

Graduate Council  
November 20, 2018

College of Business – Department of Management and Marketing

1. Add the following courses to the course descriptions:  
BDA 6073: Special Topics;  
BDA 6213: Visualizing Data;  
BDA (MKT) 6323: Applied Predictive Analytics;  
BDA 6343: Advanced Analytics;  
BDA 6353: Big Data Strategies;  
BDA 6363: Analytics Strategy;  
MKT 6113: Strategic Social Media Marketing; and  
MKT 6153: Consumer Insights;
2. Modify the Master of Business Administration, as follows:
  - a. change the title to Master of Business Administration - General Business Concentration;
  - b. delete BUAD 6103: Research Methods;
  - c. delete BUAD 6903: Industry Analysis;
  - d. reference the required courses as the MBA Core; and
  - e. add 6 hours of MBA Electives;
3. Reconfigure the Master of Business Administration to add the Business Data Analytics Concentration to the MBA; require the 24 hour MBA Core and 9 hours of BDA Electives; and
4. Reconfigure the Master of Business Administration to add the Digital Marketing Concentration to the MBA; require the 24 hour MBA Core and 9 hours of MKT Electives.



# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/22/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>BDA</b>	Course Number: (e.g., 1003) <b>6073</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Special Topics</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Special Topics</b>		

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 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?  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?

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

**None beyond what we currently have.**

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

**N/A**

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- b. If this course is required for the major or minor, complete the following. **N/A**
  1. Provide the program level learning outcome(s) it addresses.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?  
**This elective course provides flexibility in addressing new topics in a rapidly changing field and in addressing student needs with regard to course scheduling limitations.**

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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 – **See attached**
- b. Course number - **See attached**
- c. Catalog course title - **See attached**
- d. Catalog description - **See attached**
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  - 2. Cross-listing – **N/A**
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) - **See attached**
  - 4. Prerequisites - **See attached**
  - 5. Co-requisites – **N/A**
  - 6. Description - **See attached**
  - 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  - 9. Fees (e.g., \$36 art fee) – **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) - **See attached**
- f. Text required for course - **See attached**
- g. Bibliography (supplemental reading list) - **See attached**
- h. Justification/rationale for the course - **See attached**
- i. Course objectives - **See attached**
- 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) - **See attached**
- l. Policy on absences, cheating, plagiarism, etc. - **See attached**
- m. Course content (outline of material to be covered in course). - **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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# ARKANSAS TECH UNIVERSITY

## *College of Business Management and Marketing Department*

**Course Subject:** BDA  
**Course Number:** 6073  
**Catalog Course Title:** Special Topics  
**Catalog Description:** Offered as needed.  
Prerequisites: MGMT 6203, BDA 6203, and Applied Predictive Analytics  
This course offers an in-depth exploration of selected business data analytics topics. The primary topic will vary from offering to offering.  
Course may be repeated up to three times if each is a different topic.

**Instructor:**  
**E-mail:**  
**Office:**  
**Phone:**  
**Office Hours:** TBA  
Other Times by appointment

**Required Text:** Will differ from topic to topic and will be determined for each topic.

**Bibliography:** Will differ from topic to topic and will be determined for each topic.

### Course

**Rationale:** The purpose of this course is to allow students to study a topic area not covered by the existing BDA curriculum or to cover new developments in this field.

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>  
<http://turnitin.com>  
See Reference and Supplemental Bibliography section for additional links.

### Course

**Description:** This course offers an in-depth exploration of selected business data analytics topics. The primary topic will vary from offering to offering; thus, the course may be taken up to three times if each time a different topic is covered.

### Course

**Objectives:** Students will be able to:

- Use math techniques and technology to support a business data analytics project.
- Use written and oral communication skills to communicate clearly and work effectively with colleagues and clients.
- Think critically and reason effectively about the quality of data, security of data, and data analysis procedures in the context of creating information to solve business problems or support formation of organizational tactics or strategy.
- Be aware of social and legal issues of the selected topic and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to the topic in a diverse, global environment.
- Other objectives to be determined by the topic.

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**General Education****Objectives:**

- Communicate effectively (see above objectives)
- Think critically (see above objectives)
- Develop ethical perspectives (see above objectives)
- Apply scientific and quantitative reasoning (see above objectives)

**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all assigned material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Assessment****Methods:**

Student learning will be evaluated via homework, projects, presentations, and/or exams based on assigned readings, handouts, lectures, and class exercises. The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
<b>A</b>	90% - 100%
<b>B</b>	80% - 89%
<b>C</b>	70% - 79%
<b>D</b>	60% - 69%
<b>F</b>	Below 60%

**Class**

**Assignments:** To be determined.

**Exams and**

**Quizzes:** To be determined.

**Special**

**Provisions:** Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU **Office of Disability Services**, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>. Call them at 479-968-0302. Fax them at 479-968-0375.

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Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation).

**Diversity  
Notice**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

**Student  
Assistance:**

Please don't hesitate reach out if you face challenges securing food or housing that affect your performance in this class. I care. I am aware of some ATU and community resources; let's see if we can connect you with them. If you want to explore some resources on your own, please check here:

<https://www.atu.edu/localresources/>

If you need more support, you can also contact the Office of the Vice President for Student Services at (479-968-0238). I am more than willing to make this contact for you, if that is easier. Just let me know. We want to help.

And if you find someone else in difficulty, kindly pass those resources along. Some people find it easier to talk to a fellow student than an instructor or advisor or someone on staff. ***Let's take care of each other.***

**Course Policies**

**Attendance:** Failure to participate for an unexcused 15% consecutive part of the class may result in being dropped from the course. Documentation is required in a timely manner for excused gaps in participation due to a serious illness or injury, death in your immediately family, or University-sponsored activities.

**Academic  
Honesty:**

Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. *Submit only your own work. Do not cheat or tolerate those who do.* Do not cheat, plagiarize, submit work that is not your own, or get excessive help from someone else or from unauthorized materials (instructor manuals, test banks, etc.). If you engage in any of those unethical activities, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course.

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Associate Dean of the College of Business.

Please be advised that I and other members of the faculty find academic dishonesty very distasteful. We routinely take actions designed to minimize the chance that cheaters will prosper

(different versions of exams and quizzes; randomly select and check references in student papers, etc.), and we have great reluctance to recommend students who have engaged in academic dishonesty to employers.

*If you wish to appeal an academic honesty penalty or a score on any graded activity, you must do so within one week of receiving the score so that we can resolve the matter in a timely fashion.* The student handbook requires you appeal to the professor first. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Associate Dean of the College of Business. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Dean of the School of Business. For further information on the appeals process, refer to the Student Handbook.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) so much help or teamwork on an individual project that it can no longer honestly be called your own work; or (4) the acquisition, without permission, of tests or other academic material (instructor manual, publisher problem solutions, test banks, etc.) belonging to a member of the University community or available via the Internet.

The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person without full and clear acknowledgment. It includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

An example of plagiarism is using someone else's words and phrases without placing them in quotation marks and referencing the source. Another example of plagiarism is paraphrasing concepts and facts presented by someone else without indicating the source. (Paraphrased material does not require quotes but does require referencing the source to avoid plagiarism.)

Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and direct quotations. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept. Upon request, I may require you to submit any sources, videotapes, and demonstration materials for an extended examination.

I will be more than happy to help you avoid plagiarism or improve your writing style. Please do not hesitate to ask if you need any assistance in this area. Just try to be reasonable in asking for time in advance of assignment due dates.

#### **Computing Policies:**

All students are expected to adhere to lab, department, and course policies. This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, e-mail, and other class activities. Students will use, at minimum, a word processor, a presentation package, a web browser, and Blackboard. Depending on the class activities and assignments, students may use a spreadsheet, a database, an html generator, or other software.

It is the student's responsibility to maintain the security of his or her ATU accounts and passwords. *Do not allow anyone else to use these accounts or to learn passwords. That behavior is extremely unprofessional and poses a security risk.* Change passwords at least once a month or immediately if there is reason to think anyone else may have acquired your password.

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Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU's computing policies see

<https://support.atu.edu/link/portal/16084/16101/ArticleFolder/60/Policies>. (You may need to log in with your ATU ID/PW to access this material.

Students may use computing facilities at work with the employer's explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.

*It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving. While the professor will provide guidance leading to a solution, it is the student's responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.*

Online assistance is available at <https://support.atu.edu/ics/support/splash.asp>. (You may need to log in with your ATU ID/PW to access this material.

**WARNING: Practice safe computing!**

A penalty of 10% may be deducted from a student's *final overall average* for the class if transmission of a malware is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

*Apply security updates to your personal desktop operating system software (such as Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week). Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.*

**Course**

**Content:**

To be determined.



# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/27/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>BDA</b>	Course Number: (e.g., 1003) <b>6213</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> <b>Summer I</b>
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Visualizing Data</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Visualizing Data</b>		

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):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

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?

\$35

Other

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?

N/A

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

**No additional resources.**

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

**Computer Lab**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- If this course is required for the major or minor, complete the following. **N/A**
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?

**The constant rapid developments of technology have made it possible to collect and process large amounts of data, leading to new possibilities for creating insights and new problems with information overload. Visualization takes advantage of new possibilities and new ways to address information overload. Data visualization helps to engage more diverse audiences by using a variety of types of graphics. In addition, feedback from employers indicate that the ability to visualize the data and 'tell the story' of the data analysis results is critical to the success of graduates in this field and a skill that many graduates do not have.**

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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 – **See Attached**
- b. Course number – **See Attached**
- c. Catalog course title – **See Attached**
- d. Catalog description – **See Attached**
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  - 2. Cross-listing – **N/A**
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **See Attached**
  - 4. Prerequisites – **See Attached**
  - 5. Co-requisites – **N/A**
  - 6. Description - – **See Attached**
  - 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  - 9. Fees (e.g., \$36 art fee) - **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attached**
- f. Text required for course – **See Attached**
- g. Bibliography (supplemental reading list) – **See Attached**
- h. Justification/rationale for the course – **See Attached**
- i. Course objectives – **See Attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See Attached**
- l. Policy on absences, cheating, plagiarism, etc. – **See Attached**
- m. Course content (outline of material to be covered in course). – **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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ARKANSAS TECH  
UNIVERSITY  
College of Business  
Management & Marketing Department

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**Course: BDA 6213 Visualizing Data;** Offered as needed

**Prerequisites:**

Introduction to statistics course (BUAD 2053, MATH 2163, PSY 2053, or other)  
Introduction to MS Office course (BUAD 2003, MS Office Certification, or other)

**Course Description:**

Students will study ways to develop effective visualizations that are based on the principled cognitive science, graphic design, visual arts, and the visual perception theories. This course develops the ability of students to understand and convey the results of data analysis at the executive level as well as to influence others to act on insights that develop from the analysis of data. The goal of the course is to empower students to identify and illuminate important insights and skillfully display them to improve decision-making. This course covers the use of quantitative analysis and software to create effective displays. The course will advance critical thinking skills because students will be better equipped to evaluate data and eliminate bias from the process of turning data into knowledge. Students will enhance their written and oral communication skills in written reports and presentations of their data visualizations.

**Instructor:**

**Office Phone:**

**Class Hours:**

**E-mail:**

**Office Hours:**

**Textbook:**

*The Visual Display of Quantitative Information, 2nd edition* by Edward R. Tufte, publ. Graphics Press;  
(May 1, 2001), ISBN-13: 978-1930824133. (\$42)  
[https://www.edwardtufte.com/tufte/books\\_vdqi](https://www.edwardtufte.com/tufte/books_vdqi)

*Data Visualization: Principles and Practice, Second Edition*, by Alexandru C. Telea, publ. Taylor & Francis (09/18/2014), ISBN-13: 9781466585263. (\$84)

**Supplemental Readings:**

Bertin, Jaques, *Semiology of Graphics: Diagrams, Networks, Maps*.

Few, S. (2012). *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Burlingame, CA: Analytics Press.

Few, S. (2006). *Information Dashboard Design: The Effective Visual Communication of Data*. Sebastopol: O'Reilly.

Few, S., *Now You See It: Simple Visualization Techniques for Quantitative Analysis*.

Rosenberg, Daniel, *Cartographies of Time: A History of the Timeline*.

Tufte, Edward R., *Envisioning Information*.

Tufte, Edward R., *Visual Explanations: Images and Quantities, Evidence and Narrative*

Ware, C & Kaufman, M. (2008). *Visual Thinking for Design*. Burlington: Morgan Kaufmann Publishers.

Wong, Dona M., *The Wall Street Journal Guide to Information Graphics: The Dos & Don'ts of Presenting Data, Facts, & Figures* by

Yau, N. (2011). *Visualize This: The Flowing Data Guide to Design, Visualization, and Statistics*. Indianapolis: O'Reilly.

**Course Rationale:**

The constant rapid developments of technology have made it possible to collect and process large amounts of data, leading to new possibilities for creating insights and new problems with information overload.

Visualization takes advantage of new possibilities and new ways to address information overload. Data visualization helps to engage more diverse audiences by using a variety of types of graphics.

### Course Objectives

1. Learn how to consolidate data into effective summaries to allow for efficient understanding and development of insights.
2. Learn how to translate insights into effective visual displays for specific target audiences (i.e. companies, government agencies, non-profits, adults, children, etc.)
3. Gain experience in using different visualization tools.
4. Identify the strengths and weaknesses of different data visualization approaches.
5. Perform a quantitative analysis of a situation and make a decision based on the outcome.
6. Avoid creating misleading representations of data—and being misled by others.
7. Acquire skills and experience to compare different visualization tools
8. Identify the most appropriate visualization techniques to find solutions to difficult problems.
9. Apply the most appropriate design principles in the creation and presentations of visualization concepts
10. Ability to analyze, critique, and develop data visualizations.

### General Education Objectives:

BDA 6213 aligns with the General Education Goal ‘Communicate Effectively’ by providing students with an opportunity to convey insights from simple data analysis in the form of a variety of charting methods. Students will also write reports and make presentations.

BDA 6213 aligns with the Scientific and Quantitative Reasoning by enabling students to present data in graphical format.

BDA 6213 aligns with the Scientific and Quantitative Reasoning by enabling students to perform a quantitative analysis of a situation and make a decision based on the outcome.

BDA 6213 aligns with the General Education Goal ‘Apply scientific and quantitative reasoning’ by providing students with an opportunity to learn to do simple mathematical analysis of data and to develop their quantitative reasoning by learning to create insights from basic descriptive measures of data sets.

### Required software:

The main software applications used in this course are Excel and PowerPoint. Other open source software may be used.

- Vector Graphics Editor: Adobe Illustrator CS5 or later or you can use a free open source vector graphic tool such as Inkscape (<http://inkscape.org/> )
- R and RStudio (additional libraries required): <http://www.r-project.org/> , <http://www.rstudio.com/> (FREE)
- Dreamweaver / HTML editor
- Tableau 9.0 (student version): <https://www.tableau.com/products/desktop/download> and a Tableau public account (FREE. Student access codes will be given in class)

### Course topics:

1. Creating summary data for insights
2. Design principles for charts and graphs
3. Common tools for creating data visualizations

RECEIVED The process of creating visualizations and selecting the appropriate visual display

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5. Hands on work with visualization tools
6. Designing effective digital presentations
7. Telling stories with data
8. Visualization as exploration
9. Visualizing categorical data
10. Visualizing time series data
11. Visualizing multiple variables
12. Visualizing geospatial data
13. Dashboard design

**Methods of Instruction:**

The course will combine lectures, discussion, and guest lectures from industry experts. The team-based project will be emphasized, and case studies will be discussed.

**Grading:**

<b>Assignments (i.e. there will be four individual assignments)</b>	40%
<b>Weekly Exercises</b>	15%
<b>Individual Project</b>	15%
<b>Group Project and Presentation</b>	30%

Students are not graded on their artistic ability and previous design experience is not required.

Grading will be on a straight scale as follows:

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

**Assignments (40%)**

There will be 4 individual assignments due during the first half of the semester. Each assignment is worth 10% of your grade. The assignments will require you to work with data and use various technologies to create data visualizations.

**Class Exercises/Attendance (15%)**

There will be class exercises during each class period; and all the class exercises worth 15% of your grade. The class exercises are from the homework and take the homework very serious.

**Individual Project (15%)**

The individual project is a demonstration of your knowledge and fluency with data visualization techniques and tools. The individual project is an opportunity for you to create a series of data visualizations based on your selected data source. You will create at least 4 visualizations based on your defined audience, data, and tasks. You will present visualizations to the class and pitch an idea for a group project based on your initial work. The individual project is due end of week #10.

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**Group Project (30%)**

The group project is a demonstration of you and your team's effort, knowledge, and ability to tell an interesting story with data. The group project will be a presentation using data visualizations to tell a story to your audience. The group project is due the last day of class.

**General Policies:**

1. Students are expected to attend each class (who knows, you may actually enjoy the class!), arrive on time and participate in class discussions.
2. Turn off cell phones, pagers, stereos, TVs, etc. when in class. Treat the instructor and each other with courtesy.

**Course Assessment:**

Your constructive assessment of this course plays an indispensable role in shaping education at Arkansas Tech University. Upon completing the course, please take the time to fill out the online course evaluation.

**Course Schedule**

TBD

**Special Provisions:**

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>. Call them at 479-968-0302. Fax them at 479-968-0375.

Please let me know of any special needs due to an officially diagnosed disability or illness PRIOR to the first exam (or other assignment affected by your situation).

**Notices and Warnings:**

This syllabus and the course schedule are subject to change as necessary to meet the needs of this particular class. I want to adapt our approach to best help you learn this material. My posted office hours may change early in the semester, depending on the needs of students, advisees, and committee work. Feel free to suggest changes that might benefit you. (No promises! I'll do my best, but I can't possibly accommodate you if you don't speak up.) See Blackboard for updates.

***It is not the responsibility of the professor to solve technical problems for students.*** Part of the educational process is learning to use software tools and to engage in problem solving. While I will provide guidance leading to a solution, ***it is the student's responsibility to accomplish the assignments*** and to solve software or other technical problems associated with those assignments.

I respond to email faster than to phone messages. However, I need **your course and section number at the start of the subject line** (VIS, for example) and **an electronic signature at the end of every message** (three lines of text: full name, degree or department, and ATU).

**COURSE POLICIES****Attendance:**

Promptness and class participation are required to reinforce good business habits and facilitate learning. You need to be there and the class needs your contributions. *If you have more than five (5) unexcused absences, failure to participate in a group project, or failure to submit assignments, you may be dropped from the course with an F.*



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Provided that proper documentation is provided within one week, an absence will be excused for participation in official University-sponsored events or activities, a contagious or grave illness, or a death in the immediate family. I may, on rare occasions, excuse an absence due to an accident immediately before class or work-related or child-care emergency (documentation still required).

*Manage your life so that you can participate in this class.*

**Academic Honesty:**

Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. *Submit only your own work. Do not cheat or tolerate those who do.* Do not cheat, plagiarize, or get excessive help from someone else or from unauthorized materials (instructor manuals, test banks, etc.). If you engage in any of those unethical activities, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course.

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Vice-President for Academic Affairs.

Please be advised that I and other members of the marketing and management faculty find academic dishonesty very distasteful and we will seek maximum penalties. In addition, we routinely take actions designed to minimize the chance that cheaters will prosper (different versions of exams and quizzes; randomly select and check references in student papers, etc.). In addition, we have great reluctance to recommend students who have engaged in academic dishonesty to employers.

*If you wish to appeal an academic honesty penalty or a score on any graded activity, you must do so within one week of receiving the score.* The student handbook requires you appeal to the professor first. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Head of the Management & Marketing Department. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Dean of the School of Business. For further information on the appeals process, refer to the Student Handbook.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) so much help or teamwork on an individual project that it can no longer honestly be called your own work; or (4) the acquisition, without permission, of tests or other academic material (instructor manual, publisher problem solutions, test banks, etc.) belonging to a member of the University community or available via the Internet.

The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person without full and clear acknowledgment. It includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

An example of plagiarism is using someone else's words and phrases without placing them in quotation marks and referencing the source. Another example of plagiarism is paraphrasing concepts and facts presented by someone else without indicating the source. (Paraphrased material does not require quotes but does require referencing the source to avoid plagiarism.)

Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and direct quotations. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept. Upon request, I may require you to submit any sources, videotapes, and demonstration materials for an extended examination.

**Registrar's Office**

I will be more than happy to help you avoid plagiarism or improve your writing style. Please do not hesitate to ask if you need any assistance in this area. Just try to be reasonable in asking for time in advance of assignment due dates.

**Computing Policies:**

All students are expected to adhere to lab, department, and course policies. This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, e-mail, and other class activities. Students will use, at minimum, a word processor, a presentation package, a web browser, and Blackboard. Depending on the class activities and assignments, students may use a spreadsheet, a database, an html generator, or other software.

It is the student's responsibility to maintain the security of his or her ATU accounts and passwords. *Do not allow anyone else to use these accounts or to learn passwords. That behavior is extremely unprofessional and poses a security risk.* Change passwords at least once a month or immediately if there is reason to think anyone else may have acquired your password.

Check your e-mail and the Blackboard site for this course several times a week.

Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU's computing policies see <http://www.atu.edu/cs/services/policies.shtml>.

Students may use computing facilities at work with the employer's explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.

*It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving.* While the professor will provide guidance leading to a solution, it is the student's responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.

Online assistance is available at <http://www.atu.edu/etech/>.

**WARNING: Practice safe computing!**

A penalty of 10% may be deducted from a student's final overall average for the class if transmission of a virus is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

*Apply security updates to your personal desktop operating system software (such as Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week).* Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.

See the General Resources folder in the External Links area of Blackboard for a list of links and resources for protection software and services (anti-malware, anti-spyware, anti-virus, and firewall).



# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/65/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/22/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>BDA</b>	Course Number: (e.g., 1003) <b>6323</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Applied Predictive Analytics</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Applied Predictive Analytics</b>		

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 MKT 6323

Is this course repeatable for additional earned hours?  Yes  No How many total hours? 3

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 05 Practice Teaching  06 Internship/Practicum  07 Apprenticeship/Externship  
 08 Independent Study  09 Readings  10 Special 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? \$35 Other

If selected other list fee type: On-line Graduate Course Fee

Elective  Major  Minor

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

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

N/A

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

**None beyond what we currently have.**

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

**N/A**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- If this course is required for the major or minor, complete the following. **N/A**
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?  
**This course provides students critical skills with which to apply advanced data analytic techniques to solve future business problems. In an ever-changing business environment, predictive analytics prepares students to adapt to increasingly complex data-oriented business decisions.**

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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 – **See attached**
- b. Course number - **See attached**
- c. Catalog course title - **See attached**
- d. Catalog description - **See attached**
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  - 2. Cross-listing – **N/A**
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) - **See attached**
  - 4. Prerequisites - **See attached**
  - 5. Co-requisites – **N/A**
  - 6. Description - **See attached**
  - 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  - 9. Fees (e.g., \$36 art fee) – **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) - **See attached**
- f. Text required for course - **See attached**
- g. Bibliography (supplemental reading list) - **See attached**
- h. Justification/rationale for the course - **See attached**
- i. Course objectives - **See attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) **See attached**
- l. Policy on absences, cheating, plagiarism, etc. - **See attached**
- m. Course content (outline of material to be covered in course) - **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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*College of Business*  
*Management and Marketing Department*

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**Course Subject:** BDA  
**Course Number:** 6323  
**Catalog Course Title:** Applied Predictive Analytics  
**Catalog Description:** Prerequisites: MGMT 6203 and BDA 6203  
This course will explore multivariate techniques to analyzing data (e.g. multivariate regression, discriminant analysis, logistic regression, market-basket analysis, forecasting and other analytic techniques). The focus of the course will be providing input for organizational strategic decision-making. As an applied analytics course, emphasis will be on application of predictive analytic techniques explored through conceptual, computational, procedural and computer applications.

**Instructor:**  
**E-mail:**  
**Office:**  
**Phone:**  
**Office Hours:** TBA  
Other Times by appointment

**Required Text:** Hair, J.F., Black, W.C., Babin, B., & Anderson, R.E. (2010). *Multivariate data analysis* (7<sup>th</sup> edition). Upper Saddle River, NJ: Prentice Hall.

Tabachnick, B.G. & Fidell, L.S. (2007). *Using multivariate statistics* (5<sup>th</sup> edition). Boston: Pearson-Allyn and Bacon

**Bibliography:** Grimm, L.G. & Yarnold, P.R. (1995). *Reading and understanding multivariate statistics*. Washington D: American Psychological Association

Grimm, L.G. & Yarnold, P.R. (2000). *Reading and understanding more multivariate statistics*. Washington D: American Psychological Association

Kleinbaum, D.G., Kupper, L.L., Nizam, A., & Muller, K.E. (2008). *Applied regression analysis and other multivariable techniques* (4<sup>th</sup> ed.). Belmont, CA: Duxbury Press

Menard, S. (2010). *Logistic regression. From introductory to advanced concepts and applications*. Thousand Oaks, CA: SAGE Publications

Raykov, T. & Marcoulides, G.A. (2008). *An introduction to applied multivariate analysis*. New York: Routledge

**Course**

**Rationale:** The purpose of this course is to provide students with a fundamental knowledge of the application of advanced predictive analytic techniques. Using the techniques presented, the student will be able to analyze and solve complex business problems using a data-driven approach.

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>  
<http://turnitin.com>  
See Reference and Supplemental Bibliography section for additional links.

**Course**

**Description:** This course offers an in-depth exploration of advanced analytic techniques used to analyze complex data used in strategic business decision-making situations. The course covers multivariate predictive analytical techniques which will give the student tools to predict business trends and the behavior of people (customers, employees, etc.).

**Course**

**Objectives:** Students will be able to:

- Apply the use of statistical techniques to current business issues.
- Construct advanced predictive models from critical business variables
- Utilize statistical software to generate analysis output based on the statistical techniques.
- Use written and oral communication skills to communicate analytical results with clarity and thoroughness to colleagues and clients.
- Think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems or support formation of organizational tactics or strategy.
- Be aware of social and legal issues for the selected topic and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to predictive analytics in a diverse, global environment.

**General Education**

**Objectives:**

- Communicate effectively (see above objectives)
- Think critically (see above objectives)
- Develop ethical perspectives (see above objectives)
- Apply scientific and quantitative reasoning (see above objectives)

**Course**

**Content:** To be determined.

**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all *assigned* material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

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**Assessment**

**Methods:** Student learning will be evaluated via homework, projects, presentations, and/or exams based on assigned readings, handouts, lectures, and class exercises. The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
<b>A</b>	90% - 100%
<b>B</b>	80% - 89%
<b>C</b>	70% - 79%
<b>D</b>	60% - 69%
<b>F</b>	Below 60%

**Class**

**Assignments:** To be determined.

**Exams and**

**Quizzes:** To be determined.

**Special**

**Provisions:** Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU **Office of Disability Services**, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>. Call them at 479-968-0302. Fax them at 479-968-0375.

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation).

**Diversity****Notice**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

**Student****Assistance:**

Please don't hesitate reach out if you face challenges securing food or housing that affect your performance in this class. I care. I am aware of some ATU and community resources; let's see if we can connect you with them. If you want to explore some resources on your own, please check here:

<https://www.atu.edu/localresources/>

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If you need more support, you can also contact the Office of the Vice President for Student Services at (479-968-0238). I am more than willing to make this contact for you, if that is easier. Just let me know. We want to help.

And if you find someone else in difficulty, kindly pass those resources along. Some people find it easier to talk to a fellow student than an instructor or advisor or someone on staff. ***Let's take care of each other.***

### Course Policies

**Attendance:** Failure to participate for an unexcused 15% consecutive part of the class may result in being dropped from the course. Documentation is required in a timely manner for excused gaps in participation due to a serious illness or injury, death in your immediately family, or University-sponsored activities.

### Academic Honesty:

Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. *Submit only your own work. Do not cheat or tolerate those who do.* Do not cheat, plagiarize, submit work that is not your own, or get excessive help from someone else or from unauthorized materials (instructor manuals, test banks, etc.). If you engage in any of those unethical activities, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course.

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use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and direct quotations. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept. Upon request, I may require you to submit any sources, videotapes, and demonstration materials for an extended examination.

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Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU's computing policies see

<https://support.atu.edu/link/portal/16084/16101/ArticleFolder/60/Policies>. (You may need to log in with your ATU ID/PW to access this material.)

Students may use computing facilities at work with the employer's explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.

*It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving.* While the professor will provide *guidance* leading to a solution, it is the student's responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.

Online assistance is available at <https://support.atu.edu/ics/support/splash.asp>. (You may need to log in with your ATU ID/PW to access this material.)

**WARNING: *Practice safe computing!***

A penalty of 10% may be deducted from a student's ***final overall average*** for the class if transmission of a malware is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

*Apply security updates to your personal desktop operating system software (such as Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week). Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.*

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# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/22/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>BDA</b>	Course Number: (e.g., 1003) <b>6343</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Advanced Analytics</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Advanced Analytics</b>		

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):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 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?  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?

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

**None beyond what we currently have.**

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

**Yes. Computer Lab**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- If this course is required for the major or minor, complete the following. **N/A**
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?  
**This course provides students advanced analytic techniques to address to complex business problems. Demand for advanced analytic techniques such as machine learning and artificial intelligence knowledge continues to increase, and this course prepares students to successfully apply course knowledge in complex business environments.**

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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 – **See attached**
- b. Course number – **See attached**
- c. Catalog course title - **See attached**
- d. Catalog description - **See attached**
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  - 2. Cross-listing – **N/A**
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) - **See attached**
  - 4. Prerequisites - **See attached**
  - 5. Co-requisites – **N/A**
  - 6. Description - **See attached**
  - 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  - 9. Fees (e.g., \$36 art fee) – **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) - **See attached**
- f. Text required for course - **See attached**
- g. Bibliography (supplemental reading list) - **See attached**
- h. Justification/rationale for the course - **See attached**
- i. Course objectives - **See attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) - **See attached**
- l. Policy on absences, cheating, plagiarism, etc. - **See attached**
- m. Course content (outline of material to be covered in course). - **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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College of Business  
Management and Marketing Department

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**Course Subject:** BDA  
**Course Number:** 6343  
**Catalog Course Title:** Advanced Analytics  
**Catalog Description:** Prerequisites: BDA 6323  
This course will explore advanced analytic techniques such as machine learning and artificial intelligence as well as cluster analysis, decision trees and other advanced statistical techniques. The student will formulate advanced models and explore their use to solve complex business problems.

**Instructor:**  
**E-mail:**  
**Office:**  
**Phone:**  
**Office Hours:** TBA  
Other Times by appointment

**Required Text:** To be determined

**Bibliography:** Bishop, C.M. (2006). *Pattern Recognition and Machine Learning*. Springer.

Hair, J.F., Black, W.C., Babin, B., & Anderson, R.E. (2010). *Multivariate data analysis* (7<sup>th</sup> edition). Upper Saddle River, NJ: Prentice Hall.

Tabachnick, B.G. & Fidell, L.S. (2007). *Using multivariate statistics* (5<sup>th</sup> edition). Boston: Pearson-Allyn and Bacon

Grimm, L.G. & Yarnold, P.R. (1995). *Reading and understanding multivariate statistics*. Washington D: American Psychological Association

Grimm, L.G. & Yarnold, P.R. (2000). *Reading and understanding more multivariate statistics*. Washington D: American Psychological Association

Kleinbaum, D.G., Kupper, L.L., Nizam, A., & Muller, K.E. (2008). *Applied regression analysis and other multivariable techniques* (4<sup>th</sup> ed.). Belmont, CA: Duxbury Press

Menard, S. (2010). *Logistic regression. From introductory to advanced concepts and applications*. Thousand Oaks, CA: SAGE Publications

Raykov, T. & Marcoulides, G.A. (2008). *An introduction to applied multivariate analysis*. New York: Routledge

**Course**

**Rationale:** The purpose of this course is to develop advanced analytics skills used by students to solve complex business problems. Using techniques such as factor analysis, cluster analysis, decision trees, machine learning, and artificial intelligence, the student is prepared to analyze and to develop solutions to difficult business problems.

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>  
<http://turnitin.com>  
See Reference and Supplemental Bibliography section for additional links.

**Course**

**Description:** This course explores advanced analytical techniques such as cluster analysis, factor analysis, decision trees, machine learning and artificial intelligence. Additionally, the student will explore social and ethical issues surrounding use of these techniques.

**Course**

**Objectives:** Students will be able to:

- Apply the use of advanced statistical techniques to current business issues.
- Construct advanced statistical models using critical business variables
- Utilize statistical software to generate analysis output based on the statistical techniques.
- Use written and oral communication skills to communicate analytical results with clarity and thoroughness to colleagues and clients.
- Think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems or support formation of organizational tactics or strategy.
- Identify social and legal issues for the selected topic and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to advanced analytics in a diverse, global environment.
- Other objectives to be determined by the topic.

**General Education**

**Objectives:**

- Communicate effectively (see above objectives)
- Think critically (see above objectives)
- Develop ethical perspectives (see above objectives)
- Apply scientific and quantitative reasoning (see above objectives)

**Course**

**Content:** To be determined.

**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all assigned material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Assessment**

**Methods:** Student learning will be evaluated via homework, projects, presentations, and/or exams based on assigned readings, handouts, lectures, and class exercises. The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

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<u>Grade</u>	<u>Percentage (Points)</u>
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

**Class****Assignments:** To be determined.**Exams and****Quizzes:** To be determined.**Special**

**Provisions:** Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU **Office of Disability Services**, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>. Call them at 479-968-0302. Fax them at 479-968-0375.

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation).

**Diversity  
Notice**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

**Student**

**Assistance:** Please don't hesitate reach out if you face challenges securing food or housing that affect your performance in this class. I care. I am aware of some ATU and community resources; let's see if we can connect you with them. If you want to explore some resources on your own, please check here:

<https://www.atu.edu/localresources/>

If you need more support, you can also contact the Office of the Vice President for Student Services at (479-968-0238). I am more than willing to make this contact for you, if that is easier. Just let me know. We want to help.

And if you find someone else in difficulty, kindly pass those resources along. Some people find it easier to talk to a fellow student than an instructor or advisor or someone on staff. **Let's take care of each other.**

**Course Policies**

**Attendance:** Failure to participate for an unexcused 15% consecutive part of the class may result in being dropped from the course. Documentation is required in a timely manner for excused gaps in participation due to a serious illness or injury, death in your immediately family, or University-sponsored activities.

**Academic**

**Honesty:** Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. *Submit only your own work. Do not cheat or tolerate those who do.* Do not cheat, plagiarize, submit work that is not your own, or get excessive help from someone else or from unauthorized materials (instructor manuals, test banks, etc.). If you engage in any of those unethical activities, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course.

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Associate Dean of the College of Business.

Please be advised that I and other members of the faculty find academic dishonesty very distasteful. We routinely take actions designed to minimize the chance that cheaters will prosper (different versions of exams and quizzes; randomly select and check references in student papers, etc.), and we have great reluctance to recommend students who have engaged in academic dishonesty to employers.

*If you wish to appeal an academic honesty penalty or a score on any graded activity, you must do so within one week of receiving the score so that we can resolve the matter in a timely fashion.* The student handbook requires you appeal to the professor first. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Associate Dean of the College of Business. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Dean of the School of Business. For further information on the appeals process, refer to the Student Handbook.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) so much help or teamwork on an individual project that it can no longer honestly be called your own work; or (4) the acquisition, without permission, of tests or other academic material (instructor manual, publisher problem solutions, test banks, etc.) belonging to a member of the University community or available via the Internet.

The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person without full and clear acknowledgment. It includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

An example of plagiarism is using someone else's words and phrases without placing them in quotation marks and referencing the source. Another example of plagiarism is paraphrasing concepts and facts presented by someone else without indicating the source. (Paraphrased material does not require quotes but does require referencing the source to avoid plagiarism.)

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Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and direct quotations. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept. Upon request, I may require you to submit any sources, videotapes, and demonstration materials for an extended examination.

I will be more than happy to help you avoid plagiarism or improve your writing style. Please do not hesitate to ask if you need any assistance in this area. Just try to be reasonable in asking for time in advance of assignment due dates.

**Computing  
Policies:**

All students are expected to adhere to lab, department, and course policies. This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, e-mail, and other class activities. Students will use, at minimum, a word processor, a presentation package, a web browser, and Blackboard. Depending on the class activities and assignments, students may use a spreadsheet, a database, an html generator, or other software.

It is the student's responsibility to maintain the security of his or her ATU accounts and passwords. *Do not allow anyone else to use these accounts or to learn passwords. That behavior is extremely unprofessional and poses a security risk.* Change passwords at least once a month or immediately if there is reason to think anyone else may have acquired your password.

Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU's computing policies see

<https://support.atu.edu/link/portal/16084/16101/ArticleFolder/60/Policies>. (You may need to log in with your ATU ID/PW to access this material.)

Students may use computing facilities at work with the employer's explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.

*It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving. While the professor will provide guidance leading to a solution, it is the student's responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.*

Online assistance is available at <https://support.atu.edu/ics/support/splash.asp>. (You may need to log in with your ATU ID/PW to access this material.)

**WARNING: Practice safe computing!**

A penalty of 10% may be deducted from a student's *final overall average* for the class if transmission of a malware is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

*Apply security updates to your personal desktop operating system software (such as Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week). Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.*

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# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	Oct. 4, 2014

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/22/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>BDA</b>	Course Number: (e.g., 1003) <b>6353</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Big Data Strategies</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Big Data Strategies</b>		

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?  Yes  No How Much? \$35 Select Fee Type

If selected other list fee type: online graduate course fee

Elective  Major  Minor

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

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

N/A

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

**No additional resources.**

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

**A computer lab and access to a server with Hadoop and other tools installed. (We currently have this server in place for the undergraduate version of this course.)**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- If this course is required for the major or minor, complete the following. **N/A**
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?

**Big data analytics represent an enormous opportunity for today's business leaders, who can leverage the value and insights from this work to transform any organization. An analyst equipped with a working knowledge of big data analytics can massively improve the organization's return on investment in marketing campaigns, create operating efficiencies, build new business models, disrupt the competitive status quo in industry, and spark innovation. This course provides a working knowledge of the tools and strategies needed to take advantage of this often un-tapped resource.**

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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 – **See attached**
- b. Course number – **See attached**
- c. Catalog course title – **See attached**
- d. Catalog description – **See attached**
  1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  2. Cross-listing – **N/A**
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **See attached**
  4. Prerequisites – **See attached**
  5. Co-requisites – **N/A**
  6. Description – **See attached**
  7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  9. Fees (e.g., \$36 art fee) - **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See attached**
- f. Text required for course – **See attached**
- g. Bibliography (supplemental reading list) – **See attached**
- h. Justification/rationale for the course – **See attached**
- i. Course objectives – **See attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See attached**
- l. Policy on absences, cheating, plagiarism, etc. – **See attached**
- m. Course content (outline of material to be covered in course). – **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](http://www.atu.edu/registrar/curriculum_forms.php).

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*College of Business  
Management and Marketing Department*

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**Course:** BDA 6353 Big Data Strategies  
**Term:** Offered as needed.

**Course**

**Description:** This cutting-edge course delivers sophisticated material in an easy-to-understand, accessible way. Students will be learn the foundational knowledge and tools needed to seize the opportunities that big data analytics presents as well as how to align these efforts with the organizational goals and strategies.

\$35 per SSCH course fee.

**Prerequisites:** MGMT 6203, BDA 6203

**Instructor:**

**E-mail:**

**Office**

**Phone:**

**Office Hours:** By appointment

**Textbooks:** **Under Consideration**

Liebowitz, Jay. (2013). Big Data and Business Analytics. Taylor & Francis Group LLC. ISBN: 9781466565784. (\$50)  
Simon, Phil. (2015). Too Big to Ignore: The Business Case for Big Data. Wiley and SAS Series.  
ISBN-13: 978-1119217848 (\$20)

**Supplemental**

**Readings:** See Bibliography at end of syllabus.

**Course Links:**

<http://blackboard.atu.edu>

<http://library.atu.edu>

<http://turnitin.com>

See Reference and Supplemental Bibliography section for additional links.

**Course**

**Rationale:**

Big data analytics represent an enormous opportunity for today's business leaders, who can leverage the value and insights from this work to transform any organization. An analyst equipped with a working knowledge of big data analytics can massively improve the organization's return on investment in marketing campaigns, create operating efficiencies, build new business models, disrupt the competitive status quo in industry, and spark innovation. This course provides a working knowledge of the tools and strategies needed to take advantage of this often un-tapped resource.

**Course**

**Objectives:**

Students will be able to:

- Understand the role of strategy to advance the mission and goals of the organization in formulating big data analysis projects.
- Examine an organization and evaluate alignment of big data analysis projects with organizational strategy and goals.
- Demonstrate an understanding of and ability to resolve ethical dilemmas and social concerns in the use of big data.
- Understand and evaluate big data platforms and analysis tools in order to select the most appropriate software and math techniques to deploy for a particular analysis project.
- Analyze data across both Hadoop and Oracle Database 12c using a variety of tools.
- Access and analyze data in a NoSQL Database with a variety of tools.



- Use R, Pig, HBASE, Hive, Impala, Oracle Big Data Discovery and other tools for analyzing the data.
- Use SQL for Pattern Matching.
- Develop analytic skills by exploring data, finding patterns, and considering their impact.
- Understand the applications for Big Data analytics through case studies involving big data analysis.
- Demonstrate oral and written communication skills in responding to case studies involving big data analysis.

### General Education

**Objectives:** BDA 6353 aligns with the General Education Goal '*Apply scientific and quantitative reasoning*' by providing students with an opportunity to learn to do advanced mathematical analysis of very large data sets and to develop their quantitative reasoning by learning to create insights from the results of this analysis and make a decision on the outcome.

BDA 6353 aligns with the General Education Goal '*Communicate Effectively*' by providing students with an opportunity to write short papers on a variety of subjects and present the results of a big data analysis project in a report and a presentation.

### Course

**Content:** Big Data and organizational goals and strategies  
Risk analysis  
Architecting the Enterprise via Big Data Analytics  
Emerging Phenomena  
Social Networking  
Big Data: Structured and Unstructured  
Finding Big Value in Big Data  
Grid Computing  
R Advanced Analytics for Hadoop  
Social media mining  
Big Data Spatial and Graph  
SQL Developer and Data Modeler  
Hands on work with:  
Flume  
Scoop  
Pig  
HDFS  
Hive  
Impala  
Spark  
Oracle 12c Database  
Oracle Bid Data Discovery

### Course

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises. This is expected and highly recommended.
- Learning all *assigned* material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.

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- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Evaluation:** Student learning will be evaluated via homework, projects, presentations, and exams based on assigned readings, handouts, lectures, and class exercises.

**Grading**

Class Assignment	280	12%
Homework	560	24%
Tests	640	27%
Papers	500	21%
Project	400	17%
<b>Total</b>	<b>2380</b>	

The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
<b>A</b>	90% - 100%
<b>B</b>	80% - 89%
<b>C</b>	70% - 79%
<b>D</b>	60% - 69%
<b>F</b>	Below 60%

**Assignments:**

All material submitted or presented should be professional in appearance and clearly labeled (student name, course number and title, assignment name, due date). Neatness, grammar, and spelling will affect grades. This includes correspondence such as e-mail and electronic discussion postings.

In general, homework assignments and project presentations are due as indicated on the course schedule. With rare exceptions, these assignments will be accepted late. Students participating in university activities should arrange to hand in homework assignments before leaving on trips. Excused absences due to illnesses, University activities, and emergencies will be permitted only if the instructor is notified immediately and the student submits documentation as to the nature of the absence. Excused means the student may be able to turn in homework later.

**In Class Assignments**

Students will complete in class assignments and are encouraged to work with each other to reach the correct answers and understanding of the assignments. Most of these assignments will be hands on exercise on an Oracle database.

**Homework**

Most sessions covered will include a homework assignment. In addition, there will be several homework assignments for R Studio. Students will enter their answers into an Oracle database and the homework will be automatically graded the following Thursday evening.

**Papers**

Three papers will be required for class completion. Papers should be two to three pages. The papers should be type written with a professional look. Why the emphasis on professional look? This class is preparing you to present your ideas to your peers and potentially clients that you may be trying to sell an idea to. The more you practice looking professional the more skilled you will become in that area.

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### Big Data Analytics Project

Each student will complete a Data Analytics project which will center on analyzing datasets using the tools that we will learn during the semester. I would suggest that each week you spend a few minutes applying the techniques that you learn against your choice of datasets to see what you can learn from the data.

There are four datasets that you can choose from server audits, credit card customer data files, health care files, and stock ticker data. These files are in subdirectories off of /home/oracle/projects in your VM. The subdirectories each contain a file or files for you to use as the base of your analysis. Some of the files are Excel files that contain multiple tabs. You can add other files of your choosing to add to your analysis. In fact adding other files is encouraged greatly. The goal is to find patterns or anomalies that can be useful in making future business decisions or developing predictive models.

Your analysis should be presented with a minimum of the following content:

1. What files you used
2. What tools you used to analyze the files
3. The methodology that you used
4. What you thought you might find
5. What you did find
6. Examples of the scripts or queries that you used
7. Presentation of your findings described in detail
8. Presentation of your finding graphically

### Exams and

#### Quizzes:

There will be three exams and a final. Quizzes will be given on an as needed basis and the points added to the Participation area. Exams and quizzes may contain objective questions (such as multiple choice or true/false), short answer or essay, or a timed performance activity. The final will be a cumulative data analysis exercise.

## COURSE POLICIES

### Special

#### Provisions:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit

<http://www.atu.edu/disabilities/index.php>

Call them at 479-968-0302. Fax them at 479-968-0375.

Please let me know of any special needs due to an officially diagnosed disability or illness PRIOR to the first exam (or other assignment affected by your situation).

### Diversity

#### Notice:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

### Student

#### Assistance:

Please don't hesitate reach out if you face challenges securing food or housing that affect your performance in this class. I care. I am aware of some ATU and community resources; let's see if we can connect you with them. If you

RECEIVED want to explore some resources on your own, please check here:

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<https://www.atu.edu/localresources/>

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If you need more support, you can also contact the Office of the Vice President for Student Services at (479-968-0238). I am more than willing to make this contact for you, if that is easier. Just let me know. We want to help.

And if you find someone else in difficulty, kindly pass those resources along. Some people find it easier to talk to a fellow student than an instructor or advisor or someone on staff. ***Let's take care of each other.***

**Attendance:** Promptness and class participation are required to reinforce good business habits and facilitate learning. You need to be there and the class needs your contributions. *If you have more than five (5) unexcused absences, failure to participate in a group project, or failure to submit assignments, you may be dropped from the course with an F.*

Provided that proper documentation is provided within one week, an absence will be excused for participation in official University-sponsored events or activities, a contagious or grave illness, or a death in the immediate family. I may, on rare occasions, excuse an absence due to an accident immediately before class or work-related or child-care emergency (documentation still required).

*Manage your life so that you can participate in this class.*

## Academic

### Honesty:

Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. *Submit only your own work. Do not cheat or tolerate those who do.* Do not cheat, plagiarize, or get excessive help from someone else or from unauthorized materials (instructor manuals, test banks, etc.). If you engage in any of those unethical activities, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course.

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Vice-President for Academic Affairs.

*If you wish to appeal an academic honesty penalty or a score on any graded activity, you must do so within one week of receiving the score.* The student handbook requires you appeal to the professor first. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Head of the Management & Marketing Department. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Dean of the School of Business. For further information on the appeals process, refer to the Student Handbook.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) so much help or teamwork on an individual project that it can no longer honestly be called your own work; or (4) the acquisition, without permission, of tests or other academic material (instructor manual, publisher problem solutions, test banks, etc.) belonging to a member of the University community or available via the Internet.

The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person without full and clear acknowledgment. It includes the unacknowledged use of materials

prepared by another person or agency engaged in the selling of term papers or other academic materials.

An example of plagiarism is using someone else's words and phrases without placing them in quotation marks and referencing the source. Another example of plagiarism is paraphrasing concepts and facts presented by someone else without indicating the source. (Paraphrased material does not require quotes but does require referencing the source to avoid plagiarism.)

Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and direct quotations. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept. Upon request, I may require you to submit any sources, videotapes, and demonstration materials for an extended examination.

I will be more than happy to help you avoid plagiarism or improve your writing style. Please do not hesitate to ask if you need any assistance in this area. Just try to be reasonable in asking for time in advance of assignment due dates.

**Computing Policies:**

All students are expected to adhere to lab, department, and course policies. This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, e-mail, and other class activities. Students will use, at minimum, a word processor, a presentation package, a web browser, and Blackboard. Depending on the class activities and assignments, students may use a spreadsheet, a database, an html generator, or other software.

It is the student's responsibility to maintain the security of his or her ATU accounts and passwords. *Do not allow anyone else to use these accounts or to learn passwords. That behavior is extremely unprofessional and poses a security risk.* Change passwords at least once a month or immediately if there is reason to think anyone else may have acquired your password.

Check your e-mail and the Blackboard site for this course several times a week.

Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU's computing policies see <http://www.atu.edu/cservices/policies.shtml>.

Students may use computing facilities at work with the employer's explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.

*It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving. While the professor will provide guidance leading to a solution, it is the student's responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.*

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Online assistance is available at <http://www.atu.edu/etech/> .

**WARNING: *Practice safe computing!***

A penalty of 10% may be deducted from a student's final overall average for the class if transmission of a virus is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

*Apply security updates to your personal desktop operating system software (such as Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week). Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.*

## Bibliography

- Davenport, Thomas. (2014). *Big Data at Work: Dispelling the Myths, Uncovering the Opportunities*. Harvard Business Review Press. ISBN-13: 978-1422168165. (\$20)
- Simon, Phil. (2015). *Too Big to Ignore: The Business Case for Big Data*. Wiley and SAS Series. ISBN-13: 978-1119217848 (\$20)
- Ryza, Sandy, and Laswerson, Uri. (2017). *Advanced Analytics with Spark: Patterns for Learning from Data at Scale*. Shroff. ISBN-13: 978-9352135714 (\$525)
- Witten, Ian, and Frank, Eibe. *Data Mining: Practical Machine Learning Tools and Techniques, 3<sup>rd</sup> ed.*, Morgan Kaufmann. ISBN-13: 978-0123748560 (\$30)
- Mayer-Schonberger, Victor, and Cukier, Kenneth. (2014). *Big Data: A Revolution That Will Transform How We Live, Work, and Think*. Eamon Dolan/Mariner Books. ISBN-13: 978-0544227750. (\$6)
- White, Tom. (2015). *Hadoop: The Definitive Guide: Storage and Analysis at Internet Scale, 4<sup>th</sup> ed.*, O'Reilly Media. ISBN-13: 978-1491901632. (\$20-\$47).
- Bishop, Christopher. (2011). *Pattern Recognition and Machine Learning*. Springer. ISBN-13: 978-0387310732. (\$66 - \$90)
- Govindaraju, Raghavan, and Rao, Editors. (2015). *Big Data Analytics*, 1st Edition. Elsevier. ISBN: 9780444634924.
- Turkington, Garry. (2013). *Hadoop Beginner's Guide*. Packt Publishing. ISBN-13: 978-1849517300. (\$42)
- McGovern, Tim. (2015). *Big Data Now*, 2014 edition, O'Reilly Media Inc., free download.

## Big Data

<http://www.oracle.com/technetwork/database/bigdata-appliance/oracle-bigdatalite-2104726.html>

[http://www.sas.com/en\\_us/offers/sem/big-data-non-geek-](http://www.sas.com/en_us/offers/sem/big-data-non-geek-2302518/register.html?gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1QU6Uhxng2QEm8FhITd6vT_OLUW4hEziBJYoatwAu2xoC8vbw_wcB&keyword=big%20data&matchtype=e)

[2302518/register.html?gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1QU6Uhxng2QEm8FhITd6vT\\_OLUW4hEziBJYoatwAu2xoC8vbw\\_wcB&keyword=big%20data&matchtype=e](http://www.sas.com/en_us/offers/sem/big-data-non-geek-2302518/register.html?gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1QU6Uhxng2QEm8FhITd6vT_OLUW4hEziBJYoatwAu2xoC8vbw_wcB&keyword=big%20data&matchtype=e)

[http://get.tableau.com/asset/top-7-trends-big-data-](http://get.tableau.com/asset/top-7-trends-big-data-2015.html?cid=7016000000we4F&ls=Paid%20Search&lsd=Google%20AdWords%20-%20Big%20Data%20-%20Big%20Data%20Trends%202015&adgroup=Always%20On%20-%20Big%20Data&kw=big%20data&adused=75058537215&distribution=search&gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1G602Fjgg9VOu8fB9PMKZzzYWC8RzLF_227PhCOR1qRoCfkDw_wcB)

[2015.html?cid=7016000000we4F&ls=Paid%20Search&lsd=Google%20AdWords%20-%20Big%20Data%20-](http://get.tableau.com/asset/top-7-trends-big-data-2015.html?cid=7016000000we4F&ls=Paid%20Search&lsd=Google%20AdWords%20-%20Big%20Data%20-%20Big%20Data%20Trends%202015&adgroup=Always%20On%20-%20Big%20Data&kw=big%20data&adused=75058537215&distribution=search&gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1G602Fjgg9VOu8fB9PMKZzzYWC8RzLF_227PhCOR1qRoCfkDw_wcB)

[%20Big%20Data%20Trends%202015&adgroup=Always%20On%20-](http://get.tableau.com/asset/top-7-trends-big-data-2015.html?cid=7016000000we4F&ls=Paid%20Search&lsd=Google%20AdWords%20-%20Big%20Data%20-%20Big%20Data%20Trends%202015&adgroup=Always%20On%20-%20Big%20Data&kw=big%20data&adused=75058537215&distribution=search&gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1G602Fjgg9VOu8fB9PMKZzzYWC8RzLF_227PhCOR1qRoCfkDw_wcB)

[%20Big%20Data&kw=big%20data&adused=75058537215&distribution=search&gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1G602Fjgg9VOu8fB9PMKZzzYWC8RzLF\\_227PhCOR1qRoCfkDw\\_wcB](http://get.tableau.com/asset/top-7-trends-big-data-2015.html?cid=7016000000we4F&ls=Paid%20Search&lsd=Google%20AdWords%20-%20Big%20Data%20-%20Big%20Data%20Trends%202015&adgroup=Always%20On%20-%20Big%20Data&kw=big%20data&adused=75058537215&distribution=search&gclid=CjwKEAjwovytBRCdxyKqfL5nUISJACaugG1G602Fjgg9VOu8fB9PMKZzzYWC8RzLF_227PhCOR1qRoCfkDw_wcB)

<http://www.ibm.com/big-data/us/en/>

<https://www.oracle.com/big-data/index.html>

<http://www.gartner.com/it-glossary/big-data>

<https://www.foreignaffairs.com/articles/2013-04-03/rise-big-data>

## Microsoft Access

<http://office.microsoft.com/en-us/access-help/access-help-and-how-to-FX101811013.aspx>

## Microsoft SQL Server

<http://www.microsoft.com/sqlserver/en/us/product-info/overview-capabilities.aspx>

<http://www.microsoft.com/sqlserver/en/us/default.aspx>

<http://technet.microsoft.com/en-us/library/bb687798.aspx>

<http://msdn.microsoft.com/en-us/sqlserver/aa336270>

<http://msdn.microsoft.com/en-us/library/ms130214.aspx>

<http://www.microsoft.com/sqlserver/en/us/solutions-technologies/business-intelligence/reporting-services.aspx>

Oracle

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<http://www.oracle.com/us/products/database/index.html>  
<http://www.oracle.com/us/products/database/security/index.html>  
<http://www.oracle.com/us/solutions/datawarehousing/index.html>  
<http://www.oracle.com/us/products/database/options/data-mining/index.html>  
<http://www.oracle.com/us/products/database/options/olap/index.html>

#### Data Design

<http://office.microsoft.com/en-us/access-help/database-design-basics-HA001224247.aspx>  
<http://msdn.microsoft.com/en-us/library/aa290752%28v=VS.71%29.aspx>  
<http://msdn.microsoft.com/en-us/library/aa902672%28v=SQL.80%29.aspx>  
<http://www.oracle.com/us/products/database/retail-data-model-066513.html>

#### Data Warehouses

<http://www.teradata.com/>  
<http://www.informatica.com/Pages/index.aspx>  
<http://www-01.ibm.com/software/data/cognos/>  
<http://www.sap.com/solutions/sapbusinessobjects/index.epx>

#### Business Intelligence Software

<http://www.sas.com/>  
<http://www-01.ibm.com/software/analytics/spss/>  
<http://www.oracle.com/us/corporate/Acquisitions/hyperion/index.html>  
<http://www.informatica.com/Pages/index.aspx>  
<http://www-01.ibm.com/software/data/cognos/>  
<http://www.sap.com/solutions/sapbusinessobjects/index.epx>  
<http://www.instantolap.net/>

#### Professional Organizations

##### Big Data User Forums

<http://www.cloudera.com/content/cloudera/en/developers/home/user-groups/find-a-user-group.html>  
<http://www.uhug.org/>

Association for Information Systems Special Interest Group on Decision Support, Knowledge and Data Management Systems.  
<http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=269>

Association for Computing Machinery Special Interest Group on Management of Data  
<http://www.sigmod.org/>

Association for Computing Machinery Special Interest Group on Information Retrieval  
<http://www.sigir.org/>

ACM Knowledge Discovery and Data Mining Special Interest Group  
<http://www.kdd.org/>

Professional Association for SQL Server  
<http://www.sqlpass.org/>

##### Oracle User Groups

<http://databases.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=databases&cdn=compute&tm=54&f=00&tt=14&bt=0&bts=0&zu=http%3A//www.iouc.org/p/cm/ld/fid%3D30>





# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/22/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>BDA</b>	Course Number: (e.g., 1003) <b>6363</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> <b>Summer I</b>
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Analytics Strategy</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Analytics Strategy</b>		

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):

- 01 Lecture  02 Lecture/Laboratory  03 Laboratory only  
 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?  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?

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

**None beyond what we currently have.**

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

**Yes. Computer Lab**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- If this course is required for the major or minor, complete the following. **N/A**
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?  
**The purpose of this course is to explore the strategic role of data analytics management within an organization. As analytics plays a larger and larger role in the implementation and determination of business strategy, the analytics manager is called upon within the organization to align analytics strategy with I.T. and corporate strategy.**

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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 – **See attached**
- b. Course number – **See attached**
- c. Catalog course title – **See attached**
- d. Catalog description – **See attached**
  1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  2. Cross-listing – **N/A**
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **See attached**
  4. Prerequisites – **See attached**
  5. Co-requisites – **N/A**
  6. Description – **See attached**
  7. Notes (e.g., information not in description such as course may be repeated for credit) - **N/A**
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  9. Fees (e.g., \$36 art fee) – **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See attached**
- f. Text required for course – **See attached**
- g. Bibliography (supplemental reading list) – **See attached**
- h. Justification/rationale for the course – **See attached**
- i. Course objectives – **See attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) -- **See attached**
- l. Policy on absences, cheating, plagiarism, etc. – **See attached**
- m. Course content (outline of material to be covered in course). – **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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# ARKANSAS TECH UNIVERSITY

## College of Business Management and Marketing Department

**Course Subject:** BDA  
**Course Number:** 6363  
**Catalog Course Title:** Analytics Strategy  
**Catalog Description:** Prerequisites: BDA 6323 and BDA 6343

This course focuses on management of data analytics activities within an organization. Data identification, acquisition, cleansing, and analysis activities will be discussed as part of an organization's overall data, I.T. and corporate strategy. The course will explore the analytics manager's role in aligning the activities of the analytics function with the organizations data, information and corporate strategy.

**Instructor:**

**E-mail:**

**Office**

**Phone:**

**Office Hours:** TBA  
Other Times by appointment

**Required Text:** To be determined

**Bibliography:** Agrawal, A., Gans, J. & Goldfarb, A. (2018). *Prediction machines: The simple economics of artificial intelligence*. Boston: HBS Press

Bertocco, R. & Padmanabhan, V. (2014). *Big Data analytics in oil and gas*. Bain & Company.

Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. (2017). *Strategic Management: Competitiveness & Globalization, Concepts and Cases*. Boston: Cengage Learning

Martin, D. & Willmott, P. (2014). *Manager and machine: The new leadership equation*. McKinsey Quarterly. September, 2014.

McKeen, J.D. & Smith, H.A. (2015). *IT Strategy: Issues and Practices*. Upper Saddle River, NJ: Pearson.

Rothaermel, F.T (2017). *Strategic Management (3<sup>RD</sup> ed.)*. New York: McGraw Hill Education.

**Course**

**Rationale:** The purpose of this course is to explore the strategic role of data analytics management within an organization. As analytics plays a larger and larger role in the implementation and determination of business strategy, the analytics manager is called upon within the organization to align analytics strategy with I.T. and corporate strategy.

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>  
<http://turnitin.com>

See Reference and Supplemental Bibliography section for additional links.

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**Course**

**Description:** This course explores the role of analytics within an organization and its impact on the implementation and determination of I.T. and corporate strategy. The student will learn to align an organization's data analytics activities with the information and corporate strategy. By learning to transform the data analytics function into a strategic component of the organization, the analytics manager will become more effective at the analytics project, I.T. and corporate level.

**Course**

**Objectives:** Students will be able to:

- Identify the contribution of data analytics activities to the overall corporate strategy of an organization.
- Combine I.T. strategy and analytics strategy into a comprehensive information strategy that aligns with the vision, mission, and strategy of an organization.
- Adapt the data analytics function to the strategic direction of an organization.
- Construct a data analytics strategy to guide the analytics function with an organization
- Integrate the analytics activities into the I.T. and corporate strategy.
- Use written and oral communication skills to communicate the alignment of analytics, I.T. and corporate strategy.
- Think critically and reason effectively about analytics activities in the context of creating a consistent and coherent strategy within an organization.
- Identify ethical, social and legal involved in the analytics strategy.
- Apply business knowledge to analytics strategy in a diverse, global environment.

**General Education****Objectives:**

- Communicate effectively (see above objectives)
- Think critically (see above objectives)
- Develop ethical perspectives (see above objectives)
- Apply scientific and quantitative reasoning (see above objectives)

**Course**

**Content:** To be determined.

**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all assigned material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Assessment****Methods:**

Student learning will be evaluated via homework, projects, presentations, and/or exams based on assigned readings, handouts, lectures, and class exercises. The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

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<u>Grade</u>	<u>Percentage (Points)</u>
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

**Class**

**Assignments:** To be determined.

**Exams and**

**Quizzes:** To be determined.

**Special**

**Provisions:** Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU **Office of Disability Services**, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>. Call them at 479-968-0302. Fax them at 479-968-0375.

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation).

**Diversity  
Notice**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

**Student**

**Assistance:** Please don't hesitate reach out if you face challenges securing food or housing that affect your performance in this class. I care. I am aware of some ATU and community resources; let's see if we can connect you with them. If you want to explore some resources on your own, please check here:

<https://www.atu.edu/localresources/>

If you need more support, you can also contact the Office of the Vice President for Student Services at (479-968-0238). I am more than willing to make this contact for you, if that is easier. Just let me know. We want to help.

And if you find someone else in difficulty, kindly pass those resources along. Some people find it easier to talk to a fellow student than an instructor or advisor or someone on staff. ***Let's take care of each other.***

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**Course Policies**

**Attendance:** Failure to participate for an unexcused 15% consecutive part of the class may result in being dropped from the course. Documentation is required in a timely manner for excused gaps in participation due to a serious illness or injury, death in your immediately family, or University-sponsored activities.

**Academic****Honesty:**

Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. *Submit only your own work. Do not cheat or tolerate those who do.* Do not cheat, plagiarize, submit work that is not your own, or get excessive help from someone else or from unauthorized materials (instructor manuals, test banks, etc.). If you engage in any of those unethical activities, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course.

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Associate Dean of the College of Business.

Please be advised that I and other members of the faculty find academic dishonesty very distasteful. We routinely take actions designed to minimize the chance that cheaters will prosper (different versions of exams and quizzes; randomly select and check references in student papers, etc.), and we have great reluctance to recommend students who have engaged in academic dishonesty to employers.

*If you wish to appeal an academic honesty penalty or a score on any graded activity, you must do so within one week of receiving the score so that we can resolve the matter in a timely fashion.* The student handbook requires you appeal to the professor first. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Associate Dean of the College of Business. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Dean of the School of Business. For further information on the appeals process, refer to the Student Handbook.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) so much help or teamwork on an individual project that it can no longer honestly be called your own work; or (4) the acquisition, without permission, of tests or other academic material (instructor manual, publisher problem solutions, test banks, etc.) belonging to a member of the University community or available via the Internet.

The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person without full and clear acknowledgment. It includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

An example of plagiarism is using someone else's words and phrases without placing them in quotation marks and referencing the source. Another example of plagiarism is paraphrasing concepts and facts presented by someone else without indicating the source. (Paraphrased material does not require quotes but does require referencing the source to avoid plagiarism.)

Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and direct quotations. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept.

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Upon request, I may require you to submit any sources, videotapes, and demonstration materials for an extended examination.

I will be more than happy to help you avoid plagiarism or improve your writing style. Please do not hesitate to ask if you need any assistance in this area. Just try to be reasonable in asking for time in advance of assignment due dates.

**Computing  
Policies:**

All students are expected to adhere to lab, department, and course policies. This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, e-mail, and other class activities. Students will use, at minimum, a word processor, a presentation package, a web browser, and Blackboard. Depending on the class activities and assignments, students may use a spreadsheet, a database, an html generator, or other software.

It is the student's responsibility to maintain the security of his or her ATU accounts and passwords. *Do not allow anyone else to use these accounts or to learn passwords. That behavior is extremely unprofessional and poses a security risk.* Change passwords at least once a month or immediately if there is reason to think anyone else may have acquired your password.

Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU's computing policies see

<https://support.atu.edu/link/portal/16084/16101/ArticleFolder/60/Policies>. (You may need to log in with your ATU ID/PW to access this material.)

Students may use computing facilities at work with the employer's explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.

*It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving. While the professor will provide guidance leading to a solution, it is the student's responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.*

Online assistance is available at <https://support.atu.edu/ics/support/splash.asp>. (You may need to log in with your ATU ID/PW to access this material.)

**WARNING: Practice safe computing!**

A penalty of 10% may be deducted from a student's *final overall average* for the class if transmission of a malware is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

*Apply security updates to your personal desktop operating system software (such as Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week). Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.*

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# ARKANSAS TECH UNIVERSITY

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## REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	10.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/27/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>MKT</b>	Course Number: (e.g., 1003) <b>6113</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Strategic Social Media Marketing</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Strategic Social Media Mkt</b>		

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?  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?

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

**None beyond what we currently have.**

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

**No.**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- If this course is required for the major or minor, complete the following. **N/A**
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?  
**This course provides students with practical knowledge of how to create, run, and analyze a social media marketing campaign. In today's digital world, this is a required skill for marketing professionals at all level.**

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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 – **See attached**
- b. Course number – **See attached**
- c. Catalog course title - **See attached**
- d. Catalog description - **See attached**
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  - 2. Cross-listing – **N/A**
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) - **See attached**
  - 4. Prerequisites - **See attached**
  - 5. Co-requisites – **N/A**
  - 6. Description - **See attached**
  - 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  - 9. Fees (e.g., \$36 art fee) – **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) - **See attached**
- f. Text required for course - **See attached**
- g. Bibliography (supplemental reading list) - **See attached**
- h. Justification/rationale for the course - **See attached**
- i. Course objectives - **See attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) - **See attached**
- l. Policy on absences, cheating, plagiarism, etc. - **See attached**
- m. Course content (outline of material to be covered in course). - **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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Arkansas Tech University  
College of Business

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MKT 6113 Strategic Social Media Marketing

Registrar's Office

**Instructor Information:**

**Instructor:** Dr. John Narcum

**Office:** Rothwell 418

**Office Phone #:** 479-880-4346

**Email:** [jnarcum@atu.edu](mailto:jnarcum@atu.edu)

**Office Hours:** M & W: 10:00-11:00, W: 1:30-3:30, & TR: 2:30-3:30

**Purpose/course description (course pre-requisites):**

This course examines the force of social media marketing and its place in the marketing process. The advantages and use of particular platforms will be explored, and the use of social media analytics to craft strategy will be examined.

**COB Learning Goals**

Students use technology to support business decisions.

Students demonstrate communication skills in a business context.

Students use an ethical decision-making framework in a business context.

Students demonstrate the foundation knowledge for conducting business.

**Student Learning Objectives:**

Upon completion of this course you should be able to:

- Understand, apply and appreciate the foundation knowledge in social media marketing
- Create an actionable and effective social media marketing strategy
- Conduct a comprehensive social media audit
- Distinguish between ethical and unethical decisions in social media marketing
- Engage with appropriate technology/platforms pertinent to social media marketing campaigns

**Required Readings:**

Social Media Marketing E-Text, Stephen (ISBN: 9780998713892)

Mimic Social – An online simulation

**Grading Policy and Mechanism of Final Grade Determination:**

Semester grades will be assigned based on the following percentages of points received relative to the total points possible:

90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
BELOW 60%	F

**Grades:**

Social Media Audit Project	50 points
Mimic Social Simulation	50 points
Viral Idea Assignment	10 points
4 exams worth	400 points
<b>Total:</b>	<b>535 points possible</b>

### **Social Media Audit Project**

Students will be tasked with conducting a comprehensive audit of the social media accounts associated with the College of Business. Each student will be asked to answer questions pertaining to the COB's use of social media. See handout for social media audit questions. Answers should be fully developed and backed up with primary or secondary data.

### **Mimic Social Simulation**

Mimic Social is a social media simulation. During the simulation, students will be responsible for the social media marketing campaigns of Buhi Supply Co., an e-commerce and retail bag supplier. Students will learn to work with a budget and engage customers and potential customers through social media.

### **Viral Idea Assignment**

Each student will be asked to come-up with an idea that they believe has the potential to go viral. It can be an invention, product improvement, video, etc. Students must be able to discuss why the idea has such potential and the kind of strategies they can utilize to help it go viral. Throughout the semester, students will be asked to present their ideas before the class.

### **Schedule of Class Assignments, exam dates, etc.**

<b>Dates:</b>	<b>Topic</b>	<b>Assignments</b>
8/23	Class Introduction	
8/28	Ch.1 Social Media Revolution	Read Ch. 1 Viral Idea Assignment Announced/Explained
8/30	Ch.1 Social Media Revolution	
9/4	Ch. 2 Connected Customers & Social Interactions	Read Ch. 2 Read this week's articles
9/6	Ch. 2 Connected Customers & Social Interactions  Social Media Ethics Discussion	
9/11	Ch. 3 Social Media Audit	Read Ch. 3 Read this week's articles
9/13	Ch. 3 Social Media Audit Discuss Social Media Audit Project	Begin Social Media Audit Project
9/18	Exam 1 Ch. 1-3	
9/20	Ch. 4 Social Media Metrics	Read Ch. 4 Simulation Round 1 Read this week's articles
9/25	Ch. 4 Social Media Metrics	Simulation Round 2
9/27	Ch. 5 Strategic Usage of Social Media & Strategy Planning	Read Ch. 5 Simulation Round 3 Read this week's articles
10/2	Ch. 5 Strategic Usage of Social Media & Strategy Planning	Simulation Round 4

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10/4	Ch. 6 Managing Social Media Communications & Planning Cycles	Read Ch. 6 Simulation Round 5 Read this week's articles	Registrar's Office
10/9	In Class Help With Projects	Simulation Round 6	
10/11	Fall Break: No Class	Simulation Round 7 Read this week's articles	
10/16	Ch. 6 Managing Social Media Communications & Planning Cycles	Simulation Round 8	
10/18	Ch. 7 Designing Content for Social Media Communications	Read Ch. 7 Social Media Audit Project Due Read this week's articles	
10/23	Ch. 7 Designing Content for Social Media Communications		
10/25	Exam 2 Ch.4-7	Read this week's articles	
10/30	Ch. 8 Using Paid Social Media – Advertising on Social Media Platforms	Read Ch. 8 Simulation Round 9	
11/1	Ch. 8 Using Paid Social Media – Advertising on Social Media Platforms	Simulation Round 10 Read this week's articles	
11/6	Ch. 9 Using Earned Social Media – Seeding and Viral Marketing	Read Ch. 9 Simulation Round 11	
11/8	Ch. 9 Using Earned Social Media – Seeding and Viral Marketing	Simulation Round 12 Read this week's articles	
11/13	Ch. 10 Marketing Research Using Social Media	Read Ch. 10	
11/15	Ch. 10 Marketing Research Using Social Media	Read this week's articles	
11/20	Exam 3 Ch.8-10		
11/22	Thanksgiving Break: No Class		
11/27	Ch. 11 New Product Development and Launches Using Social Media	Read Ch. 11 Read this week's articles	
11/29	Ch. 11 New Product Development and Launches Using Social Media		
12/4	Ch. 12 Managing Customers Using Social Media	Read Ch. 12	
12/10	Final 1:00-3:00		

### **STUDENT ACADEMIC CONDUCT POLICIES**

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University 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 conduct

themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices.

### **Academic Dishonesty**

Strict adherence to the principles of truth and honesty are expected. Based upon the severity of dishonest conduct, dishonesty can result in a grade of "0" on a given exam/quiz/assignment or an "F" in the course.

### **Academic Misconduct**

Academic misconduct concerns the student's behavior. This includes the manner of interacting with the professor and other students in the class. For example, misconduct includes harassment and/or threats towards other students or faculty. In short, student behavior should not infringe on the rights of other students or faculty during a class.

### **Late Assignments**

I realize that most of our students lead very busy personal and professional lives, however in fairness to those students who work hard to get their work in on time, assignment deadlines will be strictly adhered to. To the extent that I accept a late assignment (I may not accept a late assignment), the late assignments will be penalized the equivalent of one letter grade (10% of the maximum allotted grade for the assignment) for each day, or any part thereof, that it is late, including weekends and holidays. Your work is considered late until it is properly submitted in its entirety in accordance with all assignment guidelines and deadlines. In the event of inclement weather, a real emergency, serious illness, or family tragedy, the instructor may, at his discretion, reduce or waive the penalty on a late assignment.

If you are sick, stay home, but email me that you will not be in attendance and why. I must receive the email before the start of class.

If weather such as ice and snow prevent you from coming to class, and it has not been canceled, stay home, but email me that you will not be in attendance and why.

Attendance is an integral component of learning, successful completion of courses and the professional work ethic. Excessive absences in classes can result in lowered grades.

### **Special Accommodations**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>. Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>

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**Syllabus Change Policy**

The instructor reserves the right to make changes to this syllabus during the semester.

**Social Media Audit Questions**

Section A: General Overview of Social Media Activities

1. What marketing and/or business objectives does the College of Business (COB) pursue through their social media activities? That is, what is the current purpose of using social media?
2. On which social media channels does the COB have accounts (i.e., owned media)? Are there any channel(s) for which the COB does not have accounts but might consider establishing one? Moreover, are there any channels on which the COB does have accounts but might consider removing them?

Section B: For each active (owned) social media channel: What do you currently use it for?

1. What is the channel-specific marketing objective? That is, why does the COB use this channel?
2. Who is the current audience on this channel? How closely aligned is the audience with the COB's marketing target segment(s)?
3. What content does the COB currently use on this channel? How closely aligned is this content with the interests and preferences of the COB's main marketing target segments(s)?
4. What (earned media) social interactions does the COB expect to be taking place on this channel? Are they happening?

Section C: For each active (owned) social media channel: Competitive and performance intelligence

1. What do the COB's competitors do on this channel? Are their current audiences and content similar to or different from what the COB does? How well do they perform?
2. What are some recent examples of successes in this channel? For example, did some posts or content work particularly well, and why (both for you and for competitors)?
3. What are some recent examples of failures in this channel? For example, did some posts or content work particularly badly, and why (both for you and for competitors)?

Section D: For each active (owned) social media channel: What are some potential posts?

1. What are some things that specifically relate to the COB that could be shared (e.g. memes that utilize ATU professors, interviews with former students that discuss their jobs, etc.)?
2. What are some things that are outside of the COB that could be shared (e.g. business news stories, job postings, etc.)?
3. What are some things that could be shared that would help with recruiting?





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Management & Marketing	10/1/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10-5-18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/05/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	11.5.18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/22/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) <b>MKT</b>	Course Number: (e.g., 1003) <b>6153</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Consumer Insights</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Consumer Insights</b>		

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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 – **See Attached**
- b. Course number – **See Attached**
- c. Catalog course title – **See Attached**
- d. Catalog description – **See Attached**
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
  - 2. Cross-listing – **N/A**
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **See Attached**
  - 4. Prerequisites – **See Attached**
  - 5. Co-requisites – **N/A**
  - 6. Description -- **See Attached**
  - 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
  - 9. Fees (e.g., \$36 art fee) - **\$35**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attached**
- f. Text required for course – **See Attached**
- g. Bibliography (supplemental reading list) – **See Attached**
- h. Justification/rationale for the course – **See Attached**
- i. Course objectives – **See Attached**
- 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) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See Attached**
- l. Policy on absences, cheating, plagiarism, etc. – **See Attached**
- m. Course content (outline of material to be covered in course). – **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](http://www.atu.edu/registrar/curriculum_forms.php).

**N/A**

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**MKT 6153: Consumer Insights**

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**Course Description**

Business opportunities and decisions depend on an understanding of customers' values, needs, aspirations and behaviors. Even more important for a specific company is gaining unique insights into their customers so that they can develop products, services and brands that are differentiated from competition.

**Course Justification**

Effective use of data is a competitive advantage and, in a competitive world, information is the key to success in decision-making. Defining, generating, managing, and interpreting consumer information becomes a necessary to integral part of marketing strategy success. Consumer insights provide tools that helps to facilitate this process.

**Prerequisites**

MKT 6003 (Social Media Marketing)

**Instructor Information**

Name: Kevin Mason

Office: Rothwell 417

Phone: 968-0492

E-Mail: kmason@atu.edu

Office Hours: Mondays 1- 3pm or by appointment

**Textbook**

Chuck Hemman and Ken Burbary, (2018), Digital Marketing Analysis: Making Sense of Consumer Data in a Digital World, 2<sup>nd</sup> Ed., Que Publishing.



ISBN: 13:978-0-7897-5030-3

ISBN: 10:0-7897-5030-9

[https://www.amazon.com/Digital-Marketing-Analytics-Consumer-Biz-Tech/dp/0789759608/ref=dp\\_ob\\_title\\_bk](https://www.amazon.com/Digital-Marketing-Analytics-Consumer-Biz-Tech/dp/0789759608/ref=dp_ob_title_bk)

**Course Objectives**

1. Introduce Consumer Research as a process, integral to managerial decision-making.
2. Use analysis tools/methods that apply to identifying Customer Insights.
3. Develop research writing skills.
4. Develop social media analytic skills
5. Interpreting the meaning of data as it relates to marketing management decisions.

## **Examinations and Evaluation**

<u>Evaluation Component</u>	<u>Points</u>
Google Analytics Projects	60
Secondary Research	50
Research Design	50
Examination 1	100
Examination 2	100
Examination 3	100
<u>Examination 4</u>	<u>100</u>
TOTAL	560

Grades will be assigned based on the following percentages of points received relative to the total points possible:

90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
BELOW 60%	F

### **Google Analytics Projects**

Three 20-point Google Analytics projects will be assigned during class. These projects are designed to enhance “critical thinking skills” as you apply your knowledge of marketing research data to understand and predict consumer behavior.

### **Secondary Research Assignment**

Throughout the MBA program, you will be required to write research papers. You should write those papers using the APA guidelines that have been presented to you in the Write and Cite modules. An important resource that you will need to complete your research papers is the ATU library. The ATU library provides you with access to numerous secondary research articles, books, magazines, etc. You can access the library online via the ATU homepage.

The secondary research assignment requires that you write a paper that answers the following business question: How can a quick service restaurant<sup>^</sup> (QSR) improve its customers’ dining satisfaction levels?

Your research must address the following:

- How significant is the fast food (quick service) industry (base your analysis on total revenues, recent growth, number of employees, etc.)?
- What is known to impact QSR consumption and consumer satisfaction levels? From this you will identify constructs (variables) that may be related to consumers’ dining satisfaction.
- What are some expected construct (variables) relationships? In other words, can you develop any hypotheses that could be empirically (quantitatively) tested with primary research?

<sup>^</sup>note: QSRs are also referred to as Fast Food Restaurants.

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### **Research Design Assignment**

To understand the methods for conducting primary research, you are asked to develop a design for how you would conduct primary research. More specifically, how you would gather data to understand consumer behaviors related to Quick Service Restaurant consumption. For this assignment, no data is to be collected and you will not be required to write up any primary research data findings. However, you are to write a paper that describes how you would design a primary research study to address the following:

- (a) How would you empirically measure Quick Service Restaurant consumer dining satisfaction levels?
- (b) How would you empirically measure one variable you believe will impact dining satisfaction?
- (c) State one hypothesis. This hypothesis should be based upon the impact you expect that your identified variable (construct) will have on consumers' dining satisfaction levels. Note: that here you should refer back to your secondary research literature review assignment to identify an appropriate construct.
- (d) Provide a description of the elements (subjects or objects) that you would observe.
- (e) Provide a description of your sampling procedure.
- (f) Provide a description of your measurement instruments (e.g., survey items and how they are scaled).

### **Examinations**

Examinations will consist of multiple choice questions and essays. The exams are not comprehensive.

## **Class Policies and Procedures**

### **Academic Honesty Policy**

Strict adherence to the principles of truth and honesty are expected. Based upon the severity of dishonest conduct, dishonesty can result in a grade of "0" on a given exam/quiz/assignment or an "F" in the course.

### **Syllabus Change Policy**

The instructor reserves the right to make changes to this syllabus during the semester. If a syllabus change occurs, you will be notified in the following ways: (1) by email, and (2) Bb announcement posting. Also, if a syllabus change occurs, an up-to-date version of the syllabus will be posted on Bb.

### **Student Academic Conduct Policies**

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University 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

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are expected to conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices.

### **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) obtaining advance copies of exams or quizzes by any means; c) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; d) buying term papers from the Internet or any other source, and e) 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 that 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. An acknowledgement of source must be made in this case as well.

### **Academic Misconduct**

Academic misconduct concerns the student's behavior. This includes the manner of interacting with the professor and other students in the class. For example, misconduct includes harassment and/or threats towards other students or faculty. In short, student behavior should not infringe on the rights of other students or faculty during a class.

### **Late Assignments**

I realize that most of our students lead very busy personal and professional lives, however in fairness to those students who work hard to get their work in on time assignment deadlines will be strictly adhered to. To the extent that I accept a late assignment (I tend to not accept late assignments), the late assignments will be penalized the equivalent of one letter grade (10% of the maximum allotted grade for the assignment) for each day, or any part thereof, that it is late, including weekends and holidays regardless of the reason for the late submission. Your work is considered late until it is properly submitted in its entirety in accordance with all assignment guidelines and deadlines. In the event of a real emergency, serious illness, or family tragedy, when such an event is clearly documented in writing by a responsible third party, the instructor may, at his discretion, reduce or waive the penalty on a late assignment.

### **Special Accommodations**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual

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harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>

## **Content/Perspectives**

### **Ethics**

Information on ethics, in general, is integrated throughout the course. Primary attention is given during the discussion of Measurement issues, data analysis, and preparing the research report.

### **Technological**

Throughout the course, systematic processes and tools that drive effective and efficient marketing research are presented (e.g., secondary data searches, primary measurement development, sampling, data analysis and presentation procedures).

### **Computer Applications**

Students are exposed to the statistical software, database and spreadsheet tools used for conducting consumer research.

### **Library Use**

A suggested reading list of library articles is provided to the students to enhance the learning of text material.

### **Critical Thinking**

Students complete group projects. To complete these exercises, students must apply their marketing research knowledge to design a survey and design an experiment.

Students answer essay exam questions that required them to discuss how various research concepts are related.

Students interpret the results of data analysis (e.g., Analysis of variance, correlation, and regression results generated with statistical software).

Students write a research report complete with a discussion of methods, data analysis results, and an interpretation of results.

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
College of Business – Management & Marketing	10/01/2018

Title	Signature	Date
Department Head <b>Kim Troboy</b>	<i>Kim Troboy</i>	10/30/18
Dean <b>Lisa Toms</b>	<i>Lisa Toms</i>	10/30/18
Assessment <b>Christine Austin</b>	<i>Christine Austin</i>	11/5/18
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only) <b>Jeff Robertson</b>		
Vice President for Academic Affairs <b>Phillip Bridgmon</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
**Master of Business Administration**



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)

**Reconfigure the existing MBA as follows:**

- 1) **No longer require BUAD 6103 (Research Methods) or BUAD 6903 (Industry Analysis) which reduces the number of required "core" hours to 24 hours ( or eight courses).**
- 2) **Have three "tracks" for MBA students:**
  - a. ***General Business MBA*: 30 total hours comprised of the 24 core hours and six electives hours.**
  - b. ***MBA with BDA concentration*: 33 total hours comprised of the 24 core hours and nine additional hours of specified BDA courses.**
  - c. ***MBA with Digital Marketing concentration*: 33 total hours comprised of the 24 core hours and nine additional hours of specified marketing courses.**

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

**The change will have little impact on staffing. With a prudent course rotation plan for the electives and the deletion of the two existing courses, the current faculty in the College of Business should be able to teach the new courses in the concentrations.**

Answer the following Assessment questions:

- a. How does the program change align with the university mission?  
**This changes the current "lock-step" MBA program to one that allows students to choose an area of concentration or to pursue a more general MBA option. This aligns with "Arkansas Tech University is dedicated to student success, access, and excellence..."**
- 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. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program?  
**Employers in the region have indicated a demand for graduates with more and deeper analytical skills. Both of the new concentrations focus on data, analysis, and crafting strategy using the results of the analysis.**
  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.  
**The existing MBA is in its second year of existence. No assessment data has been gathered.**
- b. 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.  
**Currently no Arkansas universities offer complete concentrations in either Digital Marketing or BDA. Similar programs are listed below.**  
  
**ASU – MBA with concentration in Marketing (as well as five other concentrations)**  
**UA – Fayetteville has a graduate certificate in Business Analytics (12 hours) that can be used to complete the Professional MIS master degree program.**

- c. 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.)

Learning Goal	Objective
1. Students use technology to support business decisions.	Students analyze data with both spreadsheets and databases that will support sound business decisions.
2. Students demonstrate communication skills in a business context.	a. Students orally defend ideas that lead to better business decisions. b. Students present professionally written ideas that lead to better business decisions.
3. Students use an ethical decision-making framework in a business context.	Students analyze situations involving ethical issues and make ethical business decisions.
4. Students demonstrate the foundation knowledge for conducting business.	Students apply appropriate business knowledge to make business decisions.

The College of Business is currently developing an Assurance of Learning (AoL) plan. The attached rubrics will be used in the core MBA classes to assess student learning outcomes. The completed AoL plan will detail the specific classes that will be used to collect data, a schedule for analyzing data, and a process for “closing the loop.” Note that the Technology Rubric will be used during the Fall 2018 semester to collect data in the Business Information Analysis Course (currently designated as MGMT 6203 but with a proposed cosmetic change to BDA 6203).

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

### Existing MBA Program

ACCT 6103	Accounting Analysis
BUAD 6103	Research Methods
BUAD 6203	Business Information Analysis
BUAD 6903	Industry Analysis
ECON 6103	Managerial Economics
FIN 6103	Corporate Financial Management
MGMT 6103	Organization Management & Leadership
MGMT 6203	Decision Modeling
MGMT 6903	Corporate Strategic Management
MKT 6103	Strategic Marketing Management

## **Proposed MBA Program**

**General Business MBA – 24 Core hours + 6 hours of MBA electives**

### **24 Core MBA Curriculum Hours**

ACCT 6103	Accounting Analysis
BDA 6203	Business Information Analysis (cosmetic change of subject designator)
ECON 6103	Managerial Economics
FIN 6103	Corporate Financial Management
MGMT 6103	Organization Management & Leadership
MGMT 6203	Decision Modeling in Supply Chain Management (cosmetic name change)
MGMT 6903	Corporate Strategic Management
MKT 6103	Digital Marketing Strategy (cosmetic name & description change)

### **Six (6) Elective MBA Curriculum Hours**

BDA/MKT 6323	Applied Predictive Analytics (new cross-listed course)
BDA 6343	Advanced Analytics (new course)
BDA 6353	Big Data Strategies
BDA 6363	Analytics Strategy (new course)
MKT 6113	Strategic Social Media Marketing (new course)
MKT 6153	Consumer Insights (new course)
MKT 6093	Special Topics in Marketing

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**Note that the details for the MBA – Digital Marketing concentration and the MBA – BDA concentration are included in the separate ADHE LON 3 forms that are part of this overall proposal to update the current MBA program.**

# MBA Technology Rubric

<i>Performance Dimension</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p><b><u>Solve a business problem</u></b></p> <ol style="list-style-type: none"> <li>1. Student selected an appropriate software application.</li> <li>2. Student documented the problem solving process (i.e., included assumptions made, clearly labeled input and output, etc.)</li> <li>3. Student correctly used appropriate functions available in the software</li> </ol> <p><b><u>Reporting results of analysis</u></b></p> <ol style="list-style-type: none"> <li>1. Student chose correct software to communicate the results of analysis.</li> <li>2. Student formatted the communication correctly.</li> <li>3. Student used functions of the software application to communicate effectively (tables, charts, graphs, animation, etc.)</li> </ol>			

# MBA Ethics Rubric

<i>Performance Dimension</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p><b><i>Ethical Issues: Identify, Evaluate, Solve</i></b></p> <ol style="list-style-type: none"> <li>1. Student correctly identified and defined any ethical issues</li> <li>2. Student documented the decision process used for determining if there is an ethical issue (i.e., answers the question "how do you know")</li> <li>3. Student discussed the nuances of the ethical issue and proposed solutions</li> </ol> <p><b><i>Ethical Issues: Other</i></b></p> <ol style="list-style-type: none"> <li>1. Student solution(s) acknowledge impact on principal, agent, and other stakeholder's interests</li> <li>2. Student solution(s) consider underlying environment (culture, religious, country, etc.)</li> <li>3. Student solution(s) demonstrate ethical leadership at all levels when facing an ethical dilemma</li> </ol>			

# MBA

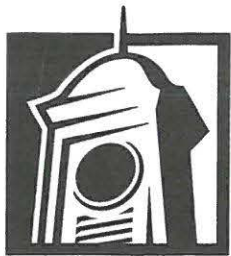
## Oral Communication Rubric

<i>Performance Dimension</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p style="text-align: center;"><b>Organization</b></p> <ol style="list-style-type: none"> <li>1. Presentation flows logically.</li> <li>2. Presentation is an appropriate length</li> </ol>			
<p style="text-align: center;"><b>Supporting Visuals</b></p> <ol style="list-style-type: none"> <li>1. Any links to videos/software in presentation work smoothly</li> <li>2. Student provided professional visual aids (content/appearance)</li> <li>3. Student used relevant visual aids that helped foster understanding of the content</li> <li>4. Visual aids are not cluttered</li> <li>5. Visual aids are not distracting</li> </ol>			
<p style="text-align: center;"><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Student provided appropriate content (depth &amp; breadth, language, etc.) for graduate audience</li> <li>2. Sources are appropriately cited</li> <li>3. Content is relevant</li> <li>4. Data analysis included is appropriate/relevant</li> <li>5. Content meets all assignment requirements</li> </ol>			
<p style="text-align: center;"><b>Delivery</b></p> <ol style="list-style-type: none"> <li>1. Student has a clear/audible speaking voice</li> <li>2. Student enunciates clearly</li> <li>3. Student looks into the camera (i.e., makes "eye contact")</li> <li>4. Student is very persuasive when "telling the story"</li> <li>5. Student makes appropriate transition statements between sections/presenters</li> <li>6. Student does not use "fillers" such as um, and, uh, like, you know, etc.</li> <li>7. Student speaks extemporaneously (i.e., does not read slides)</li> </ol>			
<p style="text-align: center;"><b>Presence</b></p> <ol style="list-style-type: none"> <li>1. Student is properly attired</li> <li>2. Student displays good posture</li> <li>3. Student uses movement and gestures to appropriately reinforce content.</li> </ol>			

# MBA

## Written Communication Rubric

<i>Performance Dimension</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<b>Organization/Format</b>			
<ol style="list-style-type: none"> <li>1. Paper flows logically</li> <li>2. Paper follows all required formatting instructions.</li> <li>3. Paper includes appropriate transitions between sections</li> </ol>			
<b>Content</b>			
<ol style="list-style-type: none"> <li>1. Content meets all assignment requirements</li> <li>2. Content presents all main ideas/topics clearly</li> <li>3. Content presents all main ideas/topics concisely without "filler"</li> <li>4. Student provided a synthesis of information/ideas presented that facilitated an understanding of the material</li> <li>5. Student presented material in an unbiased/objective manner</li> </ol>			
<b>Grammar/Vocabulary</b>			
<ol style="list-style-type: none"> <li>1. Paper includes proper punctuation.</li> <li>2. Paper does not include any misspelled words.</li> <li>3. Paper does not have any subject/verb disagreements.</li> <li>4. Paper includes proper capitalization.</li> <li>5. Paper uses correct words (their/there, to/two/too, etc.)</li> <li>5. Paper uses professional vocabulary &amp; acronyms appropriately</li> <li>6. Paper written in proper "voice" as required by assignment (1st vs. 3rd person)</li> </ol>			
<b>Citations</b>			
<ol style="list-style-type: none"> <li>1. Student used a sufficient number of quality sources.</li> <li>2. All direct quotes are properly referenced in the body of the paper.</li> <li>3. All paraphrased information is properly referenced in the body of the paper.</li> <li>4. Student correctly followed APA documentation requirements for type of assignment</li> </ol>			



# ARKANSAS TECH UNIVERSITY

## NEW OPTION, EMPHASIS, CONCENTRATION, or MINOR ADHE LETTER OF NOTIFICATION – 3

Department Initiating Proposal	Date
College of Business/ Management and Marketing	11/29/18

Title	Signature	Date
Department Head	<i>Kim Inobay</i>	10/29/18
Dean	<i>Lpa Jones</i>	10/29/18
Assessment	<i>Chris Smith</i>	11/5/18
Registrar	<i>Shelley</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
MBA – Business Data Analytics Concentration



## LETTER OF NOTIFICATION – 3 NEW OPTION, EMPHASIS, CONCENTRATION, or MINOR

(Maximum 18 semester credit hours of theory courses and 6 credit hours of practicum courses)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title:
3. Phone number/e-mail address:
4. Proposed effective date: **Summer 2019**
5. Title of existing degree program. Indicate if the degree listed above is approved for distance delivery)  
**Master of Business Administration – this program is approved for distance delivery**
6. CIP Code: **52.1399**
7. Degree Code:
8. Proposed name of new option/emphasis/concentration/minor (circle one): **Business Data Analytics**
9. Reason for proposed action: **To provide MBA students with the opportunity to gain depth of knowledge in data analytics along with the breadth of knowledge in an existing MBA.**
10. New option/emphasis/concentration/minor objective: **To prepare graduates to be mid-level managers who have an understanding of data analysis and its use in crafting strategy.**
11. Provide the following:
  - a. Curriculum outline: List of courses in new option/emphasis/concentration/minor – Underline required courses  
**Business Data Analytics Concentration (9 hours + BDA 6203 from core)**  
**Required:**  
BDA 6203 Business Information Analysis (cosmetic change)  
BDA 6323 Applied Predictive Analytics (new course/cross listed with MKT 6323)  
BDA 6343 Advanced Analytics (new course)  
BDA 6363 Analytics Strategy (new course)  
  
**Other electives in BDA:**  
BDA 6353 Big Data Strategies (new course)  
BDA 6073 Special Topics in BDA (new course)
  - b. Provide degree plan that includes new option/emphasis/concentration/minor  
**Proposed MBA Program**  
**24 hours MBA Core Curriculum**  
ACCT 6103 Accounting Analysis  
BDA 6203 Business Information Analysis (cosmetic change)  
ECON 6103 Managerial Economics  
FIN 6103 Corporate Financial Management  
MGMT 6103 Organizational Management & Leadership  
MGMT 6203 Decision Modeling in Supply Chain Management (cosmetic change)\*  
MGMT 6903 Corporate Strategic Management  
MKT 6103 Digital Marketing Strategy (cosmetic change)

**Business Data Analytics Concentration (9 hours + BDA 6203 from core)**

**Required:**

**BDA 6323 Applied Predictive Analytics (new course/cross listed with MKT 6323)**

**BDA 6343 Advanced Analytics (new course)**

**BDA 6363 Analytics Strategy (new course)**

**Other electives in BDA:**

**BDA 6353 Big Data Strategies (new course)**

**BDA 6073 Special Topics in BDA (new course)**

- c. Total semester credit hours required for option/emphasis/concentration/minor  
(Option range: 9–24 semester credit hours) **12**

- d. New courses and new course descriptions

**BDA 6073: Special Topics**

This course offers an in-depth exploration of selected business data analytics topics. The primary topic will vary from offering to offering. Course may be repeated up to three times if each is a different topic. *Prerequisites: MGMT 6203, BDA 6203, and BDA 6323.*

**BDA 6323: Applied Predictive Analytics**

This course will explore multivariate techniques to analyzing data (e.g. multivariate regression, discriminant analysis, logistic regression, market-basket analysis, forecasting and other analytic techniques). The focus of the course will be providing input for organizational strategic decision-making. As an applied analytics course, emphasis will be on application of predictive analytic techniques explored through conceptual, computational, procedural and computer applications. *Prerequisites: MGMT 6203 and BDA 6203.*

**BDA 6343: Advanced Analytics**

This course will explore advanced analytic techniques such as machine learning and artificial intelligence as well as cluster analysis, decision trees and other advanced statistical techniques. The student will formulate advanced models and explore their use to solve complex business problems. *Prerequisites: BDA 6323.*

**BDA 6363: Analytics Strategy**

This course focuses on management of data analytics activities within an organization. Data identification, acquisition, cleansing, and analysis activities will be discussed as part of an organization's overall data, I.T. and corporate strategy. The course will explore the analytics manager's role in aligning the activities of the analytics function with the organizations data, information and corporate strategy. *Prerequisites: BDA 6323 and BDA 6343.*

**BDA 6353: Big Data Strategies**

This cutting-edge course delivers sophisticated material in an easy-to-understand, accessible way. Students will learn the foundational knowledge and tools needed to seize the opportunities that big data analytics presents as well as how to align these efforts with the organizational goals and strategies.

- e. Goals and objectives of program option/emphasis/concentration/minor
1. To make the MBA at ATU more applicable to the current and future business environment.
  2. To offer students a program that gives them a competitive advantage in their current or future careers.
  3. To give students a deeper understanding of data, its origins and its current uses.
  4. To prepare students for a business environment that relies heavily on data analysis for all types of decisions.
  5. To train students to be better managers through the analysis of both internal and external data.

f. Expected student learning outcomes

**ATU College of Business  
Learning Goals – MBA**

Learning Goal	Objective
1. Students use technology to support business decisions.	Students analyze data with both spreadsheets and databases that will support sound business decisions.
2. Students demonstrate communication skills in a business context.	Students orally defend ideas that lead to better business decisions.
	Students professionally present written ideas that lead to better business decisions.
3. Students use an ethical decision-making framework in a business context.	Students analyze situations involving ethical issues and make ethical business decisions.
4. Students demonstrate the foundation knowledge for conducting business.	Students apply appropriate business knowledge to make business decisions.

g. Documentation that program option/emphasis/concentration/minor meets employer needs (if applicable)

h. Student demand (projected enrollment) for program option/emphasis/concentration/minor  
**ATU College of Business predicts between 8-10 students will enroll the first year.**

i. Name of institutions offering similar program option/emphasis/concentration/minor and the institution(s) used as a model to develop the proposed program option/emphasis/concentration/minor (if applicable)

**Currently, no Arkansas universities offers a complete concentrations in Business Data Analytics. Programs that are similar are listed below.**

**UA – Fayetteville has a graduate certificate in Business Analytics (12 hours) that can be used to complete the Professional MIS master degree program, but is not a part of their MBA program.**

12. Institutional curriculum committee review/approval date:

13. Will the new option/emphasis/concentration/minor be offered via distance delivery? If yes, indicate mode of distance delivery: **Yes, the existing MBA is offered completely online, and this concentration will be as well.**

14. Explain in detail the distance delivery methods/procedures to be used: **ATU utilizes the LMS BlackBoard to delivery its online programs.**

15. Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used. **No additional costs are required for this concentration. The deletion of two courses taught by existing faculty free them to teach these courses.**

16. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer

Date:



# ARKANSAS TECH UNIVERSITY

## NEW OPTION, EMPHASIS, CONCENTRATION, or MINOR ADHE LETTER OF NOTIFICATION – 3

Department Initiating Proposal	Date
College of Business/ Management and Marketing	11/29/18

Title	Signature	Date
Department Head	<i>Kevin Soboy</i>	10/29/18
Dean	<i>Lisa Jones</i>	10/29/18
Assessment	<i>Chris Smith</i>	11/5/18
Registrar	<i>J. Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
MBA – Digital Marketing Concentration

## LETTER OF NOTIFICATION – 3 NEW OPTION, EMPHASIS, CONCENTRATION, or MINOR

(Maximum 18 semester credit hours of theory courses and 6 credit hours of practicum courses)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title:
3. Phone number/e-mail address:
4. Proposed effective date: **Summer 2019**
5. Title of existing degree program: (Indicate if the degree listed above is approved for distance delivery) **Master of Business Administration – this program is approved for distance delivery**
6. CIP Code: **52.1499**
7. Degree Code:
8. Proposed name of new option/emphasis/concentration/minor (circle one): **Digital Marketing**
9. Reason for proposed action: **To provide MBA students with the opportunity to gain depth of knowledge in digital marketing along with the breadth of knowledge in an existing MBA.**
10. New option/emphasis/concentration/minor objective: **To prepare graduates to be mid-level managers who have an understanding of digital marketing and its use in crafting strategy.**
11. Provide the following:
  - a. Curriculum outline - List of courses in new option/emphasis/concentration/minor – Underline required courses

**Required**

**MKT 6103 Digital Marketing Strategy**

**MKT 6323 Applied Predictive Analytics (new course/cross listed with BDA 6323)**

**Plus 6 hours selected from:**

**MKT 6113 Strategic Social Media Marketing (new course)**

**MKT 6153 Consumer Insights (new course)**

**MKT 6093 Special Topics in Marketing (existing course)**

- b. Provide degree plan that includes new option/emphasis/concentration/minor

**Proposed MBA Program**

**24 hours MBA Core Curriculum**

**ACCT 6103 Accounting Analysis**

**BDA 6203 Business Information Analysis (cosmetic change)**

**ECON 6103 Managerial Economics**

**FIN 6103 Corporate Financial Management**

**MGMT 6103 Organizational Management & Leadership**

**MGMT 6203 Decision Modeling in Supply Chain Management (cosmetic change)\***

**MGMT 6903 Corporate Strategic Management**

**MKT 6103 Digital Marketing Strategy (cosmetic change)**

**Digital Marketing Concentration (9 hours + MKT 6103 from core)**

**Required**

**MKT 6323 Applied Predictive Analytics (new course/cross listed with BDA 6323)**

**Plus 6 hours selected from:**

**MKT 6113 Strategic Social Media Marketing (new course)**

**MKT 6153 Consumer Insights (new course)**

**MKT 6093 Special Topics in Marketing (existing course)**

- c. Total semester credit hours required for option/emphasis/concentration/minor. Option range: 9–24 semester credit hours - **12**
- d. New courses and new course descriptions

**MKT 6323: Applied Predictive Analytics**

**This course will explore multivariate techniques to analyzing data (e.g. multivariate regression, discriminant analysis, logistic regression, market-basket analysis, forecasting and other analytic techniques). The focus of the course will be providing input for organizational strategic decision-making. As an applied analytics course, emphasis will be on application of predictive analytic techniques explored through conceptual, computational, procedural and computer applications. *Prerequisites: MGMT 6203 and BDA 6203.***

**MKT 6113: Strategic Social Media Marketing**

**This course examines the force of social media marketing and its place in the marketing process. The advantages and use of particular platforms will be explored, and the use of social media analytics to craft strategy will be examined.**

**MKT 6153: Consumer Insights**

**Business opportunities and decisions depend on an understanding of customer's values, needs, aspirations, and behaviors. Even more important for a specific company is gaining unique insights into its customers in order to develop products, services, and brands that differentiate the company from its competitors.**

- e. Goals and objectives of program option/emphasis/concentration/minor
  - 1. To make the MBA at ATU more applicable to the current and future business environment.**
  - 2. To offer students a program that gives them a competitive advantage in their current or future careers.**
  - 3. To give students a deeper understanding of data, its origins and its current uses.**
  - 4. To prepare students for a business environment that relies heavily on data analysis and social media for all types of marketing decisions.**
  - 5. To train students to be better marketing managers through the analysis of both internal and external data.**

f. Expected student learning outcomes

**ATU College of Business  
Learning Goals – MBA**

Learning Goal	Objective
1. Students use technology to support business decisions.	Students analyze data with both spreadsheets and databases that will support sound business decisions.
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- g. Documentation that program option/emphasis/concentration/minor meets employer needs (if applicable)
  - h. Student demand (projected enrollment) for program option/emphasis/concentration/minor  
**ATU College of Business predicts 8-10 students will enroll the first year.**
  - i. Name of institutions offering similar program option/emphasis/concentration/minor and the institution(s) used as a model to develop the proposed program option/emphasis/concentration/minor (if applicable)  
**Currently, no Arkansas universities offer complete concentrations in Digital Marketing Programs that are similar include ASU which has an MBA with a concentration in Marketing (as well as five others)**
12. Institutional curriculum committee review/approval date:
13. Will the new option/emphasis/concentration/minor be offered via distance delivery? If yes, indicate mode of distance delivery: **Yes, the existing MBA is offered completely online, and this concentration will be as well.**
14. Explain in detail the distance delivery methods/procedures to be used: **ATU utilizes the LMS BlackBoard to delivery its online programs.**
15. Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used. **No additional costs are required for this concentration. The deletion of two courses taught by existing faculty free them to teach these courses.**
16. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:  
Board of Trustees Notification Date:  
Chief Academic Officer

Date: