Electives (3)</p> <p>Total Hours 14:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: HA 2043 Lodging Operations Management I, CUL/ HA 2813 Basic Human Nutrition, HA 2023 Hospitality Leadership and Ethics, and Psychology 2003 General Psychology</p> <p>Delete: ACCT 2003 Accounting Principles,, HA 2003 Cost Controls, HA/CUL 2063 Guest Service Management, and HA/RP 2133 Introduction to Travel and Tourism</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: ACCT 2003 Accounting Principles I, HA 2073 Introduction to Event Management, HA 2053 Work Experience, and HA 2914 Principles of Food Preparation</p> <p>Delete: ACCT 2013 Accounting Principles II, HA/CUL 2023 Hospitality Leadership and Supervision, HA/RP 3133 Tourism Planning, and PSY 2003 General Psychology</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change, HA 2063 Guest Service Management and HA 3073 Hospitality Managerial Accounting</p> <p>Delete: BUAD 3023 Business Communications, RP 3033 Commercial Recreation, and HA/CUL 2053 Work Experience</p> <p>Total Hours: 12</p>	<p>Junior Spring Semester</p> <p>Add/Change: PE 2513 First Aid, HA 3103³¹¹³ Human Resources Management, HA 4073 Hospitality Financial Analysis, and HA 3163³¹⁰ Catering and Event Management</p> <p>Delete: MGMT 3003 Management and Organizational Behavior, RP 3503 Recreational Sport Management, and HA 4033 Legal Aspects of Hospitality Administration</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p>	<p>Senior Spring Semester Add HA 4033</p> <p>Add/Change: HA 4203 Hospitality Strategic Management</p>

3013

<p>Add/Change: HA 3013 Hospitality Marketing and Sales, MGMT 3003 Management and Organizational Behavior, HA 3063 Hospitality Technology, HA 4063 Beverage Management, and BUAD 3023 Business Communications</p> <p>Delete: HA 4013 Hospitality Marketing and Sales, A 4073 Hospitality Financial Analysis, HA/RP 4113 Personnel Management in Parks, Recreation, and Hospitality Administration, and Approved Electives (5)</p> <p>Total Hours: 15</p>	<p>Delete: HA/RP 4093 Resort Management</p> <p>Total Hours: 13</p>
<p>Senior 9th Semester</p> <p>Add/Change: HA 4116</p> <p>Delete: HA/RP 4116 Internship</p> <p>Total Hours: 6</p>	

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? The curricular changes to the Bachelor of Science degree in Hospitality Administration will provide students the opportunity to enhance their “scholastic development” and professionalism in each of the three emphasis areas within the Hospitality Administration degree. Students will develop a solid educational foundation in Event Management, Foodservice Management, or Lodging Management.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. The changes in the HA Program curriculum was highly recommended by our accrediting body (ACPHA) – here is a direct quote from the ACPHA Site Visit Report: “The visiting team recommends a revision of the hospitality core curriculum to provide the necessary breadth of core knowledge and skills competencies as recommended by the ACPHA standards for the common core.”
- c. How will the program change impact learning for students enrolled in this program? All students enrolled in the Hospitality Administration Program will complete the required 61 “core” hours in Hospitality Administration and an additional 9 Hospitality Administration hours for their chosen emphasis area (Event Management, Foodservice Management, and/or Lodging Management).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students in the Event Management Emphasis will demonstrate better knowledge of planning, implementing and evaluating events. Students in the Foodservice Management Emphasis will demonstrate better knowledge of day-to-day foodservice operations and management. Students in the Lodging Management emphasis will demonstrate better knowledge of the day-to-day operations of lodging facilities and management. Students will be better prepared to be employed in the Hospitality Administration industry.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. We do not have examples of student learning assessment evidence to support the changes to the program at this time (as we just updated our HA

Assessment Plan last year); however, this program change was highly suggest by our accrediting body during their site visit in Fall 2014.

- 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. ATU currently offers the only ACPHA accredited hospitality administration program (4 year program) in the state of Arkansas. The University of Arkansas/Fayetteville offers a Bachelor of Science in Human Nutrition and Hospitality Innovation with a concentration in hospitality innovation.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached.

**ARKANSAS TECH UNIVERSITY
DEPARTMENT OF PARKS, RECREATION & HOSPITALITY
ADMINISTRATION**

**Hospitality Administration Assessment Plan
2014-15**

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 2020/21.

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.¹ The general education core for Hospitality Administration satisfies Standard V (a) of the ACPHA accreditation requirements "Students shall have an opportunity for study in the natural and physical sciences, social sciences, and communication, arts and humanities, and quantitative reasoning."²

Hospitality Administration Accreditation

¹ See 2014-15 on-line catalog <http://www.atu.edu/academics/catalog/graduation-requirements.html#GenEdRequirements>

² Standard V (a) Guide to Accreditation: Commission for Programs in Hospitality Administration (2013).

The Hospitality Administration Program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). Standard V (a) in the Self Study Guide for accreditation states the curriculum in hospitality administration should contain "Knowledge and understanding of the general principles of the following areas, and specific applications in hospitality management:

1. overview of the hospitality industry and the profession
2. the operations relative to lodging management
3. the operation relative to food service management
4. human resources
5. the marketing of goods and services
6. accounting procedures and practices
7. the legal environment;
8. the economic environment
9. management information systems
10. organizational theory and foundations of management
11. facility operations maintenance and management
12. financial management
13. ethical considerations
14. strategic management
15. leadership theory
16. provision for an evaluative culminating experience

The Professional Core

The professional core courses in Hospitality Administration include 14 courses totaling 43 credit hours. The professional core introduces the students to hospitality administration, its history, marketing of hospitality goods and services, hospitality operations management, accounting practices and procedures, legal issues, ethical considerations, the legal and economic environment of hospitality, quantitative methods, personnel issues, administrative processes, organizational theory, behavior and interpersonal communication, as well as practical work experience. The professional core courses include the following:

<u>Course</u>	<u>Semester Credit Hours</u>
HA 1043 Introduction to Hospitality Management	3
HA 1063 Hospitality Technology	3
HA 2003 Cost Controls	3
HA 2023 Hospitality Supervision and Leadership	3
HA 2053 Work Experience	3
HA 2063 Guest Service Management	3
HA 4001 Internship Preparation	1
HA 4013 Hospitality Marketing and Sales	3
HA 4023 Hospitality Facilities Management and Design	3
HA 4033 Legal Aspects of Hospitality Administration	3
HA 4073 Hospitality Financial Analysis	3
HA 4113 Personnel Management	3
HA 4203 Hospitality Operational Problem Solving	3
<u>HA 4116 Internship</u>	<u>6</u>
	43

The professional core provides the foundation upon which the baccalaureate degree in Hospitality Administration is based. Core courses are required for all HA majors. Table 1 lists the 2014-15 HA Program Learning Outcomes for Hospitality Administration majors, 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 2014-2015. 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

At the conclusion of the program, students will be able to exhibit professional hospitality administration knowledge, skills, and abilities.					
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
Identify entry level knowledge of the hospitality industry and profession.	Syllabus (HA 1043)	Computerized Exam (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the computerized exam		
		Research Paper (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Research paper		
		Verbal Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Verbal Presentation		
	Syllabus (HA 2023)	Role Play Assignment (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Role Play Assignment		
		Case Study (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Case Study		
	Demonstrate entry level skills of the hospitality industry and profession.	Syllabus (HA 2063)	Course Exam Questions (HA 2063)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam	
Lab Reports (HA 2063)			70% of students will earn a 75% or higher on related educational/learning outcome which includes lab reports		

	Syllabus/Work Experience Manual (HA 2053)	Agency Final Evaluation and Final Report (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes agency final evaluation and final report		
Apply entry level abilities of the hospitality industry and profession.	Syllabus and Course Exam (HA 2003)	Course Exam Questions (HA 2003)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 1063)	Course Exam Questions (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Case Study (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		
Support advanced knowledge of hospitality industry and profession.	Syllabus and Course Exam (HA 4013)	Course Exam Questions (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Special Project (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Special Project		
	Syllabus and Course Exam (HA 4033)	Course Exam Questions (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Case Studies (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		

	Syllabus and Case Studies (HA 4073)	Case Studies (HA 4037)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		
		Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus and Ethical Dilemma (HA 4113)	Ethical Dilemma Assignment (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Ethical Dilemma assignment		
Execute advanced skills of the hospitality profession and industry.	Syllabus and Presentation (HA 4023)	Presentation (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes class presentation		
		Course Exam (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus and Internship Manual (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Agency Final Evaluation		
		Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Final Report		
Incorporate advanced abilities of the hospitality industry and profession.	Syllabus and Project Management Assignment (HA 4023)	Project Management Assignment (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Project Management Assignment		
	Syllabus and Research Project (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Research Project		

	Syllabus and Agency Final Evaluation (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Agency Final Evaluation		
		Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Final Report		
<p>At the conclusion of the program, students will be able to execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.</p>					
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
Develop management concepts in hospitality accounting.	Syllabus and Course Exam (HA 2003)	Course Exam (HA 2003)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 4073)	Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the course exam and case study		
		Case Study (HA 4073)			
Develop management concepts in hospitality finance.	Syllabus (HA 4073)	Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the course exam and case study		
		Case Study (HA 4073)			
	Syllabus (HA 4023)	Project Budget Assignment (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Project Budget Assignment		
Develop management concepts in human resources.	Syllabus (HA 4113)	Course Exam	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Case Study			
		Ethical Dilemma			

	Syllabus and Course Exams (HA 4033)	Course Exams (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
Develop management concepts in hospitality marketing.	Syllabus (HA 4013)	Course Exam (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Marketing Plan Assignment (HA 4013)			
Produce management concepts in hospitality accounting.	Syllabus (HA 4073)	Course Exams (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Case Study (HA 4073)			
Produce management concepts in hospitality finance.	Syllabus (HA 4073)	Course Exams (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Case Study (HA 4073)			
Produce management concepts in human resources.	Syllabus (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Ethical Dilemma Assignments			
	Syllabus and Case Project Assignment (HA 4033)	Case Project Assignment (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Produce management concepts in hospitality marketing.	Syllabus and Marketing Plan (HA 4013)	Marketing Plan (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Produce management concepts in hospitality operations.	Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Final Report (HA 2053)			
	Syllabus and Internship Manual (HA 4116)	Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Special Project Assignment (HA 4116)			

Produce management concepts in hospitality technology.	Syllabus (HA 1063)	Course Exam (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Case Study (HA 1063)			
At the conclusion of the program, students will be able to describe the fundamental principles of leadership and demonstrate successful leadership skills.					
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
Identify the fundamental principles of leadership.	Syllabus (HA 2023)	Course Exams (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Class Presentations (HA 2023)			
	Syllabus (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Demonstrate successful leadership skills.	Syllabus (HA 2053)	Student Initial and Final Self-Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Agency Final Evaluation (HA 2053)			
	Syllabus and Internship Manual (HA 4116)	Student Initial and Final Self-Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Agency Final Evaluation (HA 2053)			
	Syllabus (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Role Play Activities (HA 2063)			

At the conclusion of the program, students will be able to utilize critical thinking, problem solving, written and oral communication and investigative skills specific to Hospitality Administration.

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
Identify critical thinking skills specific to hospitality administration.	Syllabus (HA 1043)	Class Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Group Presentations (HA 1043)			
	Syllabus (HA 2023)	Class Presentation (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Written Assignment (HA 2023)			
Syllabus (HA 2053)	Mid-Term Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Syllabus (HA 4116)	Mid-Term Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Execute critical thinking skills specific to hospitality administration.	Syllabus (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Ethical Dilemma (HA 4113)			
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Role Play (HA 4203)			
Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Syllabus (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning			

			outcome which includes the listed course assignment		
Identify problem solving skills.	Syllabus (HA 2053)	Mid-Term Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4116)	Mid-Term Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Course Exams (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
Execute problem solving skills.	Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Execute oral and written communication.	Syllabus (HA 1043)	Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Research Paper (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2063)	Guest Service Performance (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

		Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4023)	Project Presentation (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Project Binder (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Story Board (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4033)	Journal Article Reviews (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4001)	Portfolios (HA 4001)	70% of students will earn a 70% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus and Internship Manual (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related		

			educational/learning outcome which includes the listed course assignment		
		Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Execute investigative skills.	Syllabus (HA 1043)	Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4013)	Marketing Plan (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

At the conclusion of the program, students will be able to apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.

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
Relate experiential learning experiences to become a successful professional.	Syllabus (HA 2053)	Initial and Final Self-Evaluation	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

	Syllabus (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4023)	Implementation of Design (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus and Internship Manual (HA 4116)	Initial and Final Self-Evaluation (HA 4116)	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

At the conclusion of the program, students will be able to demonstrate best practices to meet ever changing guest needs and expectations.

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
Relate best practices learned in the classroom to meet ever changing guest needs and expectations.	Syllabus (HA 2053)	Initial and Final Self-Evaluation	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report	70% of students will earn a 75% or higher on related educational/learning outcome which		

			includes the listed course assignment		
	Syllabus (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus and Internship Manual (HA 4116)	Initial and Final Self-Evaluation (HA 4116)	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

Lodging and Club Management Emphasis
At the conclusion of the program, students will be able to understand and analyze the functions of lodging and club operations.

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
Explore the day to day operations of lodging and club management.	Syllabus (HA 1043)	Course Exam Questions (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 2043)	Course Exam Questions (HA 2043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Lab Assignments (HA 2043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4253)	Course Exam Questions (HA 4253)	70% of students will earn a 75% or higher on related educational/learning		

			outcome questions on the course exam		
		Property Critiques (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4093)	Simulation Activity (HA 4093)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Interpret the functions of lodging and club management.	Syllabus (HA 2043)	Night Audit Assignment (HA 2043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4253)	Course Exam Questions (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Property Evaluations (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4093)	Simulation Activity (HA 4093)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

Lodging and Club Management Emphasis
At the conclusion of the program, students will be able to distinguish guest needs specific to operational settings.

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
Analysis guest needs specific to operational settings.	Syllabus (HA 3143)	Lab Field Trips (HA 3143)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

		Course Exams (HA 3143)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Journal Assignment (HA 3143)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4093)	Course Exam Questions (HA 4093)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 4253)	Presentations (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Field Trip Analysis (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4063)	Field Trip Report (HA 4063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Target Market Project (HA 4063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

<i>Tourism and Event Management Emphasis</i>					
At the conclusion of the program, students will be able to understand and analyze the role of tourism and event management.					
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
Explore the role of tourism and event management.	Syllabus (HA 2133)	Course Exams (HA 2133)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Semester Project (HA 2133)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 1043)	Course Exam Questions (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
Distinguish the role of tourism and event management.	Syllabus (HA 2133)	Course Exams (HA 2133)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Syllabus (HA 4053)	Mid-term Exam (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam	
	Syllabus (HA 4053)	Debate Assignment (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

<i>Tourism and Event Management Emphasis</i>					
At the conclusion of the program, students will be able to plan, organize, coordinate, develop, and evaluate the issues related to tourism planning and event management.					
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
Compile the issues and trends related to tourism planning and event management.	Syllabus (HA 3133)	Class Assignment (HA 3133)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4053)	Execution of events (2) (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3033)	Business Plan (RP 3033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3503)	Class Assignment (RP 3503)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Critique the issues and trends related to tourism and event management.	Syllabus (HA 3133)	Class Assignment (HA 3133)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4053)	Execution of Events (2) (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3033)	Business Plan (RP 3033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3503)	Class Assignment (RP 3503)	70% of students will earn a 75% or higher on related		

			educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
<p><i>Food and Beverage Management Emphasis</i> At the conclusion of the program, students will be able to understand and analyze the function of food and beverage operations.</p>					
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
Explore the functions of food and beverage operations.	Syllabus (HA 1923)	Course Exams (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Field Trip Reports (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2913)	Lab Reports (HA 2913)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2813)	Menu Analysis (HA 2813)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 1013)	National Certification Exam (Serve Safe) (HA 1013)	100% of students will earn a 75% or higher on related educational/learning outcome which includes the national certification exam		
Distinguish the functions of food and beverage operations.	Syllabus (HA 1923)	Course Exams (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		

		Field Trip Reports (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2913)	Lab Reports (HA 2913)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4063)	Course Exams (HA 4063)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		

Food and Beverage Management Emphasis
At the conclusion of the program, students will be able to manage the entire operation; coordinate and evaluate all aspects of food and beverage services.

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
Appraise all aspects of food and beverage services.	Syllabus (HA 4983)	Final Exam (HA 4983)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Kitchen Manager's Report (HA 4983)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

Other Assessment Tools

Course Certifications. Certifications may/should be obtained in the following courses:

HA 1013 Sanitation Safety (Servsafe)

HA 4063 Beverage Management (Servsafe Alcohol)

Student Evaluations

Mid-term and end-of-semester student evaluations for every HA course, each semester

Senior Exit Surveys. Graduating seniors in Hospitality 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. An informal Senior Exit Survey is also conducted in HA 4001 Internship Preparation.

A Senior Exit Survey will be completed in the Fall of 2014 and in the Spring of 2015.

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 Hospitality Administration profession, areas in which they are working, salaries, ect.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Health and Physical Education	This department <input checked="" type="checkbox"/> supports the change.
Comments: The HPE Department supports adding PE2513, First Aid, to the Hospitality Administration curriculum requirements.	

Department Head Signature: Annette Haleyfield

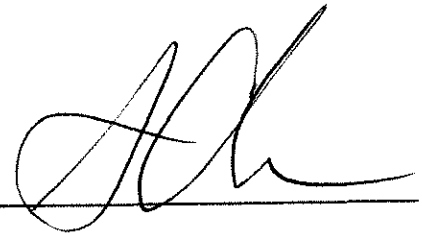
Date: 06/29/2015

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Changes in Hospitality Administration programs to delete ACCT 2013 as a required course.	

Department Head Signature: _____



Stephen Jones, Associate Dean
College of Business

Date: 06/25/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM



This form must be completed for every department affected by the course change.

Department Affected: BIOS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The BIOS department is happy to support HA students in BIOL 1014 and we anticipate no difficulty providing sufficient seats in that course.	

Department Head Signature: Charlie Hogen

Date: 6-29-15

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Professional Studies	
DATE SUBMITTED:	July 1, 2015	
Title	Signature	Date
Department Head: Dr. Jeff Aulgur		7/1/15
Dean: Dr. Hanna Norton		7/1/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar: Mrs. Tammy Weaver		7/1/15
Vice President for Academic Affairs: Dr. AJ Anglin		

Course Subject: (e.g., ACCT, ENGL) PS	Course Number: (e.g., 1003) 3013	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I 16
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Professional Studies Seminar		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) PROFESSIONAL STUDIES SEMINAR		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Every semester		
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 <ol style="list-style-type: none"> 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.? Access to internet.		
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 .		

Arkansas Tech University
PS 3013: Professional Studies Seminar

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Course Description

This course is designed to introduce students to the field of professional studies and to the Bachelor of Professional Studies degree. Topics include: overview of the professional studies degree; survey of current issues in the professions; professional competencies and skills; career and academic program planning; learning and communicating online; academic writing and APA.

Required Course Text

Hiatt, J.M. (2013). *Employee's survival guide to change: The complete guide to surviving and thriving during organizational change* (3rded.). Loveland, Colorado: Prosci.

Edmonson, A.C. (2012). *Teaming: how organizations learn, innovate, and compete in the knowledge economy*. San Francisco, CA: Jossey-Bass.

Required Course Reading

Crews, T., Sheth, S., & Horne, T. (2014). *Understanding the learning personalities of successful online students*. EDUCASE

eLearning Commons (2009). *How to be a successful online student*. Retrieved from <http://www.westga.edu/assetsNursing/msn/how-to-be-a-successful-online-student.pdf>

Sykes, C. & Dean, B.A. (2013). A practice based approach to student reflection in the workplace during a work-integrated learning placement. *Studies in Continuing Education*, 35 (2), 179 – 192.

See PS 3013 LibGuide for additional required reading.

Justification for the Course

This course is designed to introduce students to the following: professional studies as an academic discipline; current topics in professional studies; career planning in professional studies; professional competencies; the online learning environment. This course will provide participants with a deeper understanding of the learning environment and learning management system, their degree and field of study, how to conduct and apply research, and how to work in a team-oriented environment. Participants will learn skills to improve their abilities as students, professionals, and citizens.

Course Objectives

The student will:

1. Identify key strategies for successful online learning.
2. Outline the BPS degree, including core and concentration requirements.
3. Evaluate academic and career paths related to the BPS degree.
4. Demonstrate the ability to work in teams.
5. Examine professional competencies in the workplace.
6. Analyze current trends and issues in the workplace.
7. Conduct a personal SWOT analysis.
8. Develop and present an academic and career plan.
9. Produce academic writing following APA style guidelines.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version

of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted every Monday by 12 p.m Central Time unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the “Course Content” tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student’s understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard which includes discussion board questions that I expect you to answer as part of getting the week’s participation points. New discussion forums will post on Mondays. You are expected to make your initial post each week by 11:59 p.m. Central Time on Thursday, with all other posts due by 11:59 p.m. on Sunday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-period.

Learning Modules

Module I - LMS Navigation and Learning Self-Assessment

Module II - Professional Studies: The BPS Degree and Field of Study

Module III – Research, Academic Writing, and the ATU Library

Module IV – Professional Competencies (research/current topics paper)

Module V – Organizational Learning (application/current topics paper)

Module VI – Assessing Organizational Needs (research/current topics paper)

Module VII – Ethics, Globalization, Knowledge Economy (application/current topics paper)

Module VIII – Academic and Career Planning in Professional Studies

Grading Scale

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
Under 60 %	=	F

List of Activities/Assignments

Discussion Forum	100 points
Academic Strategic Plan	15 points
Career Strategic Plan	15 points
Research Paper – Professional Competencies	100 points
Application Paper – Organizational Learning	100 points
Research Paper – Organizational Needs	100 points
Application Paper – Ethics	100 points
Midterm Exam	20 points
Final Exam	50 points
Total	600 points

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

As a general rule, I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments.

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a failing grade for the course. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being

involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F”.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- <http://www.atu.edu/testing/>

If a student has a disability that qualifies under the Americans 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-Arkansas Tech University

Bryan Hall, Room 103

105 W. O Street

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Arkansas Tech University

Course Addition

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.

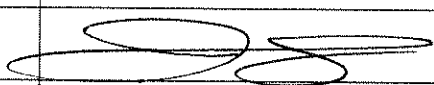

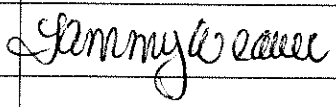
- a. **How does this course fit with the university mission?** This course is designed to introduce students to the following: professional studies as an academic discipline; current topics in professional studies; career planning in professional studies; professional competencies; the online learning environment. This course will provide students with a deeper understanding of the learning environment and LMS, their degree and field of study, how to conduct and apply research, and how to work in a team-oriented environment. Participants will learn skills to improve their abilities as students, professionals, and citizens. This course supports the University's mission of "nurturing scholastic development" in that students apply what is covered in the course to their academic, personal, and professional lives.
- 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?** 1.) Students will be able to use research literature to analyze professional competencies in the workplace. 2.) Students will be able to recognize current trends and issues in professions. 3.) Students will be able compose junior/senior level research and concept application papers.
- d. **What assessment tool or measure will you use to assess student learning?** Student learning will be evaluated through discussion forums, research/application papers, quizzes, midterm, and final exam. The discussion forums require active participation at an analytical level with frequent interaction with forum peers. Written evaluation includes the development of an annotated bibliography relevant to the course objectives and four current topic research/application papers. Course examinations include a mid-term examination and a final examination. Both examinations will be in essay format and will require the student to analyze professional situations.
- e. **What will students demonstrate, represent, or produce to provide evidence of their learning?** Students will produce the following: Two research papers and two application papers on select topics in professional studies, a SWOT analysis, academic strategic plan, and career strategic plan.
- f. **Provide an example or examples of student learning assessment evidence which supports the addition of this course.** This course meets three primary needs within the Bachelor of Professional Studies program: a) to develop higher-order thinking skills, b) to enhance writing ability commensurate with junior/senior level writing, and c) to promote in-depth knowledge of professional studies as an academic and professional discipline. All core

courses in the BPS program require students to think critically, write professionally, and be skilled in analyzing information. In the BPS capstone course, students are required to complete a project that includes both a research and applied component. In PS 3013, students will work on higher-order thinking skills through activities that will require analysis of organizational needs, evaluation of scholarly research, and the development of applied solutions to professional problems. Students will also be required to compose multiple papers supported by research on current events and professional competencies. These activities are also designed to enhance student knowledge of the professional studies degree, specifically what it means to be a BPS major, how the concentration courses fit into the overall degree and the field, and the academic and career opportunities available to BPS graduates.

- 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.** A curriculum review of undergraduate professional studies degree programs at similar institutions shows a diversity of introductory professional studies courses. The reviewed courses focus on professional studies as an academic/professional discipline, as well as introduce students to the degree program, including the learning management system, and to university resources necessary for student success. The following universities represent a small sample of institutions offering a similar course in a professional studies program: University of Toledo, Concordia University, University of Phoenix, Ohio University, and Syracuse University. An example of an upper division introductory course in professional studies can be found at the University of Toledo (AL – 3000). The rationale for AL 3000 is to prepare students to use electronic and print resources for junior/senior level research, writing, and application. The proposed course (PS 3013) will require students to engage in activities that require higher-order thinking, research, and writing, while introducing students to the field of professional studies, research and resources in professional studies, and professional competencies. A direct course comparison is not offered by any institution in the state of Arkansas.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head Dr. Jeff Aulgur		7/1/15
Dean Dr. Hanna Norton		7/1/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		7/1/15
Vice President for Academic Affairs Dr. AJ Anglin		

Course Subject: (e.g., ACCT, ENGL) PS	Course Number: (e.g., 1003) 4543	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Workplace Supervision

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Workplace Supervision

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 checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Select Fee Type _____
If selected other list fee type: _____
<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered? Each semester
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog) a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? 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 . N/A

**Arkansas Tech University
Workplace Supervision
Spring 2015**

Course Title: Workplace Supervision

Course/Sec #: PS 4543-TC1

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Important Course Dates:

Course Begins –

Last Day to Add –

Last Day for 100% refund of tuition/fees –

Attendance Date* –

Last Day for 80% refund of tuition –

Mid-term –

Last Day to drop with “W” –

Course Ends –

*The attendance date is the date that official attendance will be reported to the Registrar’s Office. *Attendance is measured as: physical attendance, submission of an assignment, OR completion of Blackboard Attendance Accounting module.* Students must attend the course before its unique attendance date (not due date). There are no exceptions. Students not completing this requirement will be submitted to the Registrar’s Office as “Did Not Attend” and will, subsequently, be dropped from the course.

Course Description

This course provides an overview of various entry-level leadership and supervisory skills practiced by professionals in the public and private sector. The leadership skills identified will focus on the following competency areas: communication, employee coaching, project management, business analysis, continuous improvement, and resource management and how they pertain to front-line supervisors within the workplace.

Required Course Text

Humphrey, B. *The 21st Century Supervisor*. San Francisco, CA: Jossey-Bass/Pfeiffer, 2000.

Supplemental Readings and Websites

Additional readings will be assigned from provided material or Internet resources posted in Blackboard as necessary.

Justification for the Course

This course examines introductory supervisory styles as they apply to the projected learning outcomes in the Department of Professional Studies. These competency areas include: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior. The course objectives will be applied directly to these competency areas and will focus on developing the students' front-line leadership skills.

Course Objectives

1. Identify skills necessary for today's workplace supervisor which include Soft Skills, Technical Skills and Administrative Skills.
2. Understand principles of leadership as they apply to a supervisor for a company's front line.
3. Understand how to implement and evaluate effective leadership strategies in the workplace.
4. Recognize the differences between the traditional supervisor and the 21st Century Supervisor
5. Learn effective project and resource management skills.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively
Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations, on-line discussions, and individual and group assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of PowerPoint), on-line research, email, Blackboard, and discussion board postings.

Class Lectures

Class lectures will be posted every week by 7 a.m. Central Time on the date specified in the course schedule unless noted otherwise. Class lectures can be located on Blackboard under the “Course Content” tab. Chapter Module folders, which are located in the Course Content section, will open at 7 a.m. and close at 11:59 p.m. on the days specified in the course schedule. Assignments within those modules will open and close with the Module folders.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student’s understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the “Course Content” tab in Blackboard under the respective week. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the “Course Schedule” located in Blackboard. All assignments must be submitted through Blackboard to receive credit.

Projects

There will be a mid-term group project, final leadership project and final group case study project assigned for each student to complete during the semester. The projects will focus on applying the different leadership concepts presented in the course to a real world situation. The project criteria will be given in the module where the assignment is made available.

Quizzes and Tests

There will be chapter quizzes for most chapters in the textbook discussed in the course. All quizzes will be available and completed through the “Course Content” tab in Blackboard. The dates of the quizzes are available in the “Course Schedule” located in the Course Information section of Blackboard. At the end of the course, a final exam will be administered over the course material and will be comprehensive in nature.

Participation/Discussion Board

For most modules, a new discussion topic will post that I expect you to answer as part of earning the week’s participation points. New discussion forums will post by 7 a.m. with the rest of the week’s material. You are expected to post each week by 11:59 p.m. Central Time on the date specified in the course schedule. Points will only be given for posts made by the due date and the forum will close on the date it is due. Your answers should be relevant to the discussion

topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to the questions as well as to the extent that you communicate with your other classmates regarding their posts. At a minimum, most forums will require you to post a response to the forum topic and reply to a minimum of two students. Meeting the minimum requirement will not earn you full credit for the assignment. Remember, you will get out of the discussion boards what you put into them. Discussion Forums will not be allowed to be made up if they are missed. Please see the section for Discussion Forum Post Requirements located in the Course and Text Introduction Module for additional important information.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email/Blackboard. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send announcements and other course-related correspondence to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid your emails going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour period.

Grading Summary

Chapter Quizzes	90 points
Midterm Project	50 points
Final Exam	50 points
Final Project	50 points
Participation/Discussion Board	135 points
Leadership Project	50 points
Course Assignments	55 points
Total Points	480 points

Grading Scale

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
Under 60%	=	F

Returning of Assignments

Graded assignments will be posted to the Gradebook in Blackboard within 7 working days of the due date. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late submission of chapter assignments and quizzes will be accepted for half of the original credit up to a week past the due date. Discussion forums and group and individual projects will close on the date they are due and late submissions will not be accepted. The final exam will not be accepted after the due date, if missed.

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question.

Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- <http://www.atu.edu/testing/>

If a student has a disability that qualifies under the Americans 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-Arkansas Tech University

Bryan Hall, Room 103

105 W. O Street

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Arkansas Tech University

Course Addition

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?** PS 4543 Workplace Supervision supports the university mission of providing life-long learning to a diverse community of learners, while nurturing integrity and professionalism. A solid educational foundation is provided to potential front line supervisors and/or those in a leadership position requiring supervision of front line supervisors. The course provides universally applicable knowledge including, but not limited to, workforce performance, encouraging and maintaining productivity, promoting teamwork and handling day to day operational challenges.
- 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?** Upon completion of the course, the student will possess: 1.) principles of leadership as they apply to front line supervision, 2.) effective project and resource management skills and 3.) and skills, knowledge and attributes necessary for today's workplace supervisors that include soft skills, technical skills and administrative skills.
- d. **What assessment tool or measure will you use to assess student learning?** 1.) Students will be given assignments, projects, quizzes/exams and discussion forum topics that relate to material covered in each course module. 2.) Student learning will be assessed through textbook readings, supplemental readings, PowerPoint presentations, on-line discussions, and individual and group assignments. 3.) The assessment of student learning with regard to program assessment centers on student performance on the higher order learning outcomes expected in a senior level undergraduate course, including the submission of an individual and group leadership project. Student learning is also evaluated by student self-evaluations at the beginning and end of the course. The individual project and the group project challenge the student by participation in experiential learning.
- e. **What will students demonstrate, represent, or produce to provide evidence of their learning?** Evidence of learning will be showcased in the student self-assessment of learning as well as student performance on the individual and group leadership projects. Student self-assessment of learning is a two-part exercise. In Module 1, students identify the course

learning objectives and develop individual learning goals and objectives relevant to their personal development. During the final module, students review their objectives and learning goals stated at the beginning of the course and self-evaluate the knowledge, skills, and attributes they have gained. Students analyze the material provided during the term and state how it applies to their individual professional development. Students prepare a significant project during the course that produces evidence of learning. Each student must complete an Individual Leadership Project addressing a specific career or supervisory role as selected by the student (e.g., construction foreman, lead teacher, plant foreman, head mechanic, oil rig crew chief). Using knowledge gained from the course, the student develops a Power Point presentation requiring the application of knowledge from the ten chapters of the course text and course materials. Second, students are required to participate in a virtual group project to engage in a deeper exploration of a single component of the course. The group project requires students to engage in professional communication and project completion. The individual project and the group project challenge the student by participation in experiential learning. Students are objectively measured during the course by the discussion forum participation, quizzes, mid-term examination and final examination.

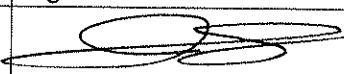
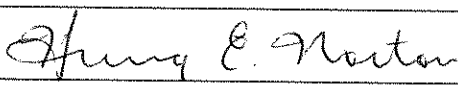

f. **Provide an example or examples of student learning assessment evidence which supports the addition of this course.** This course has been offered as a Special Topics (PS 4993 Front Line Leadership) Professional Studies elective course each semester since the Fall 2012 semester, with a consistent average enrollment of 30 – 35 students each time the section has been offered. With a demonstrated need, PS 4543 Workplace Supervision is being proposed as an elective option to the Professional Core section of the BPS degree. In lieu of survey data, the consistent three year record of maximum enrollment indicates Professional Studies students identify front line leadership and workplace supervision as a critical component to their professional development. This course supports the Bachelor of Professional Studies mission of providing a theoretical and practical educational foundation to enhance current professional capabilities and preparing students for new career opportunities in highly specialized technical and service industry positions. PS 4543 supports the degree program student learning outcomes of preparing graduates to work successfully in their chosen career fields, applying empirical knowledge to recommend relevant strategies for solving problems, and assuming a leadership role in identifying and addressing issues in a real world environment.

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.** Today's working professionals are in need of the skillset required for supervisors at all levels within an organization. Workplace Supervision is not a topic frequently addressed in academic programs, even Professional Studies programs. The need and applicability for front line supervision and workplace supervision is more evident in the private sector. The Society for Human Resource Management (SHRM) identifies three critical questions for front line management training: 1) What does it mean to get work done through others? 2) What are the challenges involved in that transition from employee to supervisor? 3) How do you hold

people accountable for performance? Peer to leader is a significant transition in an individual career path. The professional leader/executive must also have the skills, knowledge and attributes to develop his or her front line leaders. This course supports that need. UCA (University of Central Arkansas) offers MGMT 3340 Managing People and Work. The University of Memphis' Bachelor of Professional Studies degree offers MGMT 4260 Employee Staffing and Development in the Administrative Services concentration.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head Dr. Jeff Aulgur		7/1/15
Dean Dr. Hanna Norton		7/1/15
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Mrs. Tammy Weaver		7/1/15
Vice President for Academic Affairs Dr. A.J. Anglin		

Program Title: Bachelor of Professional Studies	Requested changes will be effective Summer I for next catalog year
Outline change in program:	
<p>1. Professional Core</p> <ul style="list-style-type: none"> • Delete BUAD 2003 Business Information Systems • Delete COMS 1003 Introduction to Computer Based Systems • Delete ENGL 2053 Technical Writing • Delete SPH 2173 Business and Professional Speaking • Add PS 3013 Professional Studies Seminar • Add six (6) hours of upper division Professional Studies selected from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, or PS 4543 Workplace Supervision (Proposed). Students enrolled in the Applied Leadership concentration must select PS 4543 plus one relevant upper-division course (3 hours) as approved by the advisor. • Update the Required Professional Core in the introduction section of the catalog. 	

Required Courses for the Bachelor of Professional Studies degree:

Professional Core (24 hours):

PS 3013	Professional Studies Seminar
PS 3023	Professional Communication
PS 3133	Applied Principles of Personnel Management
PS 3143	Applied Professional Research
PS 3003	Project Design
PS 4003	Capstone Project

Six hours of Professional Studies electives from the following list of courses:

PS 4143	Nonprofit Governance
PS 4243	Planning for Adult Learners
PS 4343	Community Development
PS 4443	Professional Leadership
PS 4543	Workplace Supervision

*Students enrolled in the Applied Leadership concentration must take PS 4543 and an upper division elective in order to meet the six (6) hours of electives requirement.

2. Public Relations Concentration

- Delete JOUR 3273 Public Relations Writing
- Delete COMS 2003 Microcomputer Applications
- Add JOUR 4033 Community Journalism
- Add JOUR 4083 Computer Mediated Communications

3. Industrial/Organizational Psychology

- Delete PSY 2053 Statistics for the Behavioral Sciences
- Delete PSY 2074 Experimental Psychology
- Delete PSY 4033 Psychological Tests and Measurements
- Delete PSY 4234 Field Placement
- Delete requirement for "9 hours from the following."
- Add PSY 3063 Developmental Psychology I
- Add PSY 3163 Developmental Psychology II
- Add PSY 4043 Social Psychology
- Reduce required concentration hours from 19 hours to 18 hours

4. Criminal Justice

- Delete CJ 3153 Prison and Corrections
- Delete 3 hours of upper division Criminal Justice elective
- Add CJ 3033 The Criminal Mind
- Add CJ 3083 Social Deviance

5. Applied Leadership

- Add note indicating students enrolled in the Applied Leadership concentration area must select PS 4543 Workplace Supervision and 3 hours of relevant, advisor approved upper division electives in the Professional Studies Professional Core.

6. Early Childhood Education

- Delete ECED2001 Introduction to Early Childhood Education
- Delete ECED2002 Field-Based Experience Seminar in Early Childhood
- Add ECED 2003: Introduction to Early Childhood Education

7. Workforce Technology

- Delete COMS 1333 Web Publishing I
- Delete COMS 1403 Orientation to Computing, Information and Technology
- Delete COMS 1411 Computer and Information Science Lab
- Delete COMS 2233 Introduction to Databases
- Delete COMS 2700 Networking and Architecture Laboratory
- Delete COMS 2703 Computer Networks and Architecture
- Delete 3 hours COMS elective
- Add BDA 2003 Business Problem Solving
- Add BDA 2013 Business Spreadsheet Modeling
- Add BUAD 3123 Management
- Add COMS 3053 Implications of Technology on Society
- Add MGMT 4073 Special Topics in Management

What impact will the change have on staffing, on other programs and space allocation?

The change will not have a material impact on the Department of Professional Studies with respect to staffing, programs, or space allocation. The potential impact on other programs is decreased SSCH as SPH 2173 Business and Professional Speaking, COMS 1003 Introduction to Computer Based Systems, BUAD 2003 Business Information Systems, and ENGL 2053 are removed from the required Professional Core.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

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Curriculum Matrix for Catalog
Curriculum in Bachelor of Professional Studies

<p>Freshman Fall Semester</p> <p>Add: Technical Course^{2,T} 3 hours</p> <p>Delete: COMS 1003 Introduction to Computer Based Systems or BUAD 2003 Business Information Systems</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add: Technical Course^{2,T} 3 hours Footnote 3 to Elective 3 hours Speech^{2,T} 3 hours</p> <p>Delete: ENGL 2053 Technical Writing SPH 2173 Business and Professional Speaking</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add: PS 3013 Professional Studies Seminar</p> <p>Change: Elective (3000-4000 Level) 3 hours to Electives³ 3 hours</p> <p>Delete: Technical Course^{2,T} 3 hours</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add: Professional Studies Professional Core Electives⁴ 6 hours</p> <p>Change: Elective (3000-4000 Level) 3 hours to Electives³ 3 hours</p> <p>Delete: Technical Courses^{2,T} 6 hours</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Change: Elective (3000-4000 Level) 3 hours to Electives³ 6 hours</p> <p>Delete: Technical Course^{2,T} 3 hours</p> <p>Total Hours: 12</p>
<p>Senior Fall Semester</p> <p>Change: Elective (3000-4000 Level) 3 hours to Electives³ 3 hours</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add: Electives^{2,T} 3 hours</p> <p>Total Hours: 15</p>

Curriculum Matrix for Catalog
Curriculum in Bachelor of Professional Studies

<p>Freshman Fall Semester</p> <p>Add: Technical Course^{2,T} 3 hours</p> <p>Delete: COMS 1003 Introduction to Computer Based Systems or BUAD 2003 Business Information Systems</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester</p> <p>Total Hours: 16</p>
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Curriculum Matrix for Catalog
Curriculum in Bachelor of Professional Studies

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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 mission of Arkansas Tech University is dedicated to nurturing scholastic development, integrity and professionalism.** The Bachelor of Professional Studies program embodies all three core elements of the university's mission. The proposed changes in the Professional Core of the Bachelor of Professional Studies program are designed to increase the emphasis on scholastic development and professionalism with two distinct changes: 1) removing lower division courses from the required professional core; and 2) requiring professional core comprised of Professional Studies courses with the intent of developing well-rounded and well-educated individuals who will have the knowledge, skills and attributes to become a "force multiplier" for their employers or potential employers.
- 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

Professional Core

- Delete BUAD 2003 Business Information Systems
- Delete COMS 1003 Introduction to Computer Based Systems
- Delete ENGL 2053 Technical Writing
- Delete SPH 2173 Business and Professional Speaking
- Add PS 3013 Professional Studies Seminar
- Add six (6) hours of upper division Professional Studies selected from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, or PS 4543 Workplace Supervision (Proposed). Students enrolled in the Applied Leadership concentration must select PS 4543 plus one relevant upper-division course (3 hours) as approved by the advisor.
- Update the Required Professional Core in the introduction section of the catalog.

Required Courses for the Bachelor of Professional Studies degree:

Professional Core (24 hours):

PS 3013	Professional Studies Seminar
PS 3023	Professional Communication
PS 3133	Applied Principles of Personnel Management
PS 3143	Applied Professional Research
PS 3003	Project Design
PS 4003	Capstone Project

Six hours of Professional Studies electives from the following list of courses:

PS 4143	Nonprofit Governance
PS 4243	Planning for Adult Learners
PS 4343	Community Development
PS 4443	Professional Leadership
PS 4543	Workplace Supervision

*Students enrolled in the Applied Leadership concentration must take PS 4543 and an upper division elective in order to meet the six (6) hours of electives requirement.

Public Relations Concentration

- Delete JOUR 3273 Public Relations Writing
- Delete COMS 2003 Microcomputer Applications
- Add JOUR 4033 Community Journalism
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Criminal Justice

- Delete CJ 3153 Prison and Corrections
- Delete 3 hours of upper division Criminal Justice elective
- Add CJ 3033 The Criminal Mind
- Add CJ 3083 Social Deviance

Applied Leadership

- Add note indicating students enrolled in the Applied Leadership concentration area must select PS 4543 Workplace Supervision and 3 hours of relevant, advisor approved upper division electives in the Professional Studies Professional Core.

c. **How will the program change impact learning for students enrolled in this program?** See above.

d. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** As identified in the Bachelor of Professional Studies Continuous Improvement Plan, evidence of learning is captured through the CPGE process for the following learning outcomes: 1.) Communicate in a group setting with organization or agency stakeholders; 2.) Apply research, identify and comprehend the research process, identify and evaluate ethical issues in research, develop an action research plan and a needs assessment process; 3). Conduct a formal needs assessment; 4) Analyze research data and formulate a business plan. The Continuous Improvement Plan assesses evidence of student learning in the following courses: PS 3143 Applied Professional Research, PS 3003 Project Design and PS 4003 Capstone Project.

e. **Provide an example or examples of student learning assessment evidence which supports the changes in the program.** The vast majority of students entering the Bachelor of Professional Studies program since 2011 have been individuals with 60 or more earned hours. The Professional Core, as currently offered, requires three (3) lower division courses COMS 1003 or BUAD 2003, ENGL 2053 and SPH 2173. These courses were not part of the BPS CPGE assessment protocols. As proposed, the Professional Core would require all upper division courses offered by the Department of Professional Studies. The proposed changes are intended to enhance the rigor of the Professional Core and to produce graduates with a common set of skills, knowledge and attributes desirable by potential employers across any workplace environment. Future assessments will include CPGE evidence as well as student performance in PS 4003 Capstone Project.

f. **How does this program change 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 revised program of study aligns with current best practices delivered at comparable professional studies degrees offered in the United States. The key components to the revised curriculum are the introduction of PS 3013 Professional Studies Seminar (proposed) and a redesigned professional core. The Professional Core is substantially upgraded by replacing nine hours of lower division courses with nine hours of upper-division Professional Studies courses.
A commonality across programs is that some type of introductory course is offered, whether it is introduction to professional studies or introduction to professional studies within a specific field (e.g. professional legal studies). Some are general to professional studies as a

field, some are concentration area specific, and some act as a dual-preparatory course. The entirety of the professional core will be comprised of 3000-4000 level Professional Studies courses. A curriculum review of undergraduate professional studies degree programs at similar institutions across the nation shows a diversity of introductory professional studies courses, both in course content, program specificity, and in upper division versus lower division course offerings and a required block or professional core of courses required of all students regardless of the area of concentration. Regionally, the University of Memphis and Tennessee Tech University both require a professional core of 21 upper division hours from the following domains: administration and supervision, organizational systems, team and organizational relations, statistical methods, international context and written communications. The proposed professional core replaces non-Professional Studies lower-division coursework with Professional Studies upper-division courses.

The University of Arkansas at Fayetteville has announced the launching of an eVersity initiative which, based on public information, is very similar to the Bachelor of Professional Studies program. It is marketed as a degree completion program, 100% online, with multiple concentrations (e.g., Criminal Justice, Business, and Information Technology). A formal curriculum is not yet available for review and comparison.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University
Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: 2015-2016
Program: Bachelor of Professional Studies

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Students will demonstrate public presentation and written communication skills	LO:1 Communicate in group setting, with organization or agency stakeholders. Present research findings in group setting.	PS 3003 PS 4003	Group discussion and critique assignments. Site selection form and needs assessment chart.	High Pass 90% or higher Pass 70%-89% Low Pass 60%-69% Fail below 60%
PO2: Students will apply empirical research.	LO:2 Apply research, identify and comprehend research process, apply reference citations, familiarity with statistical concepts, identify and evaluate ethical issues in research, develop action research plan and needs assessment process.	PS 3143 PS 3003 PS 4003	Mid-term and Final Exams Quizzes Assignments/Exercises Discussion Board Final Project Report	High Pass 90% or higher Pass 70%-89% Low Pass 60%-69% Fail below 60%
PO3: Students will identify and address issues in real world environment.	LO:3 Understand and apply professional research, conduct formal needs assessment, develop action	PS 3143 PS 3003	Needs assessment chart, Final Project Report	High Pass 90% or higher Pass 70%-89% Low Pass 60%-69% Fail below 60%

	research plan for needs assessment.			
PO4: Students will create, plan, implement business project.	LO4: Identity and comprehend the research process, conduct and present research, develop an action plan, and present results and findings.	PS 3143 PS 4003		High Pass 90% or higher Pass 70%-89% Low Pass 60%-69% Fail below 60%
PO5: Students will demonstrate knowledge and skills for chosen career field.	LO:5 Conduct and present research, develop action plan, analyze research data, and formulate business plan.	PS 4003	Final Project Report: Analysis and Findings, Action Plan, A/V recording of presentation to stakeholders, and stakeholder evaluation.	High Pass 90% or higher Pass 70%-89% Low Pass 60%-69% Fail below 60%

Assessment Process
<p>Determine assessment plan for the academic cycle, identify what should be assessed for the academic cycle. The assessment plan should produce "evidence of success with respect to student achievement in relation to the institution's mission." (HLC, July 2013). Select 3-5 objectives for assessment unless you are required to adhere to national accreditation or state licensing assessment standards. The assessment plan should be manageable and sustainable. Involve faculty in the development and implementation of the assessment plan. Identify learning objectives, sample for assessment (program courses), means of assessment (learning activities), and criteria for success (performance standard). Implement assessment plan and analyze results, determine which objectives were met. After analysis of results and meaningful conclusions are drawn, specify proposed changes emphasizing the use of results for improvement. Changes should address the strengths and weaknesses of student learning, program goals and learning objectives, instructional and curriculum changes. Additional changes can also include course management, program quality, and budget. If no changes are needed then specify in the Continuous Improvement Learning Report or TracDat four column report why no changes are required.</p>

Assessment Plan Implementation				
Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	Map learning objectives.	Submit Results	Analyze Results	Courses Embedded Changes
Learning Outcome Embedded	Map learning objectives.	Submit Results	Analyze Results	Learning Outcome Changes
Formative and Summative Learning	Map learning objectives.	Results will be submitted in course and learning outcome embedded assessment.	Comparative Analysis of Results	Comparative Changes
Indirect and Direct Measures Alignment	Align indirect and direct measures and learning objectives.	Submit Results	Analyze Results and Alignment	Align Changes
Continuous Improvement Plan Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning				
B. Instruction and Curriculum				
C. Assessment				
D. Course Management				
E. Program Quality				
F. Budget				

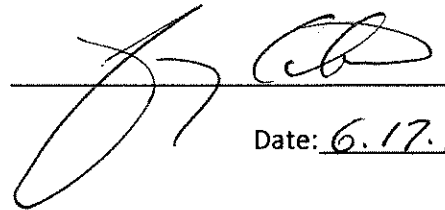
Continuous Improvement Learning Report
Complete Continuous Improvement Report form upload in TracDat documents section. Report can be found in ATU Assessment Home Page.
If using TracDat complete four column report.
Include Assessment Peer Review and/or External Reviewer recommendations in Continuous Improvement Report and/or TracDat four column report. (If available.)
Insert or attach assessment result tables or result analysis from department method in Continuous Improvement Learning Report or in TracDat four column report.
Include Continuous Improvement Learning results in Curriculum Proposal changes.
Include Continuous Improvement Learning Report in Academic Program Review report and/or Accreditation Report.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Communication and Journalism	This department x supports <input type="checkbox"/> does not support the change.
Comments: The Bachelor of Professional Studies degree program proposes to delete SPH 2173 from the required professional core of the degree.	

Department Head Signature: _____



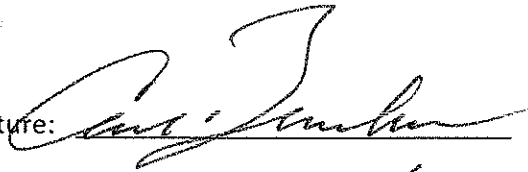
Date: 6.17.15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: English and World Languages	This department x supports <input type="checkbox"/> does not support the change.
Comments: The Bachelor of Professional Studies degree program proposes to delete ENGL 2053 from the required professional core of the degree.	

Department Head Signature:



Date: 6-16-15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Bachelor of Professional Studies degree program proposes to delete BUAD 2003 from the required professional core of the degree.	

Department Head Signature: _____



Stephen C. Jones
Associate Dean, College of Business

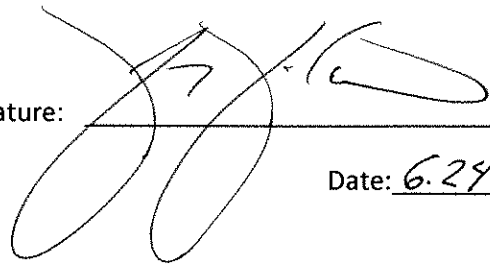
Date: 06/18/2015

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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: 1. Public Relations Concentration <ul style="list-style-type: none">• Delete JOUR 3273 Public Relations Writing• Delete COMS 2003 Microcomputer Applications• Add JOUR 4033 Community Journalism• Add JOUR 4083 Computer Mediated Communications	

Department Head Signature: _____



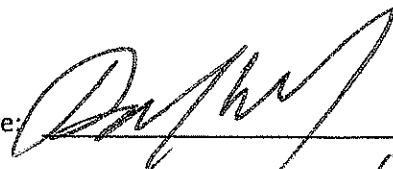
Date: 6.24.15

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: 1. Criminal Justice <ul style="list-style-type: none">• Delete CJ 3153 Prison and Corrections• Delete 3 hours of upper division Criminal Justice elective• Add CJ 3033 The Criminal Mind• Add CJ 3083 Social Deviance	

Department Head Signature: _____



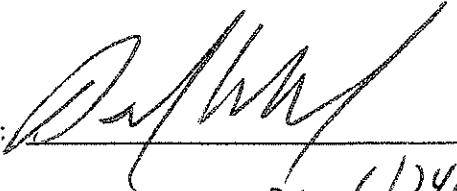
Date: 6/24/15

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: 1. Industrial/Organizational Psychology <ul style="list-style-type: none">• Delete PSY 2053 Statistics for the Behavioral Sciences• Delete PSY 2074 Experimental Psychology• Delete PSY 4033 Psychological Tests and Measurements• Delete PSY 4234 Field Placement• Delete requirement for "9 hours from the following."• Add PSY 3063 Developmental Psychology I• Add PSY 3163 Developmental Psychology II• Add PSY 4043 Social Psychology• Reduce required concentration hours from 19 hours to 18 hours	

Department Head Signature: _____



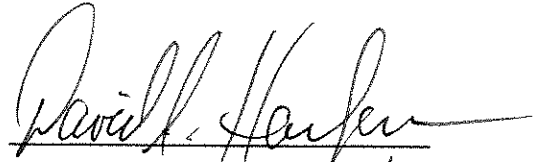
Date: 6/24/15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Computer & Information Science	This department supports the change.
Comments: The Bachelor of Professional Studies degree program proposes to delete COMS 1003 from the required professional core of the degree.	

Department Head Signature:



Date: 6/30/2015

**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 mission of Arkansas Tech University is dedicated to nurturing scholastic development, integrity and professionalism.** The Bachelor of Professional Studies program embodies all three core elements of the university's mission. The proposed changes in the Professional Core of the Bachelor of Professional Studies program are designed to increase the emphasis on scholastic development and professionalism with two distinct changes: 1) removing lower division courses from the required professional core; and 2) requiring a professional core comprised of Professional Studies courses with the intent of developing well-rounded and well-educated individuals who will have the knowledge, skills and attributes to become a "force multiplier" for their employers.

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

Professional Core

- Delete BUAD 2003 Business Information Systems
- Delete COMS 1003 Introduction to Computer Based Systems
- Delete ENGL 2053 Technical Writing
- Delete SPH 2173 Business and Professional Speaking
- Add PS 3013 Professional Studies Seminar
- Add six (6) hours of upper division Professional Studies selected from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, or PS 4543 Workplace Supervision (Proposed). Students enrolled in the Applied Leadership concentration must select PS 4543 plus one relevant upper-division course (3 hours) as approved by the advisor.
- Update the Required Professional Core in the introduction section of the catalog.

Required Courses for the Bachelor of Professional Studies degree:
Professional Core (24 hours):

PS 3013 Professional Studies Seminar
PS 3023 Professional Communication
PS 3133 Applied Principles of Personnel Management
PS 3143 Applied Professional Research
PS 3003 Project Design
PS 4003 Capstone Project

Six hours of Professional Studies electives from the following list of courses:

- PS 4143 Nonprofit Governance
- PS 4243 Planning for Adult Learners
- PS 4343 Community Development
- PS 4443 Professional Leadership
- PS 4543 Workplace Supervision

*Students enrolled in the Applied Leadership concentration must take PS 4543 and an upper division elective in order to meet the six (6) hours of electives requirement.

Workforce Technology

- Delete COMS 1333 Web Publishing I
- Delete COMS 1403 Orientation to Computing, Information, and Technology
- Delete COMS 1411 Computer and Information Science Lab
- Delete COMS 2233 Introduction to Databases
- Delete COMS 2700 Networking and Architecture Laboratory
- Delete COMS 2703 Computer Networks and Architecture
- ADD BDA 2003 Business Problem solving
- ADD BDA 2013 Business Spreadsheet Modeling
- ADD BUAD 3123 Management
- ADD COMS 3053 Implications of Technology on Society
- ADD MGMT 4073 Special Topics: Microsoft Office Certification

Semester 1		COMS 2003	COMS 1003
			MATH 1103
Semester 2		BDA 2003	COMS 2003
		BUAD 3123	
		COMS 3053	
Semester 3		BDA 2013	BDA 2003
		MGMT 4073	BUAD 3123
			COMS 3053
Semester 4			BDA 2013
			MGMT 4073

How will the program change impact learning for students enrolled in this program? See above.

c. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? As identified in the Bachelor of Professional Studies Continuous Improvement Plan, evidence of learning is captured through the CPGE process for the following learning outcomes: 1.) Communicate in a group setting with organization or agency stakeholders; 2.) Apply research, identify and comprehend the research process, identify and evaluate ethical issues in research, develop an action research plan; 3.) Conduct a formal needs assessment; 4) Analyze research data and formulate a business plan. The Continuous Improvement Plan assesses evidence of student learning in the following courses: PS 3143 Applied Professional Research, PS 3003 Project Design and PS 4003 Capstone Project.

d. Provide an example or examples of student learning assessment evidence which supports the changes in the program. The vast majority of students entering the Bachelor of Professional Studies program since 2011 have been individuals with 60 or more earned hours. The Professional Core, as currently offered, requires three (3) lower division courses COMS 1003 or BUAD 2003, ENGL 2053 and SPH 2173. These courses were not part of the BPS CPGE assessment protocols. As proposed, the Professional Core would require all upper division courses offered by the Department of Professional Studies. The proposed changes are intended to enhance the rigor of the Professional Core and to produce graduates with a common set of skills, knowledge and attributes desirable by potential employers across any workplace environment. Future assessments will include CPGE evidence as well as student performance in PS 4003 Capstone Project.

e. How does this program change 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 revised program of study for the Bachelor of Professional Studies degree aligns with current best practices delivered at comparable professional studies degrees offered in the United States. The key components to the revised curriculum are the introduction of PS 3013 Professional Studies Seminar (proposed) and a redesigned professional core. The Professional Core is strengthened by replacing nine hours of lower division courses with nine hours of upper-division Professional Studies courses.
A commonality across programs is that some type of introductory course is offered, whether it is introduction to professional studies or introduction to professional studies within a specific field (e.g. professional legal studies). Some are general to professional studies as a field, some are concentration area specific, and some act as a dual-preparatory course. The entirety of the professional core will be comprised of 3000-4000 level Professional Studies courses. A curriculum review of undergraduate professional studies degree programs at similar institutions across the nation shows a diversity of introductory professional studies courses, both in course content, program specificity, and in upper division versus lower division course offerings and a required block or professional core of

courses required of all students regardless of the area of concentration. Regionally, the University of Memphis and Tennessee Tech University both require a professional core of 21 upper division hours from the following domains: administration and supervision, organizational systems, team and organizational relations, statistical methods, international context and written communications. The proposed professional core replaces non-Professional Studies lower-division coursework with Professional Studies upper-division courses. The current Information Technology concentration will be replaced by the proposed Workforce Technology concentration. The concentration in Workforce Technology was collaboratively designed with input from the College of Business and the College of Applied Sciences. The intent of the proposed concentration is to provide students with an analytical skillset that, when combined with the Professional Core, is valuable in any professional, corporate or manufacturing environment. The Workforce Technology concentration also aligns with Governor Hutchinson's intent to develop the most computer-literate workforce in the country.

The University of Arkansas at Fayetteville has announced the launching of an eVersity initiative which, based on public information, is very similar to the Bachelor of Professional Studies program. It is marketed as a degree completion program, 100% online, with multiple concentrations (e.g., Criminal Justice, Business, and Information Technology). A formal curriculum is not yet available for review and comparison.

- f. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: College of Business	This department x supports <input type="checkbox"/> does not support the change.
Comments: The College of Business supports the proposed changes to the Bachelor of Professional Studies concentration currently titled Information Technology. The revised concentration is titled Workforce Technology.	

Department Head Signature: _____



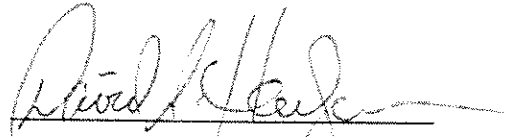
Date: 8/4/15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Department of Computer and Information Science	This department supports the change.
Comments: The Department of Computer and Information Science supports the proposed changes to the Bachelor of Professional Studies concentration currently titled Information Technology. The revised concentration is titled Workforce Technology.	


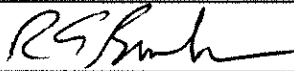

Department Head Signature:



Date:

8-4-2015

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee	
FROM (Initiating Department):	College of Business	
DATE SUBMITTED:	10/23/2015	
Title	Signature	Date
Department Head Stephen Jones		10/23/15
Dean Ed Bashaw		10/23/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes Weaver		10/23/15
Vice President for Academic Affairs AJ Anglin		

Course Subject: (e.g., ACCT, ENGL) BUAD	Course Number: (e.g., 1003) 4000	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) College of Business College Distinction Activity		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Coll of Distinction Activity		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Select Fee Type _____	
If selected other list fee type: _____	
<input type="checkbox"/> Elective	<input type="checkbox"/> Major <input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)	
If course is required by major/minor, how frequently will course be offered?	
Each semester	
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)	
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course). 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? 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 .	
Not applicable.	

BUAD 4000: College of Business College Distinction Activity	
a. Course subject	BUAD
b. Course number	4000
c. Catalog course title	College of Distinction Activity
d. Catalog description	Prerequisite: Acceptance into the College of Business College Distinction program. This course is required for all students accepted into the College of Business College of Distinction. It may be taken a maximum of four times.
1. Arkansas Course Transfer System (ACTS) course number, if applicable	Not applicable.
2. Cross-listing	Not applicable.
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)	Course will be offered each semester.
4. Prerequisites	Acceptance into the College of Business College Distinction program.
5. Co-requisites	Not applicable.
6. Description	This course meets the requirement of the College of Distinction program as a marker for student participation in approved College of Business College of Distinction activities.
7. Notes (e.g., information not in description such as course may be repeated for credit)	Not applicable.
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)	Not applicable.
9. Fees (e.g., \$36 art fee)	Not applicable.
e. Section for Name of instructor, office hours, contact information (telephone, email)	
f. Text required for course	Not applicable.
g. Bibliography (supplemental reading list)	Not applicable.

<p>h. Justification/rationale for the course This course provides a marker for required student activities in the College of Business College of Distinction program.</p>
<p>i. Course objectives Not applicable.</p>
<p>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) Not applicable.</p>
<p>k. Assessment methods (include grading policy with specific equivalents for A, B, C) Not applicable.</p>
<p>l. Policy on absences, cheating, plagiarism, etc. Student must attend all meetings and events as required for the activity of interest.</p>
<p>m. Course content (outline of material to be covered in course). This course requires students to participate in a wide variety of significant activities approved by the College of Business. Examples of such activities are foreign travel, travel associated with research presentations, travel associated with a class, travel associated with an approved club or organization, completion of the Dean's Leadership Class, etc.</p>

Arkansas Tech University
Course Addition
Assessment Form

BUAD 4000: College of Business College Distinction Activity

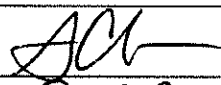


Our Mission

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? **It provides a course marker for students participating in the College of Distinction program.**
- 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? **Not Applicable.**
- d. What assessment tool or measure will you use to assess student learning? **Not Applicable.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Not Applicable.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Not Applicable.**
- 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. **Not Applicable.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee	
FROM (Initiating Department):	College of Business	
DATE SUBMITTED:	10/23/2015	
Title	Signature	Date
Department Head Stephen Jones		10/23/15
Dean Ed Bashaw		10/22/15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes Weaver		10/23/15
Vice President for Academic Affairs AJ Anglin		

Course Subject: (e.g., ACCT, ENGL) MGMT	Course Number: (e.g., 1003) 4080	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) MGMT 4080 College of Business College Distinction Enhanced Capstone		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Coll of Distinction Capstone		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? <input type="text"/> Select Fee Type
If selected other list fee type: <input type="text"/>
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered?
<input type="text"/> Each semester
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 <ol style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? 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 .
Not applicable.

MGMT 4080: College of Business College Distinction Enhanced Capstone
a. Course subject MGMT
b. Course number 4080
c. Catalog course title College of Business College Distinction Enhanced Capstone
d. Catalog description Prerequisite: Acceptance into the College of Business College Distinction program. This course is required for all students accepted into the College of Business College Distinction program and is to be taken as a co-requisite with capstone course MGMT 4083.
1. Arkansas Course Transfer System (ACTS) course number, if applicable Not applicable.
2. Cross-listing Not applicable.
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) Course will be offered each semester.
4. Prerequisites Acceptance into the College of Business College Distinction program.
5. Co-requisites MGMT 4083.
6. Description This course meets the requirement of the College of Distinction program as a marker for student participation in approved College of Business College of Distinction activities.
7. Notes (e.g., information not in description such as course may be repeated for credit) Not applicable.
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) Not applicable.
9. Fees (e.g., \$36 art fee) Not applicable.
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course Not applicable.
g. Bibliography (supplemental reading list) Not applicable.

h. Justification/rationale for the course This course provides a marker for required student activities in the College of Business College of Distinction program.
i. Course objectives Not applicable.
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) Not applicable.
k. Assessment methods (include grading policy with specific equivalents for A, B, C) Not applicable.
l. Policy on absences, cheating, plagiarism, etc. Student must attend all meetings and events as required.
m. Course content (outline of material to be covered in course). This course is to be taken in MGMT 4083, our capstone course. Successful completion of this requirement will consist of a significant project and presentation approved by the instructor of record for MGMT 4083.

Arkansas Tech University

Course Addition

Assessment Form

MGMT 4080: College of Business College Distinction Enhanced Capstone

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? **It provides a course marker for students participating in the College of Distinction program.**
- 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? **Not Applicable.**
- d. What assessment tool or measure will you use to assess student learning? **Not Applicable.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Not Applicable.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Not Applicable.**
- 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. **Not Applicable.**