

September Curriculum Committee/October Faculty Senate

College of Arts and Humanities – Department of Art

1. Delete ART 1001: Introduction to Art, from the course descriptions;
2. Modify the Curriculum in Art for Teacher Licensure, as follows: (a) add TECH 1001: Orientation to the University; (b) delete ART 1001: Introduction to Art; and (c) add ART 3153: History of Digital Art, to the list of courses approved to satisfy the Art history electives in footnote 2;
3. Modify the Curriculum in Bachelor of Fine Arts Fine Arts, Bachelor of Arts Fine Arts, Game and Interactive Media Design, and Graphic Design, as follows: (a) add TECH 1001: Orientation to the University; (b) delete ART 1001: Introduction to Art; and (c) add ART 3153: History of Digital Art, to the list of courses approved to satisfy the Art history electives in footnote 3; and
4. Modify the Curriculum in Game and Interactive Media Design, as follows: (a) change COMS 2203: Foundations of Computer Programming II, TO: COMS 2203: Foundations of Computer Programming II, OR ART 2403: Color Theory, or ART 2413: 3D Design; (b) move GAME 4830: Game Theory, FROM: senior fall semester, TO: junior spring semester; and (c) move 3 hours of fine arts and humanities from junior spring semester to senior fall semester.

College of Arts and Humanities – Department of Communication and Journalism

1. Delete COMM 3043: Advanced Public Speaking;
2. Add COMM 3053: Health Communication, to the course descriptions;
3. Add COMM 4223: Communication and Gender, to the course descriptions;
4. Modify the Curriculum in Communication Speech Option, as follows: (a) add COMM 3003: Interpersonal Communication, as a required course; (b) delete 3 hours of 3000-4000 level electives; and (c) add COMM 3003: Interpersonal Communication, to the list of required courses in the introduction section of the program;
5. Modify the Curriculum in Journalism Broadcast and Public Relations Options, as follows: (a) delete JOUR 3143: News Reporting; and (b) add 3 hours approved major electives; and
6. Modify the Curriculum in Journalism Print Option, as follows: (a) delete JOUR 4053: Mass Communication Seminar; (b) add 3 hours approved major electives; and (c) delete JOUR 4053: Mass Communication Seminar, from the introduction section of the program.

College of Arts and Humanities – Department of English and World Languages

1. Add SPAN 2001: La Casa immersion Experience, to the course descriptions (SPRING START);
2. Change the course number for SPAN 3382: Principles of Interpretation, to 3383;
3. Modify the Minor in Spanish Medical Interpretation, as follows: (a) delete SPAN 3213 Advanced Grammar and Usage; (b) change SPAN 3382: Principles of Interpretation, to 3383; and (c) change the total hours of the minor to 18 hours; and
4. Modify the Certificate of Proficiency in Spanish for Medical Interpretation, as follows: (a) change SPAN 3382: Principles of Interpretation, to 3383; and (b) change the total hours of the certificate to 21 hours.

College of Arts and Humanities – Department of History and Political Science

1. Add PHIL 3123: Environmental Ethics, to the course descriptions; and
2. Add POLS 4033: Principles of Legal Study, to the course descriptions.

College of Business

1. Modify the College of Business – Business Core Requirements, as follows: (a) delete ACCT 3063: Managerial Accounting, or ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking, from the Business Core Requirements; (b) BSBA Finance will continue to require ECON 3003: Money and Banking, and (c) BSBA Accounting will continue to require ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking, as major requirements.

College of Business – Department of Accounting, Finance, and Economics

1. Modify the Curriculum in Accounting, as follows: add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester; and
2. Modify the Curriculum in BSBA Finance, as follows: (a) delete ACCT 3063: Managerial Accounting; ~~(b) add 4 hours of Economics Electives at the 3000-4000 level;~~ (b) add 3 hours of Economics Electives at the 3000-4000 level; (c) delete 3 hours of electives; (d) add MATH 2243: Calculus for Business and Economics; and (e) add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester.

College of Business – Department of Management and Marketing

1. Modify the Curriculum in BSBA Business Data Analytics, as follows: (a) change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change); (b) delete ACCT 3063: Managerial Accounting, or ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking; (c) add 6 hours of Specified Electives from the below list: 3 hours Advanced Elective from the following courses: MKT 4013: Digital Metrics, FIN 4033: Financial Modeling, COMS 1333: Web Publishing, or COMS 2104: Foundations of Computer Programming I (Prerequisite COMS 1403/1411) and 3 hours Support Elective from the following courses: MKT 3063: Social Media Marketing, PHIL 3103: Logic, HIM 4063: Organization and Administration (Prerequisite HIM 3023), or MGMT 4103: Supply Chain Management; and (d) add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester;
2. Modify the Curriculum in BSBA Management – Business Management, Entrepreneurship, and Human Resource Management Tracks, as follows: (a) delete ACCT 3063: Managerial Accounting and ECON 3003: Money and Banking; (b) add 6 hours of Marketing Management Electives at the 3000-4000 level; and (c) add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester;

3. Modify the Curriculum in BSBA Marketing – Digital Marketing and Marketing Strategy Tracks, as follows: (a) delete ACCT 3063: Managerial Accounting and ECON 3003: Money and Banking; (b) add 6 hours of College of Business Electives at the 3000-4000 level; and (c) add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester;
4. Modify the Curriculum in Business Education for Teacher Licensure, as follows: add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester; and
5. Modify the Minor in Business Data Analytics, as follows: change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change).

College of Engineering and Applied Sciences - Department of Emergency Management

1. Add EAM 2413: UAVs in Emergency Management, to the course descriptions; and
2. Add EAM 4093: Grants, to the course descriptions.

College of Engineering and Applied Sciences - Department of Parks, Recreation, & Hospitality Administration

1. Add RP 4573: Interventions in Therapeutic Recreation II, to the course descriptions; and
2. Modify the Curriculum in Recreation and Park Administration Therapeutic Recreation Emphasis, as follows: (a) delete RP4013: Recreation and Park Administration; (b) move RP4373: Interventions in Therapeutic Recreation, from the senior spring semester to the senior fall semester; and (c) add RP 4573: Interventions in Therapeutic Recreation II.

College of Engineering and Applied Sciences - Department of Computer & Information Science

1. Change the course number for COMS 2700: Networking and Architecture Laboratory, TO: 2701; and change the title TO: Computer Architecture and Networks Laboratory;
2. Change the course number for COMS 4700: Data Communications and Networking Lab, TO: 4701;
3. ~~Change the course number for COMS 4710: Heterogeneous Networks Lab, TO: 4711; Retracted proposal for consideration.~~
4. Modify the Curriculum in Computer Science, as follows: (a) delete 2 hours of upper-level electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and (d) modify footnote 3 FROM: ³This management elective is to be selected from COMS 4053 Information Systems Resource Management, COMS 4063 IT Project Administration IT Project Administration, or MGMT course approved jointly by the Department of Management and Marketing and the Department of Computer and Information Science; TO: ³This management elective is to be selected from COMS 4053 Information Systems Resource Management, COMS 4063 IT Project Administration IT Project Administration, or 3000-4000-level MGMT course approved jointly by the Department of Management and Marketing and the Department of Computer and Information Science;

5. Modify the Curriculum in Computer Science for Teacher Licensure, as follows: (a) delete 7 hours of electives; (b) delete COMS 4801: Special Methods in Computer Science Education; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) add CSEC 2113: Introduction to Information Systems; and ~~(e) add COMS 4703: Data Communications and Networks, and COMS 4701: Data Communications and Networking Lab;~~ (e) add COMS 4703: Data Communications and Networks, and COMS 4701: Data Communications and Networking Lab;
6. Modify the Curriculum in Information Systems, as follows: (a) delete 2 hours of electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; and (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and
7. Modify the Curriculum in Information Technology, as follows: (a) delete COMS 2003: Microcomputer Applications; (b) add 2 hours 2000 or upper level COMS elective; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) delete one hour of upper level elective; and (e) change COMS 4700: Data Communications and Networking Lab, TO: 4701.

College of Natural and Health Sciences – Department of Biological Sciences

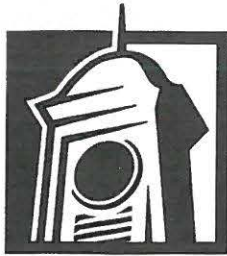
1. Modify the Curriculum in Fisheries and Wildlife, as follows: Fisheries Option (a) delete CHEM 3254: Fundamentals of Organic Chemistry, as an organic chemistry option; (b) reduce the number of physical science group credits from 7-8 to 4; (c) delete GEOL 3083: Hydrogeology, from the physical science group option list; (d) add BIOL3004: Plant Taxonomy, or BIOL4044: Dendrology, as a required course; and Wildlife Option (a) delete CHEM 3254: Fundamentals of Organic Chemistry, as an organic chemistry option; and (b) delete GEOL3083: Hydrogeology, from the physical science group option list.

College of Natural and Health Sciences – Department of Mathematics

1. Delete MATH 4772: Mathematics Teaching Practicum, from the course descriptions;
2. Add the following courses to the course descriptions:
MATH 3703: Mathematics in the Secondary Schools; and
MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation; and
3. (a) Modify the prerequisites for MATH 4703: Special Methods in Mathematics, FROM: Prerequisites: SEED 2002: Education as a Profession, and junior standing or permission of the instructor; TO: Admission to Stage II of the teacher education program; (b) add the co-requisites: Co-requisites: SEED 4054: Educating Developing, Diverse, and Exceptional Learners, and SEED 4556: Classroom Application of Educational Psychology; and (c) modify the course description FROM: This course, designed for prospective junior and senior high mathematics teachers, will provide the student with knowledge of current research and practice in mathematics education, a setting in which to apply that knowledge, and the opportunity to assess their teaching performance and formulate a plan for improvement. Note: A grade of C or better must be earned in the course used to satisfy the general education mathematics requirement; TO: This course provides preservice teacher candidates with knowledge of current

research and practice in mathematics education; a setting in which to apply that knowledge; and the opportunity to assess their teaching performance and formulate a plan for improvement. Note: A grade of C or better must be earned in the course used to satisfy the general education mathematics requirement;

4. Modify the Curriculum in Mathematics for Teacher Licensure, as follows: (a) delete TECH 1001: Orientation to the University; (b) add MATH 1001: Orientation to Mathematics; (c) delete 3 hours of electives; (d) add MATH 3703: Mathematics for Secondary Schools; (e) delete MATH 4772: Mathematics Teaching Practicum, (f) add MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation; (g) move MATH 4703: Special Methods in Mathematics, from the spring term of the junior year to the fall term of the senior year; and (h) move MATH 4971: Mathematics Senior Seminar, to from the fall term of the senior year to the spring term of the senior year.



ARKANSAS TECH UNIVERSITY

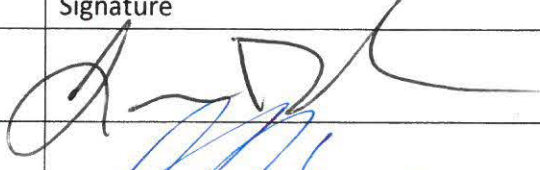

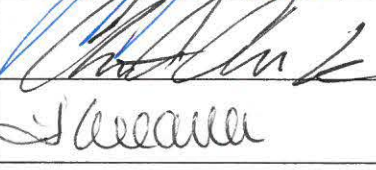

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REQUEST FOR COURSE DELETION

Registrar's Office

Department Initiating Proposal	Date
Art Department	12/04/2018

Title	Signature	Date
Department Head Summer Bruch		12/04/2018
Dean Jeff Woods		2/7/19
Assessment		3/11/19
Registrar		3/27/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ART	Course Number: (e.g., 1003) 1001
Official Catalog Title: ART 1001: Introduction to Art	
(This course will be deleted from the degree plans but stay dormant in the Banner system.)	

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

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

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

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.

Not Applicable

- b. If this course was required for the major or minor, complete the following.

1. How will program level learning outcome(s) previously addressed by this course now be addressed?

This course orients students to the university's offices, resources, procedures, and faculty. No program level outcomes are currently assessed through this course.

- c. What is the rationale for deleting this course? What evidence supports this action?

ART 1001 has negatively affected retention, made scheduling for freshman inflexible, and is unnecessary burden on the department. The team taught course was originally created to meet the same objectives as TECH 1001 and provide a platform to introduce students to all of the faculty in the department. The rationale was the interaction with all of our faculty would increase engagement and help retention. This has not proven to be true. In 2015 the course enrollment was a manageable 46 student. Enrollment has steadily increased in 2016 it was 58 students and 70 in 2017. In 2018 the enrollment was 75 students at the beginning of the semester. The large class size has made it difficult for faculty to engage with the entire class in a significant way. This is evidenced in the large number of students who have withdrawn from the course or were dropped for non-attendance. By the end of the 2018 fall semester there were only 64 students still enrolled. The significant decrease clearly shows ART 1001 is not having a positive impact on student retention. Switching the class back to TECH 1001 will offer more flexibility in students schedules. ART 1001 has only one section while there are many Tech 1001 sections, offering students more flexibility in their schedules. The Art Department is already under staffed with 6 out of 10 faculty teaching overloads, 6 faculty out of 10 teaching one or more sections of special projects for no compensation. In 2019 our projected increase in enrollment will increase 10% in Art and 30% in Game and Interactive Media. It is no longer feasible to continue teach ART 1001. The course will remain dormant in Banner if it becomes feasible in the future.

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

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Art	12/18/2018

Title	Signature	Date
Department Head	Summer Bruch	12/18/2018
Dean		2/7/19
Assessment		3/11/19
Registrar		3/27/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Curriculum in Art for Teacher Licensure

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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)

The Department of Art would like to require TECH 1001: Orientation to the University, and delete ART 1001: Introduction to Art, from the curriculum. Include this change in the Curriculum in Art for Teacher Licensure.

Add ART 3153: History of Digital Art, to footnote 2

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

TECH 1001 will need added seat for approximately 80 students.

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Answer the following Assessment questions:

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

TECH 1001 helps orient first generation college students the offices, staff and resources available to them at Tech.

- 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?

ART 1001 has negatively affected retention, made scheduling for freshman inflexible, and is unnecessary burden on the department. The team taught course was originally created to meet the same objectives as TECH 1001 and provide a platform to introduce students to all of the faculty in the department.

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

In 2015 the course enrollment was a manageable 46 student. Enrollment has steadily increased in 2016 it was 58 students and 70 in 2017. In 2018 the enrollment was 75 students at the beginning of the semester. The large class size has made it difficult for faculty to engage with the entire class in a significant way. This is evidenced in the large number of students who have withdrawn from the course or were dropped for non- attendance. By the end of the 2018 fall semester there were only 64 students still enrolled. The significant decrease clearly shows ART 1001 is not having a positive impact on student retention. Switching the class back to TECH 1001 will offer more flexibility in students schedules. ART 1001 has only one section while there are many Tech 1001 sections, offering students more flexibility in their schedules.

- 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.

Not Applicable

- 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.)

Not Applicable

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

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In the attached matrix, include requested changes in the matrix and include course number and title. **Registrar's Office**

Curriculum Matrix for Catalog Curriculum in Art for Teacher Licensure	
Freshman Fall Semester Add: TECH 1001: Orientation to the University Delete: ART 1001: Introduction to Art Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

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ARKANSAS TECH UNIVERSITY

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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Art	12/18/2018

Title	Signature	Date
Department Head	Summer Bruch	12/18/2018
Dean		2/7/19
Assessment		3/11/19
Registrar		3/27/19
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: Curriculum in BA Fine Arts, BFA Fine Arts, Game and Interactive Media Design, and Graphic Design

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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)

The Department of Art would like to require TECH 1001: Orientation to the University, and delete ART 1001: Introduction to Art, from the curriculum. Include this change in the Curriculum in BA Fine Arts, BFA Fine Arts, Game and Interactive Media Design, and Graphic Design.

Add ART 3153: History of Digital Art to Footnote 3

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

TECH 1001 will need added seat for approximately 80 students.

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Answer the following Assessment questions:

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

Registrar's Office

TECH 1001 helps orient first generation college students the offices, staff and resources available to them at Tech.

- 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?

ART 1001 has negatively affected retention, made scheduling for freshman inflexible, and is unnecessary burden on the department. The team taught course was originally created to meet the same objectives as TECH 1001 and provide a platform to introduce students to all of the faculty in the department.

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

In 2015 the course enrollment was a manageable 46 student. Enrollment has steadily increased in 2016 it was 58 students and 70 in 2017. In 2018 the enrollment was 75 students at the beginning of the semester. The large class size has made it difficult for faculty to engage with the entire class in a significant way. This is evidenced in the large number of students who have withdrawn from the course or were dropped for non-attendance. By the end of the 2018 fall semester there were only 64 students still enrolled. The significant decrease clearly shows ART 1001 is not having a positive impact on student retention. Switching the class back to TECH 1001 will offer more flexibility in students schedules. ART 1001 has only one section while there are many Tech 1001 sections, offering students more flexibility in their schedules.

- 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.

Not Applicable

- 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.)

Not Applicable

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

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

Curriculum Matrix for Catalog Curriculum in BA Fine Arts, BFA Fine Arts, Game and Interactive Media Design, and Graphic Design	
<p>Freshman Fall Semester</p> <p>Add/Change: TECH 1001</p> <p>Delete :ART 1001</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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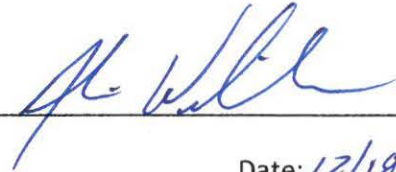
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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Student Personnel	This department <input type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Art would like to require TECH 1001: Orientation to the University, and delete ART 1001: Introduction to Art, from the curriculum. Include this change in the Curriculum in Art for Teacher Licensure, BA Fine Arts, BFA Fine Arts, Game and Interactive Media Design, and Graphic Design.	

Department Head Signature: _____



Date: 12/18/19

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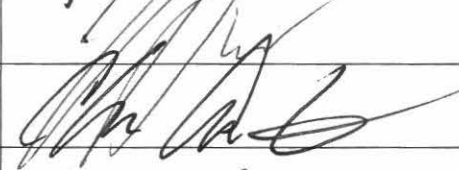
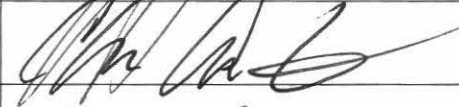

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Art Department	6/12/2019

Title	Signature	Date
Department Head Summer Bruch		6/25/2019
Dean		6/27/19
Assessment		7/1/19
Registrar		7/1/19
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: Game and Interactive Media Design

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

(1) COMS 2203 will change from a required course to an option. Students will take either COMS 2203 Foundations of Computer Programming II OR ART 2403 Color Theory OR ART 2413 3D Design in semester 4.

(2) GAME 4803- Game Theory will move from semester 7 to semester 6.

(3) 3 hours of Fine Arts & Humanities (General Education) will move from semester 6 to semester 7.

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

Computer Sciences may need one less section of COMS 2203 in the Fall and Spring Semesters and the Art Department may need to add another section of ART 2403 Color Theory and/or ART 2413 3D Design in the Fall and Spring Semesters. The ART courses will be taught by an adjunct. No extra space should be needed to accommodate the course. Switching GAME 4803 and 3 hours of Fine Arts & Humanities General Education should require no changes to staffing or space allocation.

Answer the following Assessment questions:

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

The changes are designed to improve student success and build greater development in the new GAME-BFA major by expanding course options.

- 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?

Opening up the option to GAME majors to either focus on programming (COMS 2203) or art/design (ART 2403/2413) in one three hour 2000-level course will allow students to focus on the aspect of Game design in which they excel. The game and interactive media design industry has a wide range of specialties and professions, some of which would benefit from more focus in one area or the other.

GAME 4803 is currently offered only in the Spring but it is incorrectly listed on the degree plan to be taken in the fall semester.

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

Students who want to specialize in game or interactive media art and design will now have the option to take an additional foundation level ART 2403 or 2413 course, giving them valuable experience and knowledge in color theory or 3D design.

Students who are interested in expanding their knowledge of programming will still have the option to take COMS 2203.

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

See attached "Student Learning Assessment Evidence"

- 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.

This program change puts the ATU GAME program more in line with the Game program at SAU, which has programming classes listed as options in a group of art, design and programming classes (see attached "South Arkansas University Game, Animation and Simulation BFA Catalog"). SAU's program also requires one more art foundations course (3D Design) than ATU.

- 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.)

See Attached "Game & Interactive Media Design Program Assessment Plan"

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

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

Curriculum Matrix for Catalog Curriculum in Game and Interactive Media Design (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: ART 2403 OR ART 2413 OR COMS 2203 Delete: COMS 2203 – Foundations of Computer Programming 2 Total Hours: 17
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: GAME 4803 Delete: 3 hrs Fine Arts/Humanities Total Hours: 15
Senior Fall Semester Add/Change: 3 hrs Fine Arts/Humanities Delete: GAME 4803 Total Hours: 14	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Opening up the option to GAME majors to either focus on programming (COMS 2203) or art/design (ART 2403/2413) in one three hour 2000-level course will allow students to focus on the aspect of Game design in which they excel. The game and interactive media design industry has a wide range of specialties and professions, some of which would benefit from more focus in one area or the other.	

Department Head Signature:

Linaf Mahphel

Date: 6/14/2019

Program Goal/Objective	Program Learning Outcomes	Assessment Methods and Criteria	Assessment Data collection	Results	Planned Improvements Based on Results
1. Critical Analysis -	Objectively participate in class critiques and respond with/ to constructive criticism.	<p>A. Exams, research, presentation, assignments - must make a "C" or above to continue to Upper Division course work</p> <p>B. 90% of students completing the Senior Exhibit will demonstrate a high level of professional competency in presenting and responding to constructive criticism in response to the final assessment of their overall work by the faculty as well as students enrolled in senior project.</p> <p>C. 80% of students participating in the sophomore review will exhibit professional dispositions and attitudes when receiving constructive criticism of portfolios presented.</p> <p>D. 90% of the students will rate the program with a 4 or 5 using a Likert scale (5 being the highest) regarding the quality of instruction and challenging curriculum.</p>	<p>A. Sophomore Review – ART 3001</p> <p>B. Senior Game Project II – GAME 4023, Senior Exhibition</p> <p>C. Sophomore Review – ART 3001</p> <p>D. Senior Exit Survey</p>	<p>A. See Related documents on Weave: SophReview_FinalGrades_fall2018, Spring 2019 SophReview_face2face_finalgradeCharts.doc</p> <p>B. See related document on Weave: SeniorAssess_Game_2019.docx</p> <p>C. See Related Documents on WEAVE: Sophomore Review Finals Fall 2018_Sum_Charts.docx, Soph Review Face_to_Face_Fall 18 Sum_Charts.docx</p> <p>D. 100% of GAME students rated the program 4 or 5 on the quality of instruction and challenging curriculum</p>	<p>A. Improve assignment instructions to better communicate expectations</p> <p>B. Adjust survey to reflect major specific questions.</p> <p>C. Faculty are analyzing data and participating in a revision of the assessment tools.</p> <p>D. Adjust survey to reflect major specific questions.</p>

2. Communication -	Identify and effectively apply the use of visual arts concepts and vocabulary in verbal and written formats.	<p>A. 100% of the students will pass the vocabulary test and 80% effectively use the language of art in written and spoken formats.</p> <p>B. 80% of students will average an 90 or better on question # 2 of the sophomore review final presentation</p> <p>C. 80% of the students will effectively use visual art language</p>	<p>A. Sophomore Review – ART 3001 Test & Paper</p> <p>B. Sophomore Review – ART 3001 Final Presentation Evaluations</p> <p>C. Senior Exit Surveys, GAME 4023 Senior Exhibit</p>	<p>A. 100% of students passed the vocabulary test. All students scored B and Cs. 69% passed with 80% effectively use the language of art in written formats.</p> <p>B. 29% of students scored a 90% or better on question #2 of the sophomore review final presentation</p> <p>C. Not yet measured</p>	<p>A. Add Game and Interactive Media vocabulary to exam</p> <p>B. A comprehensive revision of assessment materials is needed. Revise sophomore review materials analytic rubrics recommended.</p> <p>C. Game Senior Exhibit/Portfolio will create a presentation & written assignments where students can demonstrate their ability to use professional art and design terminology</p>
3. Tools & Technology	- Demonstrate proficiency in the use of art tools, materials, and Technology appropriate to the field.	<p>A. 80% of the students enrolled in studio classes will effectively present evidence of skill and technique appropriate to their field</p> <p>B. 100% of students demonstrate knowledge of professional expertise in the skills, techniques appropriate to the field by scoring an average of 80% or higher in sophomore review</p> <p>C. 80% of students who complete the survey will note their knowledge of professional expertise in the skills, techniques appropriate to the field.</p> <p>D. 90% of students completing the</p>	<p>A. Professional Portfolio (GAME 4901)</p> <p>B. Sophomore Review – ART 3001</p> <p>C. Senior Exit Surveys</p> <p>D. Senior Game Project II – GAME 4023</p>	<p>A. Not yet measured</p> <p>B. See Related Document: Sophomore Review Finals Fall 2018_Sum_Charts.docx, Soph Review Face-to-Face_Fall 18 Sum_Charts.docx, SophReview_FinalGrades_fall2018</p> <p>C. In progress – 1st cohort</p> <p>D. 90% of students scored an 80% or above on their final project and presentation in Senior Project II</p>	<p>A. Not yet measured</p> <p>B. Revise assessment tool, use course imbedded assessment</p> <p>C. In progress – 1st cohort</p> <p>D. None set</p>

		Senior Project will exhibit professional competency and currency in the use of skills, techniques appropriate to the field.			
4. Content	- Demonstrate an understanding of contemporary art trends, major artist's works, and historical movements.	<p>A. 80% of students will demonstrate an understanding of artists work through time as evidenced in successfully completed class work.</p> <p>B. 80% of students will demonstrate understanding of art through time through substantive written reports and gallery responses.</p> <p>C. 80% of the students enrolled in studio classes will effectively present evidence of skill and technique appropriate to their field</p>	<p>A. Art History 1 & 2</p> <p>B. History of Digital Art – ART 3153 & Game Design Theory – GAME 4803, Art History 1 & 2</p> <p>C. Professional Portfolio (GAME 4901)</p>	<p>A. Additional data required</p> <p>B. Additional data required</p> <p>C. In progress – 1st cohort</p>	<p>A. Data collection in Art History I and II</p> <p>B. An analytic rubric for writing will be developed</p> <p>C. In progress – 1st cohort</p>
5. Professionalism -	Demonstrate an understanding of professionalism required of a serious student of art and develop a substantive portfolio.	<p>A. 90% of students will successfully choose, professionally prepare works for a well-developed presentation.</p> <p>B. 90% student satisfaction in all program areas</p> <p>C. 90% of students enrolled in Senior Project will have developed a highly effective professional</p>	<p>A. Sophomore Review – ART 3001 Final Presentation</p> <p>B. Senior Exit Surveys</p> <p>C. Senior Game Project II – GAME 4023</p>	<p>A. In progress – Sophomore Review recently added to GAME BFA requirements</p> <p>B. Results scores in senior exit surveys showed students gave the program and department reviews of a 4 or 5 using a Likert scale with 5 being the highest quality on all aspects of student satisfaction regarding the professional skills learned in the program.</p>	<p>A. In progress – Sophomore Review recently added to GAME BFA requirements</p> <p>B. Adjust survey to reflect major specific questions.</p> <p>C. In progress – 1st cohort</p>

		portfolio of exhibit ready work appropriate to the field of specialization.		C. In progress – 1 st cohort	
6. Program Effectiveness	Students are satisfied with the programs facilities, teachers and curriculum.	A. 95% student satisfaction in all program areas	A. Senior Exit Survey	C. Scores in senior exit surveys showed 100% GAME students gave the program and department reviews of a 4 or 5 using a Likert scale with 5 being the highest quality on all aspects of student satisfaction.A	A. see related document: Sr. Exit Question Chart Game Spg2019.dox and Sr ExitComments_Game Spg2019 see related document: senior exit survey 2018 and 2019, 2018 seniors reported they needed weekend hours for the building, more upper division Game Electives

Information on Job and Educational requirements for Game and Interactive Professionals

<https://www.itcareerfinder.com/it-careers/video-game-designer.html>

Video Game Designer



Game Designers merge creativity, technical skills and a passion for gaming to create cutting-edge games.

If you love gaming, and have a desire to learn the latest programming, art and media production skills, then video game designer is the career path for you. Depending on your interests and employment goals, the video game design job market offers a wealth of opportunities. According to the U.S. Dept. of Labor, video game designer employment will skyrocket 30% this decade, placing it among the fastest growing careers in America.

Most video game designer jobs fall into one of three disciplines: *Game Artist*, *Game Designer* or *Game Programmer*. The game design career track you choose will determine your daily activities and responsibilities, as well as the skills and education requirements to get hired. Learn about [video game designer skills by discipline](#) below.

All video game designers spend a lot of time in the classroom - or virtual classroom for online students - learning new skills to keep up with the gaming industry's rapidly evolving technologies and trends and platforms. However, with hard work and intense training comes great rewards -- most video game designers with 6+ years of experience earn over \$100,000 per year, according to recent salary surveys.

Explore [video game design schools](#) online and in your area to compare game design training programs.

a.k.a. Video Game Developer | Simulation Programmer | Game Artist | Mobile Game Designer | Game Programmer

Video Game Designer Skills & Responsibilities

In-demand skill sets and day-to-day activities for *Video Game Designers* include the following. Game designers:

- Devise the missions, challenges and puzzles that will be encountered in game play.
- Create narrative features, such as story-lines, role-play mechanics and character bios.
- Conduct periodic design reviews throughout the video game development timeline.

- Collaborate with artists and sound engineers to achieve the desired audio/visual style.
- Plan games using screenshot mockups, gameplay flowcharts and other visual devices.
- Maintain design level documentation, including mechanics, guidelines and mission outlines.
- Work closely with game programmers and artists to ensure that the design is being followed.

Sought-after skills and typical responsibilities for **Video Game Artists** include the following: Video game artists:

- Are responsible for the aesthetics (or visual style) of video games and simulations.
- Are skilled in traditional art concepts and techniques, such as line, form and color theory.
- Design the artwork for all visual game aspects, such as characters, weapons and vehicles.
- Use 2D/3D computer animation software to mockup and animate video game levels and worlds.
- Some game artists use motion-capture software to incorporate live-action actors into the video game.
- Collaborate with game programmers and designers to ensure finished product is consistent with original artwork.

Marketable skill sets and daily activities for **Video Game Programmers** include the following. Game programmers:

- Are fluent in the popular video game development programming languages, such as Java, C and C++.
- Develop the artificial intelligence (AI) that dictates reactions of computer-controlled elements.
- Write and fine-tune precise computer code that controls the difficulty level of a video game.
- Develop the code that enables multiplayer gameplay over a network, such as Xbox Live.
- Test & develop game physics, which controls how objects interact in the video game environment.
- Work closely with game artists and designers to accurately incorporate their visions into the game.

Video Game Designer Education Requirements

Video game designer education requirements vary according to your game design job specialty. Game design training programs focus on three main disciplines - design, art, and programming. Your personal interests, passions and employment goals will determine which video game design training program is the best fit to get hired for the job you want. Here is a breakdown of video game designer education requirements by game design specialty:

Video Game Designer

A college degree or certificate in game design or creative writing will help you get hired as a video game designer. Skills to look for in a video game designer education program include game theory, storytelling & storyboarding, game planning and strategy, creative content writing, brainstorming & creative thinking, and game design project management.

Video Game Programmer

For game design programming jobs, the education requirement is typically a bachelor's degree in video game development, computer science, software engineering, mobile application development, game & simulation programming, or a similar programming-focused area of study. Video game programmers should be fluent in the object-oriented programming (OOP) languages commonly used in video game design, such as Java, C and C++.

Video Game Artist

Education requirements for game art jobs ideally include a specialized 2- or 4-year game art degree, however a traditional art school degree is acceptable in many cases. Video game artists must first master traditional art techniques and principles, such as form, perspective & color theory, before they can apply these skills to game elements like characters & environments. A prospective video game artist's most crucial asset is his or her design portfolio; the stronger and more relevant your portfolio, the less you will have to rely on your formal education to land the job. The ability to effectively use modern graphic design & computer animation software, such as Adobe Flash, will also help you get hired as a video game artist.

Game, Animation, and Simulation BFA

[ABOUT](#)
[COURSES](#)
[CATALOG](#)

Emphasis in Game, Animation and Simulation (BFA)

120 hours

Courses prepare students for the professional practice in game, animation and simulation design by applying technical, and theoretical skills to solve problems using open source and other software applications. Upon completion students will be able to critically analyze, develop, and produce engaging mass media projects associated with a variety of entertainment, industrial, commercial, and educational fields.

University Requirement – 2 hours

GSTD 1002 Freshman Seminar

General Education – 35 hours (ART 2013 Art Appreciation cannot fulfill the humanities requirement.)

Core Curriculum – 79 hours

ART 1013 Drawing I

ART 1023 Three-Dimensional Design

ART 1043 Two-Dimensional Design

ART 2093 Introduction to Playgramming

ART 2123 Graphic Software Applications

ART 2133 Basic Digital Photography

ART 2143 Art History I

ART 2153 Art History II

ART 2183 Game Design Management

ART 2193 Introduction to 3D Modeling Tools

ART 3053 Animation I

ART 3093 Physics of Animation

ART 3133 3D Character Design and Sculpture

ART 3143 3D Character Rigging

ART 3153 Simulation Development I

ART 4134 Senior Capstone Review

ART 4153 Animation II

ART 4173 Simulation Development II

3 hours selected from:

ART 1033 Concept Art

ART 1113 Drawing II

3 hours selected from:

ART 3223 Illustration

ART 3543 Figure Drawing

3 hours selected from:

ART 4033 History of Modern Art

ART 4063 Art History Seminar I

3 hours selected from:

ART 4023 Advanced Art Studio I

ART 4113 Special Topics in Art II

ART 4123 Advanced Art Studio II

ART 4163 Advanced Level Visual Design

6 hours selected from:

ART 3353 Multimedia and Web Design I

ART 3363 Advanced Digital Photography

ART 4353 Multimedia and Web Design II

CSCI 2103 Computer Science I

CSCI 2113 Computer Science II

ENGL 4043 World Creation and Design

MPRO 3333 Intermediate Digital Cinema

Completion of remaining hours to total 120 hours (as approved by advisor.)

A minor area is not required but is recommended.

Related Programs



**Communication Design
BFA**



Studio Art BFA



**Music Performance
(Vocal) BFA**



**Music with Studies in
Business BFA**



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Department of Communication and Journalism	4/30/2019

Title	Signature	Date
Department Head		4.30.19
Dean		5/3/19
Assessment		5/12/19
Registrar		6/30/19
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)	

Course Subject: (e.g., ACCT, ENGL) COMM	Course Number: (e.g., 1003) 3043
Official Catalog Title: Advanced Public Speaking	

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

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

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

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.
- b. If this course was required for the major or minor, complete the following.
 1. How will program level learning outcome(s) previously addressed by this course now be addressed?
- c. What is the rationale for deleting this course? What evidence supports this action?
This course is no longer current in the field. There is no demand for the course. The course is not being offered.

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

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	02.28.2019

Title	Signature	Date
Department Head		4.12.19
Dean		4/23/19
Assessment		5/2/19
Registrar		6/20/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMM	3028 3053	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Health Communication		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
HEALTH COMMUNICATION		

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?

N/A

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

No, it will not require any special resources.

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

No, it will not require any special classroom.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Response: Not Applicable**
- If this course is required for the major or minor, complete the following.
 - 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?)

Response: This course is not required for the major or minor. It will serve as an elective course for students.

- What is the rationale for adding this course? What evidence demonstrates this need?

Response: Health Communication is one of the fastest growing divisions and areas of research in communication. The National Communication Association has a plethora of research they get each year from this area of research. Universities are also beginning to recognize the benefits of having future medical practitioners and personnel take a course over how to effectively communicate in health contexts. This course would be

wonderful for our communication majors who are interested in pursuing a career in health.

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

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

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.

A. COMM

B. ~~3028~~ **3053**

C. HEALTH COMMUNICATION

D. This course provides an overview of current communication research and practice in various medical and care contexts including patient/provider interactions, provider/provider communication, patient/family interactions, communication and social support related to chronic and terminal illness, promotion and marketing of health information through health campaigns, communication within health care organizations, consumer advocacy, and the politics of healthcare.

1. N/A
2. Not cross listed
3. Fall and Spring
4. None
5. None
6. No Notes

7. Lecture
8. No Fees

E-G. Located in Syllabus attached below.

H. **Justification:** Health Communication is one of the fastest growing divisions and areas of research in communication. The National Communication Association has a plethora of research they get each year from this area of research. Universities are also beginning to recognize the benefits of having future medical practitioners and personnel take a course over how to effectively communicate in health contexts. This course would be wonderful for our communication majors who are interested in pursuing a career in health.

I. Located in Syllabus below

J. This course meets the general education requirements because it provides students an opportunity to learn how to communicate effectively in health-related contexts. In addition, the course also promotes critical thinking by having students consider a variety of concepts and theories within the health communication field. Health Communication centers on understanding health wellness and how to have a variety of stakeholders in health (e.g. medical practitioners, personnel, family members, and patients) communicate in ethical and effective manners with one another and about illness.

K-M. Located in Syllabus below

Communication ~~3028~~: 3053
Health Communication

Course Syllabus



"At best, 'communication' is the name for those practices that compensate for the fact that we can never be each other."

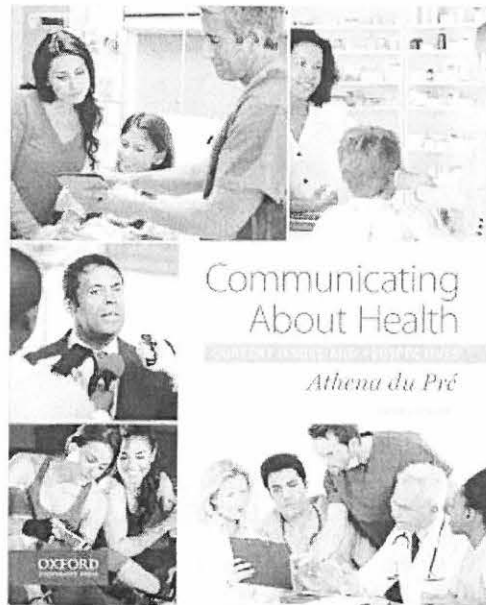
~John Durham Peters (1999, p. 268)

INSTRUCTOR CONTACT INFORMATION

Instructor	Dr. Alexis Johnson
E-Mail	ajohnson93@atu.edu

REQUIRED MATERIALS

Access to an email account, Blackboard, Microsoft Word, and Microsoft PowerPoint.



Du Pré, A. (2014). *Communicating about health: Current issues and perspectives*, 4th ed. New York: Oxford University Press.

DEPARTMENT OF COMMUNICATION STUDIES ROLE & MISSION

Spoken language is the genesis of human intellect and becomes the defining characteristic of our species as the mind is built through conversations with significant others. Judgments are made of character, intelligence, and potential upon listening to an individual's talk. The most articulate among us are given positions of power within relationships, groups, and organizations. Language in the grasp of a skilled speaker and becomes a powerful tool for influence and leadership. It is for such roles in a myriad of communication channels that we endeavor to prepare our students through advising, coursework, training, activities, and modeling ethical behavior. The media extend our domain beyond the immediate range of our voice to the ether. The power of speech and the range of media mandate that we teach our students to transmit only high quality messages. As an academic unit within Arkansas Tech University, the Department of Communication and Journalism has a threefold mission:

1. To teach students and other stakeholders the principles and techniques of effective communication in various contexts.
2. To prepare students for leadership roles within the communication professions, the region, and the society.
3. To enrich the intellectual and cultural experiences of the region through high quality oral performances and media transmissions

COURSE DESCRIPTION

This course is designed to facilitate and advance your understanding in the nature of health communication. The goal is to engage students in discussions, readings, and exercises that will provide a greater understanding of how we communicate to various stakeholders in the biomedical field. In addition, this course will greater student's understanding of how communication scholars define health communication and how we talk about illness.

COURSE OBJECTIVES

As medicine continues to advance and people are exposed to more illness, there is an increased awareness that issues related to health and medicine are intertwined with communication practices. On the personal and practical level, patients, caregivers, and medical practitioners interact with one another. In addition to recognizing the interpersonal communication that occurs between stakeholders in the biomedical context, it is also important to analyze the health campaigns that have sprung up to raise awareness and communicate important health information about various illnesses. Finally, on the organizational level, hospitals and community members must make decisions about policies and ways to effectively provide care.

Those that are skillful in communication are in a better position to help those who need them in this context. Communication skills are important for those that are professionally caring for patients who are ill, but also these skills are valuable for those who must provide personal care for loved ones at home. Experts in the field of communication work toward enhancing education in hospitals, and teaching medical professionals to better communicate to patients and caregivers. Some work to effectively market and create health campaigns. There are also those who cover media coverage of health, nonprofit organizations, and patient advocate programs. Healthcare is a complex system, but better understood through communication.

This course is going to get emotional, but as you will see from many experts in the field that is okay. Understanding our emotions, how we communicate them, and how we understand how these experiences relate to health better equip those interested in healthcare in understanding. My hope is that by the end of the semester you will.

- ☐ Understand the history, social, cultural, and political factors that affect health and communication.
- ☐ Understand how we communicate about health and how this, in turn, effects our abilities to understand one another.
- ☐ Explore, analyze, and synthesize the materials that we learn in class to your own lived experiences.
- ☐ Understand theoretical and interpersonal aspects of health communication.
- ☐ Better describe the communication of patients, practitioners, and family caregivers. In addition, student's will get a better sense for each stakeholder's perspectives and ideas and how they are both similar and different from one another.
- ☐ Identify how to maintain health and cope with illness and end of life discussions.

TEACHING PHILOSOPHY

Learning is an ongoing process that occurs both inside and outside the classroom. You are shaped by your interactions with others as well as the world around you. As a teacher, my job is to facilitate this process. This means that I do my best to provide you with knowledge that you can put into practice in your personal, educational, and professional life and opportunities to share your personal experiences with others. Through this class, I hope to prepare you for future communication experiences, help you learn and develop communication skills critical to communicate within your family and with families that are different from yours, and prepare you for future courses in your chosen area of study. My number one goal is doing whatever helps you learn. Please let me know what I can do to help you succeed in this class.

MY STORY: NARRATIVE MEDICINE

It is important that you understand what has motivated both my teaching and research for this course. I was someone who has been affected by health both in my own personal narrative as well as with others that I am close to. My goal is to create transparency surrounding health, and to open up a conversation that is normally closed. That means, this course will be both emotionally and mentally challenging, but important. Don't be afraid to open up in my class about your experiences or talk to me outside of class. When I was an undergraduate, around most of each of your ages, my mother was diagnosed with Stage III metastatic breast cancer. Right before I graduated with my masters my mother passed away. My thesis and dissertation were both written in her honor. I teach the way that I do and work on what I do because of the way that health and communication have impacted my life. Don't ever be afraid to tell your story, because it is an important one.

CLASS STRUCTURE

This course will be conducted primarily through guided discussion, mini-lectures and group activities in a cooperative learning format. In a cooperative learning atmosphere, students are expected to come to class prepared to play an active role in their own and other students' learning. The emphasis in the classroom is a balance between discussion and application of knowledge to course and lecture concepts so that students can express their personal viewpoints and share their experiences as they apply the course concepts.

COURSE POLICIES

Attendance: Regular attendance will help you succeed in this class. Each time you attend class, you have the opportunity to provide valuable insights and contributions to class discussion. I will pass around a sign-in sheet at the beginning of class to record attendance. Please make sure that you have signed the sign-in sheet. You will be allowed 3 unexcused absences given the reduced time we have in class. An unexcused absence will result in a 5 point deduction. I understand that sometimes things happen that are outside of your control. If circumstances cause you to be absent from class, please contact me via email before class. I will do my best to help you locate materials that you missed if you let me know what's going on ahead of time. Please note that absences are only excused with proper documentation.

Appropriate Classroom Interaction: This is a communication course, and we'll be communicating during classes. Your participation is necessary in this course. Your perspective is unique and valuable. First, during classroom discussion you should incorporate the readings and your own perspective. Second, when asked to work in groups

and/or participate in classroom activities be mindful of what the activity asks for, and how you can incorporate what you've learned through the readings/lecture. The goal is to foster a positive and constructive learning environment for students. It is also important to note that full participation in your group is required. Students will likely need to meet outside of class for the final project as well as scheduling time to speak with a family member. To receive full participation points for the class you will be expected to contribute to the classroom environment bringing both your own perspective for the discussion and your knowledge on vital course concepts and theories.

Assignment Due Dates: All assignments, presentations, and exams must be completed by the date and time assigned. Assignments must be turned into me via turn it in.com, hard copies, or email. Any assignment turned in after this time is late. Points will be deducted for late work as follows: 25% will be deducted from your grade per 24 hours late. After four days, the assignment is worth zero points. Please plan ahead and allow yourself adequate time to complete your work, so that you can give yourself the best chance of succeeding in this class. If you are unprepared to present on your assigned day or do not come to class on an exam or quiz day, you will receive a zero for that assignment unless an alternate due date has been previously approved. Extenuating circumstances will be taken into consideration provided documentation is presented.

24/7 Rule: In the event that you receive a grade that you would like to discuss, please wait 24 hours to raise your concerns. This time is provided for you to carefully review all comments that I made and develop your thinking before we talk. After 24 hours but within seven days of receiving your grade, please make an appointment with me or visit my office hours to discuss your concerns and ways to help improve your work on future assignments. An appeal for any grade assigned in the course must be submitted in writing no later than seven days after receiving your grade. After seven days, all grades are final.

Classroom Civility: This course provides you with the opportunity to be part of a community. The success of Family Communication depends on the supportiveness, openness, and positivity of the classroom environment. I encourage an open environment where everyone can feel comfortable respectfully expressing ideas, experiences, questions, and concerns. As a member of this community, it is your responsibility to treat your fellow classmates and me with respect. Since disruptions like sleeping, reading the newspaper, texting, listening to iPods, etc. detract from our classroom environment, classroom incivility will not be tolerated.

Presentation Etiquette: On presentation days, you will either be a presenter or an audience member. As a presenter, dress professionally. As an audience member, be attentive. Please refrain from entering or leaving the room while a group presentation is in progress. Because most people are nervous when they present, it is important that you are supportive both verbally and non-verbally.

Academic Misconduct: Violations of academic integrity are very serious matters and will result in a failing grade of "F" for this class and referral to the proper university officials. The work you submit in this class should be your own work and must be new work completed for this particular class and assignment.

Academic dishonesty includes handing in another's work or part of another's work as your own, turning in one of your old assignments for this class, turning in the same or similar past or current assignments for two different classes, purchasing or otherwise obtaining assignments written by another and turning that work in as your own. Using unauthorized notes or other study aids or otherwise obtaining another's answers for a quiz represents a breach of academic integrity. Sanctions are applied whether the violation was intentional or not.

Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This includes your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper. If you are unfamiliar with how to cite sources, please purchase and review a style manual such as APA's Style Manual (6th Ed.). Claiming lack of knowledge about standards for writing is not an acceptable excuse for plagiarism committed. If you would like more information, Arkansas Tech's complete Student Code of Conduct can be found at:

https://issuu.com/arkansastechuniversity/docs/studenthandbook-2015_final-revised

Also, be sensitive to the beliefs and values of others. This includes their ethnicity, cultural heritage, and gender.

ASSIGNMENTS AND EVALUATIONS

All written assignments must be typed using 12 point Times New Roman font with one inch margins. All assignments need to follow APA (6th Ed.) guidelines for formatting of text and citations (including the References page).

Reading Assignments: Students should complete reading assignments and be prepared to discuss them by the assigned dates. **YOU WILL BE TESTED ON THE READINGS, SO THESE MUST BE DONE.**

Narrative Pedagogy Meeting (10 points): For this assignment, because you are in a more advanced class of mine, I feel it is important for me to know what your situation is this semester. In this meeting you will talk to me about what you have going on this semester that you would like me to know. This serves as a means to know what you are possibly going through this semester that may influence your work and your own individual narrative. In addition, during this meeting, you will tell me a bit about your own health related situations (involving you or your family).

Soul Pancake My Last Days Film Analysis, Discussion, and Memory Book (50 Points): For this assignment, you will watch a video by soul pancake called my last days that follows the life and story of Ryan. To receive full points for this assignment, you will need to be in class to watch the film, engage in discussion after we've watched the film, and create your own book like Ryan did for a loved one.

Soul Pancake My Last Days Film Analysis, Discussion, and song or skit related to terminal illness (50 points): For this assignment, you will watch a video by soul pancake called my last days that follows the life and story of Zack. Zack was a young man who was diagnosed with cancer. We will be watching both videos for Zack, and this will likely take up a few days of class. You should be present for the video screenings and discussion portion of this analysis. In addition to discussing you will be tasked with creating a song or skit to perform for the class in a group.

Soul Pancake My Last Days Film Analysis and Discussion (100 points): For this assignment, we will be watching a series by soul pancake called my last days. This is a series that follows families who all are facing having a loved one pass away. There are two components to this assignment to earn full points. First, we will have a discussion session directly after the series. You will be tasked with sharing some of your observations for a total of 10 points. The remaining 40 points will be a 3-5 page paper that details how what you learned is important, why it is significant for these individuals to share their stories, what it can do in the biomedical context, share how it relates to what we've discussed in class so far (with citations), and what your thoughts on the video were.

The Art of the Possible Paper or Me Before You Paper (100 Points): In class, we will be watching the art of a possible, a documentary created by a professional in our field Dr. Lynne Harter. She follows MD Anderson and how he provides care in pediatric cancer. We will also be watching Me Before You, which is a romance movie that shares issues with caregiving and death with dignity. You will watch the movies, choose one that you'd like to discuss in an in-depth paper, take notes, and write up a paper integrating what we've learned in class and how it relates to the documentary. In addition, you will be tasked with writing your own observations, thoughts, and why you feel this video is significant for those in the biomedical context. Your paper will require at least 3 external citations and must be 4-6 pages long.

Change the Conversation Health Campaign/Stories Matter Assignment (150 points): For your final project, you will be creating your own health campaign surrounding something related to health. You can focus on any aspect of the biomedical field that you would like. In addition to the presentation, you will write a detailed outline over your presentation. This project should be done individually or in pairs.

Exams (2 X 100 points each): You will demonstrate your comprehension and application of textbook and lecture material on questions that ask you to identify, analyze, synthesize, and/or apply the material covered in the textbook. **The tests are heavily focused on the readings to ensure that you are reading the course materials and retaining information.**

GRADING RECORDS

Assignment	Your Points	Possible Points
Syllabus/Calendar Assignment		10
Soul Pancake My Last Days Analyses		200
The Art of the Possible Paper or Me Before You paper		100
Exams (x2)		200
Change the Conversation Health Campaign/Stories Matter Assignment		150
TOTAL		760

A= 100-90%

B=89-80%

C= 79-70%

D=69-60%

F= Less than 60%

Communication 3028: ~~3028~~ 3053

Health Communication



Course Calendar

*Please note that schedule is subject to change. You are responsible for writing down and taking note of any changes that are made.

Additional outside readings will be given throughout the semester. Therefore, the calendar will change throughout the semester.

TENATIVE DAILY SCHEDULE

Topic and Reading Due	Assignments Due
Introduction to the course	
Chapter 1: Introduction to Health Communication (Pages 2-18)	
Chapter 2: The Landscape of Health Communication	
Video: Soul Pancake My Last Days Meet Ryan (You must attend this day unless you have an excused absence for full credit on the soul pancake assignment).	
Finish up discussing Ryan's Story	
Chapter 3: Patient-Caregiver perspective	
Chapter 4: Patient perspective	
Chapter 5: Caregiver perspective	
Video Soul Pancake My Last Days Meet Zack (You must attend this day unless you have an excused absence for full credit on the soul pancake assignment).	
Discussion on Zack's story	
Soul Pancake Ryan Presentations	
Soul Pancake Ryan Presentations	

Soul Pancake Ryan Presentations	
Soul Pancake Ryan Presentations Chapter 5: Caregiver perspective	
Chapter 6: Diversity in Healthcare Chapter 7: Cultural Conceptions of Health and Illness/Study Day	
Chapter 8: Social Support, Family Caregiving, and End of Life	
Video: Soul Pancake My Last Days Meet Juli and Joel (You must attend this day unless you have an excused absence for full credit on the soul pancake assignment).	
Finish up discussing Juli and Joel Chapter 8: Social Support, Family Caregiving, and End of Life Chapter 10: Healthcare Administration, Human Resources, Marketing, and PR	
Finish up the Art of the Possible Chapter 13: Planning Health Promotion Campaigns	Joel or Juli Soul Pancake Paper Analysis due by Midnight tonight.
Chapter 13: Planning Health Promotion Campaigns Chapter 12: Public Health and Crisis Communication	
Chapter 14: Designing and Implementing Health Campaigns	
Chapter 11: Health Images in the Media	Art of the Possible or Me Before You Paper due by Midnight.
Workshop Day for Presentations	
Workshop Day for Presentations	
Health Campaign Presentation Due	

Tammy Weaver

From: Anthony Caton
Sent: Thursday, June 20, 2019 10:23 AM
To: Tammy Weaver
Subject: RE: COMM 3028 Health Communication

COMM 3053 would be fine.

From: Tammy Weaver <tweaver@atu.edu>
Sent: Thursday, June 20, 2019 10:10 AM
To: Anthony Caton <acaton@atu.edu>
Subject: RE: COMM 3028 Health Communication

Do you want me to change the number to COMM 3053, 3083, and 3093? The number 3023 already exists Introduction to Linguistics.

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>



From: Anthony Caton
Sent: Thursday, June 20, 2019 9:13 AM
To: Tammy Weaver <tweaver@atu.edu>
Subject: RE: COMM 3028 Health Communication

Tammy,

Gee, eight hours? How about three – your choice. Thanks for catching the error.

Anthony

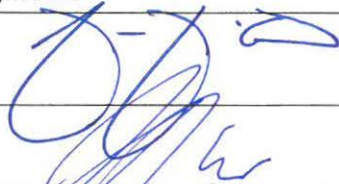

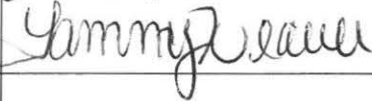

From: Tammy Weaver <tweaver@atu.edu>
Sent: Thursday, June 20, 2019 8:10 AM
To: Anthony Caton <acaton@atu.edu>
Subject: COMM 3028 Health Communication



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	4.12.19

Title	Signature	Date
Department Head		4.12.19
Dean		4/23/19
Assessment		5/2/19
Registrar		6/20/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMM	4223	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Communication & Gender		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Communication & Gender		

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 COMM 5223

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 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 checked="" 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?

This course is an elective and not a required course

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

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

NO

Answer the following Assessment questions:

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

Course Rationale: The 21st century communication program offers courses exploring communication within expanding contexts, to diverse audiences, and about the effect of communication on diverse audiences. The National Communication Association (NCA), supports interest groups in Feminist Studies and LGBT Studies. Moreover, gender enters the academic conversation in the major NCA divisions: Interpersonal Communication, Organizational Communication, Intercultural Communication, and Rhetorical Studies.

Course Subject: Communication & Gender

Course Number: COMM 4223

Catalog Course Title: Communication & Gender

Catalogue Description: This class asks students to think critically about and beyond the categories of “women,” and “men.” Students will actively contribute to discussions as we explore the intersection of gender with culture in such contexts as the workplace, sports, the media, families, and friendships.

Cross listed: Communication 5223 (the graduate level of the course)

Semester Offered: Fall

Prerequisites: Junior Level

Co-requisites: None

Course Description: A course for both majors and non-majors who want to investigate the dynamics of human communication, culture, and the social construction of gender in historical and contemporary society.

Fees: None

Instructor: Dr. Virginia Jones, Ph.D.

Assistant Professor, Communication

Office Hours: MWF: 10:00 A.M. – Noon and by appointment

Contact Information: Email: vjones7@atu.edu Phone: 968-0635 (email is best)

Course Text: Wood, J.T., Fixmer-Ortiz, N. (2017). Gendered lives: Communication, gender, and culture. (12th Ed.). Boston: Wadsworth Cengage.

Additional Readings: See attached document

Course Rationale: The 21st century communication program offers courses exploring communication within expanding contexts, to diverse audiences, and about the effect of communication on diverse audiences. The National Communication Association (NCA), supports interest groups in Feminist Studies and LGBT Studies. Moreover, gender enters the academic conversation in the major NCA divisions: Interpersonal Communication, Organizational Communication, Intercultural Communication, and Rhetorical Studies.

Course Objectives:

By the end of the semester, students should be able to (1) identify and understand theories and concepts related to gender and communication, (2) understand and articulate how communication determines, defines, limits and expands what gender means in different contexts, (3) develop a nuanced understanding of issues facing all genders, and (4) develop a portfolio on a specific communication and gender-related area of interest.

Assessment Methods:

Written & Oral Assignments	Possible Points		Possible Points
Journal Article Review (written)	50	Portfolio Presentation (final exam)	100
Journal Article Review (oral)	50	Mid-term exam	100
Film Review: "The Mask You Live In" (written)	50	Gender in the News #1 (written report)	25
Film Review: "Miss Representation" (written)	50	Gender in the News #1 (oral report)	25
Teaching Unit (Document)	50	Gender in the News # 2 (written report)	25
Teaching Unit (Presentation)	100	Gender in the News #2 (oral report)	25
Portfolio	100	Discussion & Citizenship Points	100

Grade Calculations:

Grades are earned via a point system. The earnable points and their requisite letter grade equivalents for this class are as follows:

A = 770 – 850 B = 676 – 769 C = 591 – 675 D = 506 – 590 F = 000 - 505

Extra-Credit

1. Rarely offered
2. When offered, it is to the entire class, not to individuals

CLASS POLICIES

Section 1: ATTENDANCE & Missed Classwork

EXCUSED ABSENCES:

1. Students are not penalized for excused absences.
2. An excused absence is defined as an absence due to school related activities, illness, or extreme emergencies. The absence is entered as "E/A" on the roll sheet
3. Students should provide verification either before or immediately following a school related activity.
4. Any work that is due on the day of an excused absence will be turned in the day you return to class. After that time, you will lose 5 (5) points.

UNEXCUSED ABSENCES:

1. An unexcused absence is any absence that does not involve a school related activity, illness or extreme emergency AND for which you cannot provide documentation as evidence.

Religious Observances: Being absent from class for religious observances is an excused absence. If you will miss classes for religious observances, then please contact me within the first two weeks of class so those days can be logged as excused and so we can talk about due dates for assignments.

Student Responsibility for Missed Classwork:

1. **DO NOT** email me and ask, "did I miss anything?"
2. **DO ASK** a classmate for their notes & for them to explain the notes to you
3. **FINALLY**, If, after working with the classmate, there are concepts that still are unclear, then please come see me during my office hours for help

Section 2: Classroom Environment:

It is expected that all students will come prepared to interact with others and contribute to the class discussions in a mature and scholarly manner. This course is an excellent way to practice positive communication because communication involves (1) listening without forming 'snap' judgments of classmates' social, cultural, or political views, (2) exploring and appreciating the richness of human diversity, as well as (3) sharing that richness with others in a respectful manner.

SECTION 3: Assignment Policies**Assignment Preparation:**

- All writing will be graded on content, organization, writing style (word choice), use of a correct citation style, document formatting, spelling, grammar, and punctuation.
- Unless notified otherwise in class by Dr. Jones, all assignments are to be typed in Times New Roman or a Garamond font.
- I reserve the right to further reduce a grade when **what is turned in or presented** does not meet the objective for the assignment.
- Other specifications will be discussed in class.

Speech Preparation Responsibilities: It is your responsibility to prepare professionally worthwhile speeches -- i.e., the topic, the language, and your manner of presentation are appropriate to the setting and have educational merit. The ordinary boundaries of common sense prevail for all aspects of your presentation. You should not incorporate into your speech any objects prohibited on the ATU campus; nor, are you allowed to bring any objects that could present harm to other students. Please note: you may not bring animals into the classroom.

Be aware that:

- I reserve the right to ask students to cease speaking if the content of speech, or the language used is offensive and violates the decorum of the speaking occasion,
- I reserve the right to ask students to cease speaking if I find the content of the speech to contain illegal or inappropriate subject material, grossly incorrect information, or if the speech overruns the time constraints spelled out in the speech instructions or as given in class.

ARKANSAS TECH UNIVERSITY-WIDE POLICIES**SECTION 1: Academic Conduct Behavior Policies**

To maintain fairness and the quality of education for each student, several policies are implemented and enforced. All students are expected to read, understand, and follow these policies. Failure to do so will damage your reputation with the professor and may have negative consequences in terms of course grades. Repeated or severe infractions will result in additional punishments up to potential dismissal from the course and/or suspension from the university. The policies governing academic conduct behavior include:

Academic misconduct: Violations of university policies, as outlined in the undergraduate catalog, results in disciplinary action. Generally, the penalty for misconduct results in an “F” grade (read that as no points), on the pertinent assignment, depending on the severity of the infraction.

Plagiarism: Plagiarism is defined as stealing the ideas or words of another person and presenting them as your own words or ideas. This includes (1) cutting and pasting material from on-line material, (2) failure to cite information sources in your writing or presentation of your speech, (3) modifying or changing a few words, (4) arranging material in the same format as the original source (most applicable to web sites), and (5) taking an author’s original idea, thus NOT common knowledge, and “recasting” that author’s phrases and passages in your words.

Cheating: The act of cheating includes using materials or methods the professor has not authorized for any assignment or test.

Fabrication: Falsifying information or citations in a paper, speech, or exam.

Fraud: Fraud in this class will include using an assignment in this class for a grade that was previously or is concurrently being produced for a grade in another class. In rare instances, a cross-course exception may be made, but written permission from both instructors must be obtained. If not, the act is considered academic fraud.

SECTION 2: Arkansas Tech University Discrimination Statement

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, and domestic or dating violence), we encourage you to report this to the institution. [Please be aware that] 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 facts 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>.

SECTION 3: Reasonable Accommodation:

Anyone in this course who has a disability that may prevent full participation in our classroom activities or assignments should contact me as soon as possible. It is the responsibility of the student, not the professor, to contact the Office of Students with Disabilities in Suite 171 of Doc Bryan Hall, to file all necessary paperwork so that the disability can be properly documented, AND I can accommodate your needs!

COMM 4223 & 5223 Communication and Gender:

Supplemental Reading by Topic

Rhetorical Shaping of Gender: Competing Images of Women

Foss, Sonja K. "Equal Rights Amendment Controversy: Two Worlds in Conflict." *The Quarterly Journal of Speech*, vol. 65. Pp. 275-88. 1979.

Sheinin, Dave, Thompson, Krissah, and Soraya Nadia McDonald. "Betty Friedan to Beyoncé: Today's generation embraces feminism on its own terms." *The Washington Post*, 30 January, 2016. Online.

Stanton, Elizabeth Cady. "Declaration of sentiments." *Friends of Women's Rights National Historical Park*. Online.

Truth, Sojourner. "Suppose I am about the only colored woman that goes about to speak for the rights of colored women." *Mary Church Terrell Manuscript*, Library of Congress. Available from Gifts of Speech. Online.

Welter, Barbara. "The cult of true womanhood: 1820 – 1860." *American Quarterly*, 18 (2), 1966, 151- 174.

Rhetorical Shaping of Gender: Competing Images of Men

Cottingham, Marci D. "Recruiting men, constructing manhood: How health care organizations mobilize masculinities as nursing recruitment strategy." *Gender and Society* 28 (1), 2014, February. 133-156. Jstor database.

Heasley, Robert. "Twenty years and counting: The relevance of men's studies in a gendered world." *The Journal of Men's Studies* 21 (1), 2013, 9-13.

Matlack, Tom. "Why we don't need a men's movement to be good men." *HE BLOG*, 21 March, 2011 (updated on 17 November, 2011). Online

Becoming Gendered

Hajek, Christopher, et al. "Female, Straight, Male, Gay and Worlds betwixt and Between: An Intergroup Approach to Sexual and Gender Identities." *Intergroup Communication: Multiple Perspectives*, edited by Jake Harwood and Howard Giles, New York, Peter Lang, 2006, pp. 43-64.

Tanner, Lindsey. "Intersex surgeries spark move away from drastic treatment." *The New Mexican*, 17 April, 2015. Online.

Gendered Education: Communication in Schools

Hernandez, Javier C. "Wanted in China: More male teachers, to make boys men." *The New York Times*, 6 February, 2016. Online.

Messner, Michael A. "Barbie girls versus sea monsters: Children constructing gender." *Gender & Society* 14 (6), 2000, 765-784.

Patton, Tracy Owens. "Reflections of a Black Woman Professor: Racism and Sexism in Academia." *The Harvard Journal of Communication* vol. 15. Pp. 185 – 200. 2004.

Gendered Close Relationships

Haas, Stephen M., and Laura Stafford. "Maintenance behaviors in same-sex and marital relationships: A matched sample comparison." *The Journal of Family Communication* 5 (1), 2005, 43 – 60.

Norwood, Kristen. "Grieving Gender: Trans-identities, Transition, and Ambiguous Loss." *Communication Monographs* vol. 80. Pp. 24 – 45. 2013.

Gendered Organizational Communication

Denker, Katherine J. "Maintaining gender during work-life negotiations: Relational maintenance and the dark side of individual marginalization." *Women and Language* 36 (2), 2013, 11- 33

Matlock, Staci. "Nobel winner ignites Twitter storm of science's #distractinglysexy women. *The New Mexican*, 11 June, 2015. Online.

Tindall, Natalie T.J., and Richard D. Waters. "Coming out to tell our stories: Using Queer Theory to understand the career experiences of gay men in public relations." *Journal of Public Relations Research*, vol. 24, 2012, 451-475. DOI: 10:1080/1062726X.2012.72379

Gendered Media

Draper, Jimmy. "Idol Speculation: Queer Identity and a Media Lens of Detection." *Popular Communication*, vol. 10, 2012, pp. 201-216. DOI: 10.1080/15405702.2012.682934

Taber, Nancy, et al. "Exploring Representations of *Super* Women in Popular Culture." *Adult Learning*, vol. 25, no. 4, Nov. 2014, pp. 142-50.

Gendered Power and Violence

Hess, Amanda. "Why women aren't welcome on the internet." *Psmag.com* Online
NPR. "Stories about #Metoo" Online: <https://www.npr.org/tags/570698249/-metoo>

Weathers, Melinda R., et al. "From Silence to #WhyIStayed: Locating Our Stories and Finding Our Voices." *Qualitative Research Reports in Communication*, vol. 17, no. 1, Jan. 2016, pp. 60-67. *EBSCOhost*, doi:10.1080/17459435.2016.1143385.

Woods, Julia T. "Telling our stories: Narratives as a basis for theorizing sexual harassment." *Journal of Applied Communication Research*, Nov. 1992, 349-362.

Communication & Gender Schedule: Fall _____

Note: The instructor reserves the right to adjust this schedule during the semester. Students will be notified of such changes in class

IMPORTANT: Read and take notes on the reading before you come to class.

TOPICS:	<i>Course Overview & Opening the Conversation</i>
WEEK(S): 1	August 22 & 24
READINGS:	Syllabus Text: pages 1-13
Activities/Assignments	Wednesday, August 22: Explanation of the Final Project: Your Gender & Communication Portfolio Friday, August 24: Gender Aptitude Quiz (for fun) Friday, August 24: Explanation of "Gender in the News," reports

TOPICS:	<i>Laying the Groundwork</i>
WEEK(S): 2	August 27 – August 31
READINGS:	Text: Chapters 1 & 2 For other readings, please see the attached reading list & then CONTENT in BB (Black Board)
Activities/Assignments	Monday, August 27: Explanation of the Journal Article Reading: Presentations on September 14.

TOPICS:	<i>The Rhetorical Shaping of Women</i>
WEEK(S): 3& 4	September 5 – September 14 (Monday, September 3 is Labor Day: No class)
READINGS:	Text: Chapter 3 For other readings, please see the attached reading list & then CONTENT in BB (Black Board)
Activities/Assignments	Friday September 14: Reports on Journal articles

TOPICS:	<i>The Rhetorical Shaping of Men</i>
WEEK(S): 5 & 6	September 17 – September 28
READINGS:	Text Chapter 4 For other readings, please see the attached reading list & then CONTENT in BB (Black Board)
Activities/Assignments	Week 6: Monday & Wednesday – Film “The mask you live in”: Due on Wednesday, October 17 Week 6: Friday, September 28 – Gender in the News

TOPICS:	<i>Becoming Gendered & Gendered Education</i>
WEEK(S): 7 & 8	October 1 – October 10 (Fall Break Begins on Thursday, October 11)
READINGS:	Text Chapter 6 Text Chapter 8 For other readings, please see the attached reading list & then CONTENT in BB (Black Board)
Activities/Assignments	Week 7: Friday, October 5 MID-TERM EXAM (Will cover weeks 2-6) Week 8: Wednesday, October 10: Gender in the News & Explanation of the Teaching Unit Project

TOPICS:	<i>Power & Violence</i>
WEEK(S): 9	October 15 – October 19
READINGS:	Chapter 12 For other readings, please see the attached reading list & then CONTENT in BB (Black Board)
Activities/Assignments	Week 9: Wednesday, October 17 – Film review is due Friday, October 19 – Gender in the News

TOPICS:	<i>Gendered Organizational Communication</i>
WEEK(S): 10 & 11	October 22 – November 2
READINGS:	Text Chapter: 10 For other readings, please see the attached reading list & then CONTENT in BB (Black Board)
Activities/Assignments	Week 10: Friday, October 26 – Gender in the News Week 11: Monday & Wednesday – Film: “Miss Representation”: Review is due on Monday, November 19 Week 11: Friday, November 2 – Gender in the News

TOPICS:	<i>Teaching Units</i>
WEEK(S): 12, 13, & 14	November 5 – November 19 (Thanksgiving break begins Wednesday, November 21)
READINGS:	See the attached teaching unit timeline
Activities/Assignments	Attendance for speakers is considered audience citizenship and each day is worth 10 points. Having read the chapters beforehand it is expected that you will have questions for each speaker Week 14: Monday, November 19 : Film Review is due

TOPICS:	<i>Wrapping it up</i>
WEEK(S): 15	November 26 – November 30 Monday: Individual meetings with Dr. Jones regarding your portfolios Wednesday: Out of class work day for your portfolios Friday: Turn in portfolios and round table review of semester
READINGS:	--None--
Activities/Assignments	Your portfolios are due in Friday, November 30; You may pick them up from me on Thursday, December 6 between 11:00 – 2:00 Prepare your portfolio briefing – instructions on Black Board – for our final exam day

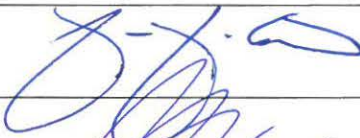

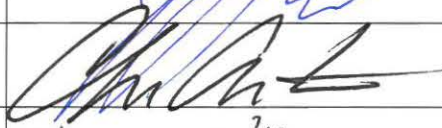
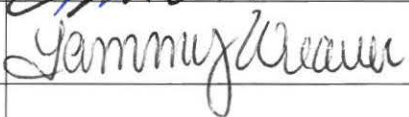
TOPIC:	<i>Final Exam: Oral presentations of your portfolio</i>
WEEK: 16	Friday, December 7 from 10:30 – 12:30



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication	03.07.2019

Title	Signature	Date
Department Head		4.12.19
Dean		4/23/19
Assessment		6/18/19
Registrar		6/20/19
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:
Communication - **Speech option**

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

COMM 3003

Add the Course: Interpersonal Communication as a required course to the curriculum in place of three credit hours that are a part of the upper division elective requirement.

Add COMM 3003 to list of required courses in Introduction

What impact will the change have on staffing, on other programs and space allocation? **Section of Program.**

The addition of this course will have no impact on staffing, space allocations, or other programs.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program change aligns with the University mission in several ways. First, communication is foundational to fostering connection with others. The ability to communicate effectively in a variety of social settings has potential to greatly enhance student success. They can use these fundamental communicative skills not only in their personal lives, but also their professional lives. Employers consistently seek out candidates who have strong interpersonal skills, which are learned in this course. Thus, this has potential to provide students with endless opportunities. This course also educates students on how to effectively communicate with diverse populations, in a variety of different circumstances, and to engage in more effective communication to manage issues such as conflict. Thus, it offers students insight into ways they can use their communication skill-sets to engage in intellectual dialogue. Additionally, it affords students with the opportunity to give voice to populations or issues that may not have adequate representations. For example, Muted Group Theory (a theory discussed in the course) shares strategies on how to communicate in order to emancipate and empower communities that do not have power or voice in the world. Teaching interpersonal communication aligns perfectly with the notion of empowering members in their communities to strive for betterment of Arkansas, the nation, and the world, because it offers them the power to connect on a deeper level and engage in more effective conversations. The course is a beautiful representation of our vision statement allowing students to succeed, to be innovative with their communication abilities, and to foster and encourage conversation to build communities.
- 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?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

According to the National Communication Association (an affluent research organization for the communication discipline) interpersonal communication is one of the largest divisions and areas of study in the field. There are approximately 1,000 members that attend and are active members at the national level. As one of the largest research areas in the discipline, adding it to our core will augment the classes in rhetoric that are already offered, providing students with a comprehensive understanding of the type of research that defines our department. Interpersonal Communication is also one of the most commonly offered courses in our discipline and is considered foundational in the field. Recent hires in the Department of

Communication has afforded us the opportunity to once again begin offering Interpersonal Communication as a required course for our majors. In this class students examine the ways that face-to-face communication as well as mediated communication impact their daily lives and foster a sense of shared reality. Most importantly, they learn that relationship building is a skill that must be developed. In this class students learn the following skill sets:

- Skills in relationship building
- How to interpret and respond to interpersonal messages both verbally and nonverbally
- How to communicate with precision and empathy
- How to negotiate and communicate effectively in the face of conflict
- The impacts of social media on relational skills
- Advocacy and using voice to influence others
- Understand ways in which face-to-face interactions can build on social reality

- d. 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.

Several colleges have a leg up in offering Interpersonal Communication as a requirement. Specifically, the University of Arkansas-Fayetteville has a focus area of their communication major over Interpersonal Communication. In this focus, students focus of study centers on a variety of topical areas that fall under the study of Interpersonal Communication such as health communication, family communication, persuasion, gender communication, and intercultural communication. Many of our upper division electives in the Communication Department at Arkansas Tech University focus on the aforementioned topics and students would benefit from taking a course that provides the foundation for these other branches of research. The University of Central Arkansas requires Interpersonal Communication be taken as an upper division elective in their 34 credit hour communication program. The University of Arkansas Little Rock requires Interpersonal Communication be taken as a means of encouraging strong social relationships and to facilitate students understanding of the central theories of the discipline. These are only three of the many Universities not only regionally, but also nationally and globally that require Interpersonal Communication in their Curriculum.

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

See Attached Internal Program Review/Assessment Plan document.

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

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

Curriculum Matrix for Catalog Curriculum in Communication - Speech option (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add: COMM 3003</p> <p>Change: 9 hrs Elective to 6 hrs</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add: 3 hrs Elective</p> <p>Change: 9 hrs Elective (3000-4000 level) to 6 hrs</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University Internal Program Review/Assessment Plan

Program/Department: Communication/Department of Communication and Journalism

Program Contact: Dr. Alexis Johnson

Phone: 708.772.2626 **Email:** ajohnson93@atu.edu

Date Submitted: 06.19.2019

Arkansas Tech University Mission Statement: *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

Program Mission Statement (Item 1a):

The Communication and Journalism Department offers majors in communication (speech and theatre options) and in journalism. In addition, the department offers minors in journalism, communication, and theatre. Students are involved in both the theoretical and applied dimensions of human communication in these programs. Consequently, students interested in further study and those interested in immediate career opportunities are served. With faculty guidance on the proper selection of courses, students can prepare for: (1) graduate school, (2) public school teaching, (3) recreational or professional theatre, (4) print or broadcast journalism, (5) public relations, or (6) business or government employment requiring communication expertise.

State how program's mission aligns with ATU mission and how program outcomes align with strategic plan, specifically Goal 2 – Academic Coherence. (Item 1b)

Faculty and students at the College of Arts and Humanities, more specifically the Department of Communication and Journalism, are committed to creating an open-minded and creative atmosphere to pursue research, explore theoretical and applied dimensions of human communication, and discover collaborative practices that contribute to local and global communities. Our graduates understand where knowledge comes from and how to integrate their voice with others to influence the field of public relations, broadcast journalism, theatre, and communication. Our discipline offers opportunities to students through interdisciplinary programs, close alliances with the profession, and active programs in the community.

Program Constituents: (external & internal – business and local community members, alumni, students, etc.—include as many as appropriate) (Item 1c)

1. Alumni – graduates of the Communication and Journalism Department offer their input on our program's success. We also host alumni to come talk to current students regarding their success and how their major influenced their professional lives/careers. Additionally, our alumni have a vested interest in continued success of programs within the Department/College/University.
2. Current students – students are surveyed regularly on their satisfaction with the program and faculty. Students are entitled to a quality educational curriculum that will lead to future employment and professional satisfaction.

List Program/Departmental Resources to include items such as faculty (full, part, and adjunct), graduate assistants, support staff, student support staff, equipment, space requirements, etc. (Item 2). Appraise whether level of department resources (faculty, space, equipment, graduate students, staff, etc.) sufficient to support program?

- **Staffing:** Full-time TT faculty =11
Adjunct faculty = N/A (The developer does not have access to this number)
1 full-time administrative support staff member
- **Space & equipment:** Office space for faculty = 11 offices with reception staffed by 1 full-time administrative asst. 1 office with 1 desk used by adjunct faculty and any graduate assistants, and student support staff on an as needed basis.
- **Educational space:** 4 30-Student Classrooms, 1 computer lab, 1 meeting room, broadcast/radio building, and one newspaper room.

Program Assessment Plan

The following program assessment plan guides the expected learning outcomes that a student will be able to demonstrate through both knowledge and application by the time s/he has completed the degree program. This plan is a collaborative effort by the full-time program faculty and will serve multiple purposes after it has been completed

Program Assessment Table				
Program Goal/Objective (Item 1d)	Program Learning Outcomes (Item 3)	Assessment Methods and Criteria (Item 5)	Results Met/Unmet (Item 7)	Planned Improvements Based on Results (Item 8)
1. Utilitarian and Aesthetic Dimensions	A. Students will develop an understanding of the utilitarian and aesthetic dimensions of speech communication.	A1. Students learn how to apply theories and communicative behaviors in their everyday lives through in class activities, assignments, and testing in COMM 1003: Introduction to Communication. A2. Students learn more advanced ways to utilize communication in their daily lives in COMM 4003 and COMM 2023.	A1. 80% of program completers will receive a final grade of "C" or better in COMM 1003. A2. 94% of program completers of COMM 1003: Introduction to Communication in 2017 earned a grade of "C" or better.	A. Addition of COMM 3003: Interpersonal Communication to the curriculum will help students understand how to use communication in their everyday lives. It teaches them how to utilize different practices. Interpersonal Communication is foundational to understanding human communication and connection. It is considered the backbone of the study of communication and necessary to understand how to effectively communicate in personal and

				professional lives. This is a skillset that is not as hashed out to achieve mastery.
2. Public Speaking	A. Students will demonstrate the conceptual, practical, and theoretical aspects of public speaking.	<p>A1. Students deliver an introduction speech, informative speech, ceremonial speech, and persuasive speech in COMM 2003: public speaking.</p> <p>A2. Students also deliver speeches in COMM 2173: Business and Professional Speaking. In this course they have introduction speech, field interview speech, informative speech, and persuasive speech.</p> <p>A. Speeches are graded with criteria determined by the instructor. Typically, each section of the speech is graded with a point range.</p> <p>A3. Students learn logical fallacies in Comm 2003: Public Speaking.</p> <p>A4. Students are taught outlining and how to properly deliver an effective speech in COMM 2003: Public Speaking and COMM 2173: Business and Professional Speaking.</p>	<p>A. 80% of program completers will receive a final grade of excellent (A) above average (B) or average (C) in COMM 2003.</p> <p>A2. 100% of program completers of COMM 2003 in 2017 earned a grade of "C" or better.</p>	A. Students in Interpersonal Communication currently have two assignments that require public speaking. One presentation is centered on creating their own board game that relates to a communication theory. The other is discussing an issue that is commonly found in interpersonal communication. (For example, how to facilitate more effective communication or those in military families). The addition of this course would help students grow stronger in their speaking skills and expose them to different styles of speaking that currently are not being represented.
3. Research and Writing	A. Students will demonstrate the ability to conduct appropriate research and write papers according to the standard citation styles of the discipline.	<p>A1. Students develop and write up a full academic research proposal with the intent to carry out the research in COMM 2023.</p> <p>A2. Students must write out an Introduction, Review of Literature,</p>	A1. 94% of program completers of COMM 2023: Research and Writing in 2017 earned a grade of "C" or better.	A1. The addition of COMM 3003: Interpersonal Communication affords students the opportunity to engage in more advanced research skills. All

		Methods, and Anticipated Findings section of their proposal in COMM 2023.	A2. Students appear to be successfully passing and completing the Research and Writing course. We will continue to monitor progress in this course.	<p>assignments in this course require students to locate at least 3-5 academic articles from credible journals or books and cite them in APA (American Psychological Association citation method). This allows them to reinforce their skill sets that were learned in COMM 2023: Research and Writing.</p> <p>A2. Specifically, in COMM 3003: Interpersonal Communication students have a relationship paper where they analyze effective or ineffective communication in a personal relationship they have and use theories and communication concepts to understand why that communicative behavior is successful or not. Students are graded with detailed criteria and point valuations. This paper has yielded positive results over the past several years.</p>
4.Problem-Solving Skills and Techniques	A. Students will demonstrate effective use of problem-solving skills and	A. Students learn how to effectively solve communicative problems in their personal and professional	A. 100% of program completers of COMM 3003: Interpersonal	A. We are currently using COMM 3003: Interpersonal Communication as a means to assess

	techniques in interpersonal contexts.	communication in COMM 3003: Interpersonal Communication.	Communication in 2017 earned a grade of "C" or better.	problem solving skills and techniques, providing additional evidence that this course should be integrated into our curriculum. This course requires students to consider how to solve problems associated with communicative behaviors.
5. Theories of Argument and Persuasion	A. Students will demonstrate an understanding of the theories about argument and persuasion.	A. Students in COMM 3123 partake in several debates including one partner debate at the end of the semester.	A. 100% of program completers taking COMM 3123 in 2017 earned a grade of "C" or better.	A. No improvements are suggested in this area at this time. Argumentation and Human Communication Theory address them adequately.
6. Group Communication	A. Students will demonstrate an understanding of the conceptual, practical, and theoretical aspects related to group communication.	A1. Students in COMM 3073: Learn theories in group communication and how to effectively work in groups. A2. In most of our core courses students work in pairs or groups to learn how to collaborate with one another and engage in effective group communication.	A. 100% of program completers taking COMM 3073: Group Communication (UD elective) in 2017 earned a grade of "C" or better.	A. Adding COMM 3003: Interpersonal Communication would be a valuable addition to measure this program goal. There are 2 group projects and much of the class involves group activities and discussions.
7. Elements of Human Communication Theory	A. Students will develop an understanding of the elements of human communication theory in its various contexts: intrapersonal, interpersonal, group, and public.	A. Students in COMM 4003: Human Communication Theory learn advanced theories in this area and it is considered our capstone class. Students have projects which demonstrate their knowledge in intrapersonal,	A. 100% of program completers taking COMM 4003: Human Communication Theory in 2017 earned a grade of "C" or better.	A. Adding Interpersonal Communication is valuable because it helps to reinforce education on theories in the discipline. It introduces students to more advanced theories than the introduction to

		interpersonal, group, and public communication.		communication course. Students have a project where they must research one or two theories in-depth in order to develop a board game and they write up an annotated bibliography on literature that has been done over that theory.
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Discuss the process used within program curriculum committee to determine appropriate program offerings, alignment of mission, review of assessment data, timing of reviews, given to creation/review of the above plan? Evidence can include meeting minutes, list of curriculum committee members, etc. (Item 6)

- The curriculum committee meets twice a year in the Fall and Spring before the semester begins. Faculty members who teach Communication courses sit in to discuss current issues with courses.
- Additional meetings are made throughout the academic year if needed to review curriculum offerings and proposed additions to the curriculum and/or elective offerings.

Curriculum maps detail where each program level learning outcome is (1) **Introduced**, (2) **Reinforced**, and (3) **Mastered** throughout the required portion of the program curriculum. A PLO should be introduced early in the curriculum, reinforced at least twice, and comprehensively assessed for Mastery towards the end of the program, preferably in an integrative or Capstone format. (Item 4)
Example attached.

PROGRAM LEARNING OUTCOMES

		PLO #1 Utilitarian and Aesthetic Dimensions	PLO #2 Public Speaking	PLO #3 Research and Writing	PLO #4 Problem- Solving Skills and Techniques	PLO #5 Theories of Argument and Persuasion	PLO #6 Group Communi- cation	PLO #7 Elements of Human Communica- tion Theory
REQUIRED COURSES	COMM 1003: Introduction to Communication	I			I		I	I
	COMM 2003: Public Speaking		I			I	R	
	COMM 2023: Research and Writing	R		I	R	R		R
	COMM 3123: Argumentation	R	R	R	R	R		
	COMM 3003: Interpersonal Communication	R	R	R	R		R	R
	COMM 4003: Human Communication Theory	M	M	M	M	M	M	M

List the reports made on yearly program review process and to whom each report is made. (Item 9)

- Meeting notes are written by a member and sent to the chair of the department, Mr. Anthony Caton.
- Any additional issues that arise are addressed by members and reported to the department Chair.

Include an analysis of program learning outcomes trend data from 2017 forward. (Item 10)

- In the past year, we acknowledged that we would continue to monitor progress in all courses that cover the program goals. Additionally, we noted a deficiency in communication not including Interpersonal Communication in our curriculum. As noted below, Interpersonal Communication meets 6 of our 7 PLO's. Therefore, the curriculum committee in the Department of Communication and Journalism recommended reintroducing the Interpersonal Communication course back into the curriculum to improve our Communication major. Results and modifications will be reviewed in the 2019-2020 academic calendar year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication & Journalism	5.23.19

Title	Signature	Date
Department Head		5.23.19
Dean		5/27/19
Assessment		6/14/19
Registrar		6/20/19
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: Journalism Broadcast, Print, and PR Options
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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)

Delete JOUR 3143 News Reporting from core requirements and add three hours of approved major electives. JOUR 3143 News Reporting will be added to the Print concentration, with JOUR 4053 Mass Communication Seminar deleted.

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

None.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Change will not affect the previously established goals of the discipline, which are copacetic with the university's mission.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? Majors will be taught news reporting skills in JOUR 2143 Media Writing and JOUR 3183 Broadcast News Writing. JOUR 3143 will continue as an integral component of the print concentration.
 2. Provide an example or examples of student learning assessment evidence, which supports the changes in the program. Core courses will continue to be assessed via methods previously approved by the Office of Assessment.
- 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. Journalism program remains the most intensive/rigorous in the state with 18 hours of required courses.
- 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.) Removal of course as core requirement does not affect the core classes already assessed annually.

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

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

Curriculum Matrix for Catalog	
Curriculum in <u>Journalism</u> Broadcast, Print, & PR options (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: 3 hrs. approved major elective (Broadcast and PR Options)</p> <p>Delete: JOUR 3143 (Broadcast and PR Options)</p> <p>Total Hours:15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: 3 hrs. approved major elective (Print only)</p> <p>Delete: JOUR 4053 Mass Comm. Seminar (Print only)</p> <p>Total Hours:15</p>

Arkansas Tech University
Program Review/Assessment Plan

Program/Department: B.A. Journalism

Program Contact: Anthony Caton

Email: acaton@atu.edu

Phone: 479-964-0889

Date Submitted: 6/22/2018

Arkansas Tech University Mission Statement: Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Program Mission Statement: Spoken and written language is the genesis of human intellect and becomes the defining characteristic of our species as the mind is built through communication with significant others. Judgments are made of character, intelligence and potential based on communication skill sets. The most articulate among us gain positions of power within relationships, groups, and organizations. Language in the grasp of a skilled speaker and writer is a powerful tool for influence and leadership. It is for such roles in a myriad of communication channels that we endeavor to prepare our students through advising, coursework, training, activities, and modeling ethical behavior. The media extend our domain beyond the immediate range of our voice. The power of speech and the range of media mandate that we teach our students to transmit only high quality messages.

Program Constituents: (external & internal)

1. Current students: Student feedback is achieved through student evaluations of instruction, informal in-class surveys of majors, and anecdotal information conveyed by students to the department head
2. Alumni: Our department and journalism Facebook pages maintain contact with alumni. In addition, many of our graduates work at regional television stations, advertising/PR agencies, and print outlets
3. Employers: We are striving to use the alumni database to identify employers who we could encourage to interact with our students. Many of our majors participate in internships with regional entities such as KATV and KTHV-TV in Little Rock, the Sells Agency in Little Rock, and the *Arkansas Democrat-Gazette* newspaper

List Program/Department Resources:

- Staffing: The Communication and Journalism Department has 13 full-time tenure-track faculty, 18 adjunct faculty, one full-time staff who teaches on-line classes, five graduate assistants, three concurrent instructors, one full-time administrative specialist, and five student workers

- Offices: The Communication and Journalism Department has 13 individual offices for faculty, one office housing the administrative specialist, two shared offices for adjuncts and G.A.'s, and one office for full-time staff
- Educational Space: The Communication and Journalism Department has one computer-equipped, open lab, two 30-seat student classrooms that are equipped with video technology, two 24-seat student classrooms equipped with video technology, a broadcast technology center housing six workstations, a television studio used for live student programming, and an FM radio station used for live student programming.

Program Assessment Plan

Program Goal/Objective (Item 1a)	Program Learning Outcomes (Item 3)	Assessment Methods And Criteria (Item 5)	Results Met/Unmet (Item7)	Planned Improvements Based on Results (Item8)
P01: Program completers will understand and apply the principles and laws of freedom of speech and of the press	L01: Students will demonstrate and apply advanced principles of communication law and ethics	Comprehensive Exam I Comprehensive Final Exam II	100% of program completers in <u>JOUR 4123</u> in 2017 earned a "C" or higher	Will continue to monitor results
P02: Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientations and, as appropriate, other forms of domestic society in mass communication	L02: Students will develop a heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds	Comprehensive Exam I Comprehensive Final Exam II	100% of program completers in <u>JOUR 2133</u> in 2017 earned a "C" or higher	Will continue to monitor results
P03: Program completers will understand concepts and apply theories in the use and presentation of information and images	L03: Students will learn the theory and practice the concepts in various multimedia communication platforms	Comprehensive Exam I Comprehensive Final Exam II	100% of program completers in <u>JOUR 2163</u> in 2017 earned a "C" or higher	Will continue to monitor results

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PO4: Program completers will write correctly and evaluate information by methods appropriate for the communications professions, audiences and the purposes they serve	LO4: Students will develop, hone and practice their journalistic writing skills	Comprehensive Final Exam Weekly graded writing assignments	100% of program completers in <u>JOUR 2143</u> in 2017 earned a "C" or higher	Will continue to monitor results
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Discuss the process used within program curriculum committee to determine appropriate program offerings, alignment of mission, review of assessment data, timing of reviews, given to creation, review of the above plan.

Evidence includes monthly departmental meeting minutes, and the numerous individual meetings conducted by the department head with journalism faculty during the academic year. The aforementioned meetings led to an update of the journalism curriculum core in 2015. In the following academic year, three courses were added to the journalism core: JOUR 3133 Media Management and Diversity, JOUR 3143 News Reporting, and Jour 4123 Laws of Communication. The journalism core now totals 21 credit hours. In 2016, from information derived from institutional research and surveys conducted in general education required courses indicated that the addition of a social media minor was warranted. Eighteen hours were included in the minor: JOUR 2163 Introduction to Multimedia, JOUR 3173 Public Relations Principles, JOUR 3273 Public Relations Writing, JOUR 4023 Social Media, JOUR 4083 Computer Mediated Communication or JOUR 4123 Laws of Communication, COMM 4153 Persuasive Theory and Audience Analysis, and MKT 3163 Consumer Behavior or PSY 2023 Consumer Psychology.

PROGRAM LEARNING OUTCOMES

	LO1 Apply principles of communication law and ethics	LO2 Develop a heightened awareness of understanding and communicating with individuals of diverse backgrounds	LO3 Know theory and practice concepts in the various multimedia platforms	LO4 Develop, hone and practice journalistic writing skills		
Required Courses	JOUR 4123 Laws of Comm.	JOUR 2133 Intro to Mass Communication	JOUR 2163 Intro to Multimedia	JOUR 2143 Media Writing		

List the reports made on yearly program review process and to whom each report is provided.

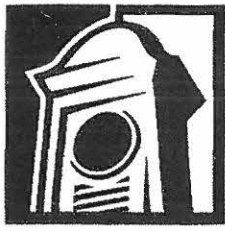
The academic year begins with a report from the department head to the faculty regarding enrollment trends and the latest assessment data provided by institutional research.

The department head meets monthly with the communication assessment committee, which is comprised of Dr. Alexis Johnson, Dr. Virginia Jones, and Dr. David Eshelman. The Journalism Curriculum Committee (Dr. Lee, Dr. Mann, Mr. Mumert, Mr. Reeder and Mrs. Toland) oversees journalism assessment. At meetings, the assessment trends and overall data are broken down and analyzed.

In 2017, the aforementioned communication assessment committee revised the department assessment plan, developing CPGE assessments, and formulating appropriate general education learning outcomes. Dr. Brucker in the English Department oversees CPGE's for JOUR 2173 Introduction to Film (a general education course).

Include an analysis of the program learning outcomes trend data for the past three years.

For the last three years, learning outcomes have been met in the required courses.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head	<i>Carl Benson</i>	6-20-19
Dean	<i>Ed S. Chy.</i>	7/1/19
Assessment	<i>Paul Paul</i>	7/2/19
Registrar	<i>Sammy Pearson</i>	7/26/19
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 2001	Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) La Casa Immersion Experience		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) La Casa Immersion Experience		

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- b. If this course is required for the major or minor, complete the following.
 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?

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

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

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.

The addition of this course will not affect other programs or departments.



Arkansas Tech University
SPAN 2001 La Casa Immersion Experience – FALL 2019
Department of English and World Languages



Professor: Dr. Nelson R. Ramírez

Location: M Street Hall

Class hours: To be arranged by the students with Dr. Ramírez, the instructor of record. M-F one hour a week at the Language Lab, Dean Hall 117.

Dr. Ramírez's office: Dean Hall 116-F

Telephone: 479-268-0636

Email: nramirez@atu.edu

Office Hours: MWF 9:00 a.m. – 11:30 a.m.; TR 2:30 p.m. – 4:00 p.m.; or by appointment

CATALOGUE DESCRIPTION:

SPAN 2001: La Casa Immersion Experience

Prerequisite: Two years of high school Spanish or equivalent.

Study of contemporary language and culture in an immersion Spanish- speaking setting.

COURSE DESCRIPTION AND OBJECTIVES:

While taking SPAN 2001 La Casa Immersion Experience students will live in M Street Hall and take part in common immersion activities such as having a Spanish table at the Language Lab; sharing meals at TECH's cafeteria; watching tv shows, news, and movies in Spanish; playing games; attending/participating in cultural events; visiting area schools, studying together, etc. All

of these activities offer a way for students to live in a setting similar to a Spanish-speaking-world environment to improve their linguistic and cultural competence in the target language.

Students who complete the La Casa Immersion Experience will:

- Communicate more effectively in Spanish
- Have a fuller understanding of Spanish-speaking cultures
- Gain agency in shaping their own education.

REQUIRED TEXTS AND MATERIALS:

No textbook required

Internet links to materials and activities will be provided.

ASSESSMENT METHODS

Students are required to use the target language in their residence hall in a meaningful way. Students also must attend the Language Lab a minimum of one hour a week during the semester to engage in language interaction with other students and/or the Spanish tutors in the Language Lab in 117 Dean Hall. Students also can participate in campus activities, K-12 schools, health centers, adult education center, churches, etc. as a basis for their writing reports in Spanish. Students will write three two-page-double-spaced reports in Spanish on the activities in which they participate. At the end of the semester, the student has to turn in a three-page-double-spaced paper in Spanish that reflects the value of his/her bilingual experience in La Casa Immersion Experience and the campus community.

GRADING SYSTEM

Lab Attendance	40%
Reports (3)	45%
Reflective Essay	15%

POSSIBLE ACTIVITIES

Possible Activities for La Casa Immersion Experience

- 1) **WHAT?** Does the activity allow students to experience culturally authentic products, practices, and/or perspectives in meaningful ways? Does it avoid stereotypes?
- 2) **WHY?** What is the purpose of the activity? Does the activity give students the opportunity to practice and refine their communication skills in the target language, to broaden and deepen their understanding of the target culture(s), to connect with other disciplines, and/or to serve the community?
- 3) **HOW?** Does the activity connect students to real-world audiences for real purposes in meaningful ways?

Arts & Crafts (Modeling clay)

- o Day of the Dead – Make altars that showcase the lives of famous Hispanics who are now dead and donate them to a local elementary school library for display
- o Door decorating or window painting contest for culturally authentic holidays
- o Draw or paint in the style of various artists from the target culture and display the works around the school
- o Make ancient ruins, castles, etc., from clay, type up explanatory "blurbs" and display them in showcases in local elementary or middle schools
- o Make bulletin boards related to culturally authentic products
- o Decorate some rooms with posters, banners, etc., related to the Spanish culture
- o Make ceiling, floor, or wall murals (could be done on fabric, painted directly on the surface, or done on tiles and installed) for language classrooms
- o Make homecoming floats out of shoeboxes and put them on display
- o Make paper plate maracas, take them to a local elementary music program, and teach the elementary students a song in the target language
- o Make piñatas containing cultural information as well as candy and prizes and donate them to elementary and middle schools to help them celebrate culturally authentic holidays
- o Make posters promoting language study for Open House or for Foreign Language Week (these might focus on famous people who speak the target language, the international influences that the target language and culture(s) have had on the world, etc.)
- o Make tiles to create a class mosaic

Dance, Drama, Entertainment, & Singing

- o Act out historical events from uncommon perspectives
- o Authentic movies from different countries shown at lunch or during Seminar
- o Cabaret night
- o Dance lessons (Flamenco, salsa, merengue, etc.) and then a discotheque night to which student organizations are invited
- o Dinner theater
- o Dramatize Spanish fairy tales, etc.

- o Establish a coffee house for poetry reading in the target language
- o Guest speakers (have local artists, musicians, or other business professionals come and speak in the target language about their careers)
- o Lip sync contest to authentic music from the target culture (Fake the Funk)
- o Panel night (have people from different countries, including exchange students or community members come to share about their country—open the event to the community)
- o Skits or radio plays (read over the morning announcements) about life in different countries
- o Teach a culturally authentic song (a popular song) to students (mariachi, salsa, etc.)
- o Establish ‘language tables’ weekly to talk about different topics in Spanish

Food

- o Prepare a cookbook of culturally authentic recipes that students have tried in class and liked (be careful of copyright)
- o Serve authentic food from the target culture during lunch (enchilada or taco stand, tapas, tortilla española, etc.)
- o Take a trip to an authentic restaurant
- o Visit a local Hispanic restaurant, etc., bakery or pastry shop and have students film the experience and edit it

Games

- o Hold sports tournaments ("Euro" cup) among the various student organizations
- o Learn to play authentic outdoor games
- o Play culturally authentic board games
- o

Service

- o Design a brochure in the target language for visitors to the city (coordinate with the city's Bureau of Tourism or Chamber of Commerce, for example)
- o Discover the impact of the target culture(s) and language on your local community and make the information available to local businesses in a nice brochure
- o Hold a book drive and donate the books to schools from other countries
- o Lunchtime events (Host brown bag events such as art displays, guest speakers, musicians, or panels once a month and open them to faculty, staff, and students in your building)

- o Make and send holiday cards (Christmas, Easter, Hanukah, Valentine's Day, etc.) that reflect the target language and culture and send them to service men and women
- o Pen-pals
- o Prepare a 5- to 10-minute humorous video presentation that promotes the study of the world languages
- o Prepare a video tour of the city in the target language and donate it to the local library or ask the local cable station dedicated to public schools to air it
- o Prepare a simple, web-based or video-based virtual tour in the target language of cities from the target culture(s) and donate it to middle school language students or world history students
- o Serve as tour guides for local tourist attractions
- o Teach the target language to neighboring elementary schools
- o Tutor for students who are struggling in their language courses at your school

Simulations

- o Birthday party (traditional for the target culture, such as a *quinceañera*)
- o Fashion show (prepare a cultural fashion show of clothing throughout history)
- o Hispanic market simulation
- o Mock wedding
- o Museums

Travel

- o Fall/Spring break trip
- o Visit local attractions related to the target language and culture
- o Visit local museum exhibits that pertain to the target culture

Bibliography

Online Spanish sources such as newspapers, magazines, tv shows, radio shows, documentaries on YouTube, blogs, etc.

Enlaces útiles

<<http://www.rae.es/>>

<<http://www.wikilengua.org>>

<<http://www.orbilat.com/Languages/Spanish/Grammar/Spanish-Pronouns.html>>

<<http://www.popolvuh.ufm.edu/>>

<<http://www.maya-archaeology.org/>>

<<http://www.philipcoppens.com/caral.html>>

<<http://video.google.com/videoplay?docid=-4092265217728346257#>>

<<http://www.pbs.org>>

Periódicos de Iberoamérica

<<http://www.prensaescrita.com/>>

<<http://www.laopinion.com/>>

<http://www.elnuevoherald.com/>

Documentales:

Latin Music USA

<<https://www.pbs.org/show/latin-music-usa/>>

Chavismo. La peste del siglo XXI.

<<https://www.youtube.com/watch?v=Inh7LBLIf4U>>

Enlaces:

Universia

<<https://www.universia.net/>>

Radio Programas del Perú

<<https://rpp.pe/>>

Martí Noticias. Radio y Televisión Martí

<<https://www.martinoticias.com/>>

Blogs

<http://www.14ymedio.com/blogs/generacion_y/>

<<http://www.elboomeran.com/blog/117/edmundopazsoldan/>>

<<http://www.elboomerang.com/>>

<<http://notasmoleskine.blogspot.com/>>

<<http://elboomeran.com/blog/7/blog-de-sergio-ramirez/>>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of English and World Languages	6-6-19

Title	Signature	Date
Department Head	<i>Carl Burken</i>	6-6-19
Dean	<i>[Signature]</i>	6/10/19
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>[Signature]</i>	6/20/19
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee	
Faculty Senate	

Course Subject:	Course Number:
SPAN	3382
Official Catalog Title:	
Principles of Interpretation	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

<input checked="" type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other		

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

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

3383

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

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☒ Major

☒ Minor

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

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. NA
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - (1) become familiar with the basic concepts relating to the theory and practice of interpretation and translation its uses in professional life
 - (2) acquire a broad range of English-Spanish vocabulary related to health care procedures that will serve as their foundation for cross-lingual and cross-cultural communicative skills development
 - (3) develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Means and Measures

All three program learning objectives will be assessed through CPGE questions in SPAN 3383. The questions will be scored Target, High-Acceptable, Low-Acceptable, Unacceptable, No Evidence. Our criterion for success will be that 75% of students will be scored Target or High-Acceptable.

- c. What is the rationale for adding this course? What evidence supports this action?

Increasing the credit hours of this course from two to three will be a better match for the extent of the course's content and will make it easier for the course to be part of a faculty member's 12-credit load.

A syllabus for SPAN 3383 is appended.

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.

This change will not affect any other department.

ARKANSAS TECH
A CENTURY FORWARD



Department of English and World Languages
Principles of Interpretation SPAN 3383



Profesora: Dr. Alejandra Karina Carballo

Oficina: 116-D, Dean Hall

Horas de oficina: lunes, miércoles y viernes de 10 a 11, martes y jueves de 8 a 9 o por cita

Correo electrónico: acarballo@atu.edu

Teléfono: (479) 968-0639

Catalog description: Theory and practice based course on English-Spanish interpretation for health care and court settings.

Pre-requisite: Completion or concurrent enrollment of SPAN 3003.

Description: The course will cover the different aspects of interpreting as a profession, including the training needed, job opportunities and sources of work, standard business practices, free-lance versus staff interpreting and other issues. It will also cover aspects of linguistics, vocabulary and terminology, the different modes of interpretation (sight, consecutive and simultaneous) and the professional code of ethics. Throughout the semester we will work forward from the smallest unit of interpretation—vocabulary—to larger units such as sentences and more extended discourse within representative genres of the language domain of health care and court settings, which itself constitutes a major field of language for specific purposes. The acquisition of a broad range of English-Spanish vocabulary related to health care and court procedures will serve as our foundation for cross-lingual and cross-cultural communicative skills development. The vocabulary will include technical terminology as well as Slang, Spanglish, code switching, regional varieties of Spanish. Extensive practice will be provided in class and through homework assignments

Required text/materials:

- Robinson, Douglas. *Becoming a Translator*. New York: Routledge, 2012;
- *Beyond Communication Limits*, Second edition, UAMS Medical Interpreting Program (Handout);
- *Simon & Schuster's International Dictionary*.

Recommended:



Kelz, Rochelle K. *Conversational Spanish for Health Professions*. 3er ed. Albany: Del Mar Publishers, 1999.



Oxford Spanish-English Dictionary (available on CD-ROM)



American Heritage Larousse Spanish-English Dictionary



Larousse Spanish-English Dictionary

Important Web Sites and Organizations

IMIA-International Medical Interpreters Association
(<http://www.imiaweb.org/education/trainingnotices.asp>)

NBCMI- The National Board of Certification for Medical Interpreters

<http://www.certifiedmedicalinterpreters.org/>

NAJIT – National Association of Judiciary Interpreters and Translators (www.najit.org)

ATA – American Translator’s Association (www.atanet.org)

Arkansas Court Interpreters (https://courts.arkansas.gov/court_interpreters/index.cfm)

Diccionario médico en PDF: <http://www.cdpr.ca.gov/docs/dept/spanish/engspdict.pdf>

Practicing Spanish: www.practicingspanish.com

Diccionario de falsos cognados: http://www.avlt.com.ar/archivos/libro/18_falcog5.pdf

Glosario de errores comunes en la traducción económica y financiera:

http://www.aieti.eu/pubs/actas/I/AIETI_1_JFPB_Glosario.pdf

<https://www.youtube.com/watch?v=3wg-qZjMhU4> Clarity interpreting channel

Course Objectives:

- 1- To familiarize students with the basic concepts relating to the theory and practice of interpretation and its uses in professional life;
- 2- to sensitize the students to the linguistic structures of the source and the target language;
- 3- to train the students in cognitive processes and language skills to facilitate consecutive and simultaneous interpretation;
- 4- to create an awareness of the challenges and opportunities presented by linguistic and cultural differences in the context of globalization and the dynamics of the multilingualism of American society;
- 5- to enhance student fluency and confidence in both languages through contextualized intensive practice in all modes of interpretation;
- 6- to develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics.

General Education Objectives:

This course complements the General Education curriculum by helping develop students ‘skills and abilities in the following way:

- a- It helps to provide a foundation for knowledge common to educated people.
- b- Develops the capacity of individuals to expand that knowledge over his or her lifetime.
- c- Particularly related to foreign languages students will focus on communicating effectively as well as thinking critically and demonstrating knowledge of the arts and humanities.

Course Expectations:

1. Attend virtually every class, if not all classes, during the semester.
2. Be an active learner by preparing for class at home and by participating in classroom activities.
3. Practice using vocabulary and verbs on a daily basis.
4. Regularly complete oral and written assignments.
5. Shadow your teacher while interpreting in the River Valley Free Clinic in Dardanelle.
6. Attend court procedures at the Russellville Court.

General information

Class Format: The format of this course is based on the notion that languages and content are learned best when students are engaged in communicating and exchanging real world information. For this reason, class consists primarily of interaction between you and your classmates as well as with the instructor. You are expected **to come prepared to participate and to contribute**, and in the process are

expected to be respectful to your peers and assist in the establishment and maintenance of a positive learning environment. **The use of cell phones and other electronic communication devices is prohibited during class time, as are other behaviors that your instructor deems inappropriate (e.g., eating in class, chewing gum, and so forth).**

Class Procedure:

- 1) Translation homework will be distributed for every other class meeting. All students should do all assigned texts and observe the **suggested stages for Translations** outlined below.
- 2) For each Wednesday class one person will make a model translation and will present it in class and together will discuss and correct. All other students must also do the same translation at home so as to compare it with the model translation. **Bring two printed copies to class.**
- 3) The instructor will collect all homework and will return the marked translations on the following class meeting. The instructor will not correct the translations, but mark the perceived errors according to the code below.
- 4) The students will, then, correct those translations and include a final, polished copy in their portfolio, which will be turned in and finally graded towards the end of the semester.
- 5) Plagiarism is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Plagiarism by students will be sanctioned.

Suggested Stages for translations:

- 1) Carefully reread the original fragment. What does it mean? What are the main ideas?
- 2) Analyze the style. Is it formal, colloquial, technical, etc.? Is the tone serious, ironic, humorous, etc.? What type of readership is it aimed at?
- 3) Identify lexical and syntactical problems: usage, metaphors, technical terms, false cognates, slang, grammatical structures without direct equivalent, etc.
- 4) Write a first draft of the translation. Are there still unresolved lexical problems?
- 5) Reread the draft while comparing it to the original. Has the meaning or spirit of the original been lost or distorted? What can be done to correct this?
- 6) Proofread the revised draft for grammar and spelling. Correct any error.
- 7) Reread the corrected draft from the point of view of a reader who does not know the original text. Does it sound good or does it sound like a translation (awkward, not smooth or natural)? Make the necessary changes.
- 8) Read the translation once again, paying attention to the style. Will the translation produce a similar effect upon the reader as the original would have?

Code for Corrections:

G =	Serious grammatical mistake.	~ =	Change the order.
g =	Grammatical mistake.	e =	A problem of style (estilo). Awkward, lacks clarity, or does not sound good.
o =	spelling (ortografia).	T =	Sounds like a translation.
v =	Vocabulary.		Lexical or syntactic influence (Tl, Ts).
s =	Meaning has changed (significado).	=	Strike, eliminate.
a =	Capitalize.	A =	Use lower case
() =	unnecessary, could be eliminated.		

Requirements: This course will have written and oral **exams** whose content and format will be discussed in class. Class **participation and performance** will also be evaluated. **Quizzes can be expected regularly.** A **glossary** of vocabulary, phrases, and expressions (whether specialized, idiomatic or slang), with their translations, will be maintained by each student and shared with the class and turned in for a grade at the end of the semester. The material for this glossary should be drawn from the assigned readings, class materials, television newscasts, educational programs, newspaper articles, talk shows, etc. in both languages.



Cell phones OFF and OUT OF SIGHT

Attendance Policy: ATTENDANCE AND PARTICIPATION POLICY:

In order to meet the course goals and objectives, it will be necessary for you to attend and actively participate in class. Participation is an important component of your grade, and each day I will make a mark in my grade book regarding your participation and will assign you a bi-weekly grade. If you miss class, no participation points can be awarded for that day. There is **no** make up for participation. Students arriving more than 10 minutes late to class are considered absent. I prefer that you come to class tardy rather than not at all.

Excused absences are limited to ATU athletic events for a team of which you are a member, emergency medical conditions (with appropriate notes from medical personnel), and death in the immediate family. I allow **two** unexcused absences during the semester without penalty. If you do not provide me with the reason for an absence, I will assume that it is unexcused. After the second unexcused absence, your final grade will be reduced five percent for each of them.

Course Components & Grading Scale:

The final grade in this course will be determined from the following components:

20%	Midterm Exam (take home)
30%	Final Exam (in class)
30%	Participation & performance
20%	Portfolio

Grading Scale

A	90-100	B	80-89	C	70-79	D	60-69	F	00-59
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ACCENTS: There are a few ways to accomplish this. One way is to hold down the ALT KEY while typing the following, using numerical keypad:

Small letters and common punctuations marks.

Alt + 160 = á
Alt + 130 = é
Alt + 161 = í
Alt + 162 = ó
Alt + 163 = ú

Another way:

Alt + 0225= á
Alt + 0233= é
Alt + 0237= í
Alt + 0243 = ó
Alt + 0250 = ú

Capital letters

Alt + 0193= Á
Alt + 144 = É
Alt + 0205= Í
Alt + 0211= Ó
Alt + 0218= Ú

Alt + 164 = ñ
 Alt + 0252 = ü
 Alt + 168 = ¿
 Alt + 173 = ¡

Alt +0191 = ¿
 Alt +0161 = ¡

Alt+165 = Ñ

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>.

Americans with Disabilities Act

TECH is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 passed by Congress. This act provides a civil rights statute designed to prevent discrimination that qualified individuals with a disability shall not be denied access to any program or activity provided by any institution receiving federal financial assistance. The Affirmative Action Officer serves as the coordinator for these federal programs.

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the *Student Disability Services (SDS)*. Bring a letter to your instructor from the SDS indicating that you need academic accommodations no later than the second week of classes.

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>.

Academic Honor Code

Our department strives for academic excellence and encourages all students to achieve their best. Moreover, the department promotes academic honesty and does not tolerate cheating or plagiarism. Cheating is defined as presenting ideas or words of another as one's own. As a college student, it is your responsibility to fully understand the concept of cheating and plagiarism. Instructors are always available to clarify for students their exact definition. Failure to understand these concepts does not excuse you from potential reprimand. According to the university policy, consequences of cheating and plagiarism can result in an F on the assignment or exam, and F in the course.

CALENDARIO

Minor changes may be made and will be announced in class. It is the student's responsibility to be aware of any changes.

	<i>Becoming a Translator (BaT) Libro</i> <i>Interpretation Techniques and Exercises (IT&E) Handout in BB</i> <i>Beyond Communication Limits (B C L) Handout in BB</i> <i>Community Interpreting (CI) Handout in BB</i>	En casa
Agosto miércoles 24	Introduction to the course.	
lunes 29	"Translation and interpreting: Dynamic career paths ..." Práctica	Toma notas

miércoles 31	Cap. 2 (<i>BaT</i>) Who are translators?	Toma notas
Septiembre lunes 5	No hay clase	
miércoles 7	Professional pride 24-29 (<i>BaT</i>)	Toma notas
lunes 12	Income 30-45 (<i>BaT</i>)	Toma notas
miércoles 14	Práctica	
lunes 19	Práctica	
miércoles 21	Enjoyment, Conclusion, Discussion 45-57 (<i>BaT</i>)	Toma notas
lunes 26	The shuttle: experience and habit.... 60-64 (<i>BaT</i>)	Toma notas
miércoles 28	Chapter 3- Complex Syntax/Compression (IT&E)	
Octubre lunes 3	Guest speaker: Dr. Anarella Cellitti	
miércoles 5	Chapter 3- Complex Syntax/Compression (IT&E)	Toma notas
lunes 10	Chapter 3: Modes of Health Care Interpreting (<i>B C L</i>)	Toma notas
Miércoles 12	Chapter 4 : Managing the Flow of Communication (<i>B C L</i>)	Toma notas
lunes 17	Continuar	
miércoles 19	Karl Weick on enactment ..., the process of translation. 65-67 (<i>BaT</i>) Take home exam	Toma notas
lunes 24	The process of translation 67-71 (<i>BaT</i>)	Toma notas
miércoles 26	Chapter 4- Word Order/Cluster (IT&E)	Toma notas
lunes 31	Chapter 4- Word Order/Cluster (IT&E)	Toma notas
Noviembre miércoles 2	Día comodín	
lunes 7	Chapter 5: Interpreting in Mental Health (<i>B C L</i>)	Toma notas
miércoles 9	Parte 3. Interdisciplinary: CI in the Legal Context pp.64-67 (<i>CI</i>) Práctica	Toma notas
lunes 14	Parte 3. Interdisciplinary: CI in the Legal Context pp.68-73 (<i>CI</i>)	Toma notas
Miércoles 16	Parte 3. Interdisciplinary: CI in the Legal Context pp.73-79 (<i>CI</i>)	Toma notas
lunes 21	Parte 3. 3.3 Lawyer-client intreractions pp.79-81 (<i>CI</i>)-Práctica	Toma notas
miércoles 23	Día de Acción de Gracias	
lunes 28	Guest speaker: Dr. William Clary	
miércoles 30	Parte 3. 3.4 Tribuna hearings pp. 82-87 (<i>CI</i>)-Práctica	Toma notas
Diciembre lunes 5	Repaso y conclusiones	

Examen final: TBA



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	6-6-19

Title	Signature	Date
Department Head		6-6-19
Dean		6/6/19
Assessment		6/18/19
Registrar		6/20/19
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee	
Faculty Senate	

Program Title: Minor in Spanish for Medical Interpretation

Outline change in program: (1) Delete SPAN 3213 Advanced Grammar and Usage as a requirement. (2) Replace SPAN 3382 Principles of Interpretation with SPAN 3383 Principles of Interpretation
What impact will the change have on staffing, on other programs and space allocation? The proposed change will not affect staffing or space allocation.

Answer the following Assessment questions:

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

The minor in Spanish for Medical Interpretation “empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

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

- c. What is the rationale for this program change?

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

Removing SPAN 3213 as a requirement and substituting SPAN 3383 for 3382 will reduce the minor requirements from 20 hours with 12 hours of prerequisites to 18 hours with 12 hours of prerequisites. The changes will also distinguish the minor in Spanish for Medical Interpretation from the certificate program in Spanish for Medical Interpretation.

Increasing the credit hours of SPAN 3382 will make it possible to make the course part of a faculty member’s normal 12-hour load.

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

This change is not based on student learning assessment data.

- d. 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.

Arkansas Tech is the only institution in Arkansas to offer a certificate program in Spanish for Medical Interpretation and the proposed changes will distinguish this minor from that certificate program.

- e. 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. Program Learning Objectives

Program Learning Objectives:

- (1) become familiar with the basic concepts relating to the theory and practice of interpretation and translation its uses in professional life
- (2) acquire a broad range of English-Spanish vocabulary related to health care procedures that will serve as their foundation for cross-lingual and cross-cultural communicative skills development
- (3) develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics

Means and Measures

All three program learning objectives will be assessed through CPGE questions in SPAN 2303, SPAN 2313, and SPAN 3382. The questions will be scored Target, High-Acceptable, Low-Acceptable, Unacceptable, No Evidence. Our criterion for success will be that 75% of students will be scored Target or High-Acceptable.

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.

The changes in this minor do not directly impact any other program.

The 18 hours required for the proposed revision of the minor in Spanish for Medical Interpretation are:

SPAN 2303 Spanish for Medical Interpretation I

SPAN 2313 Spanish for Medical Interpretation II

SPAN 3003 Conversation and Composition I

SPAN 3013 Conversation and Composition II

SPAN 3133 Spanish-American Civilization and Culture

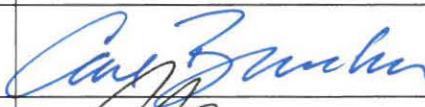
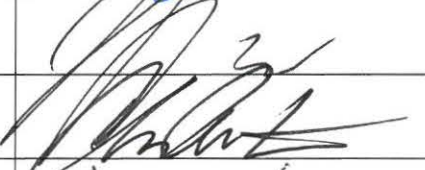
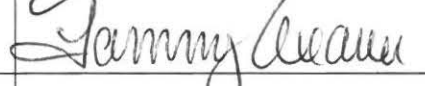

SPAN 3383 Principles of Interpretation



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	6-6-19

Title	Signature	Date
Department Head		6-6-19
Dean		6/10/19
Assessment		6/28/19
Registrar		6/20/19
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee	
Faculty Senate	

Program Title: Certificate in Spanish for Medical Interpretation

Outline change in program: (1) Replace SPAN 3382 Principles of Interpretation with SPAN 3383 Principles of Interpretation
What impact will the change have on staffing, on other programs and space allocation? The proposed change will not affect staffing or space allocation.

Answer the following Assessment questions:

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

The certificate in Spanish for Medical Interpretation “empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

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

- c. What is the rationale for this program change?

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

Increasing the credit hours of this course from two to three will be a better match for the extent of the course’s content and will make it easier for the course to be part of a faculty member’s 12-credit load.

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

This change is not based on student learning assessment data.

- d. 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.

Arkansas Tech is the only institution in Arkansas to offer a certificate program in Spanish for Medical Interpretation. The growth of our Spanish-speaking population makes this program useful to health care workers across Arkansas.

- e. 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. Program Learning Objectives

Program Learning Objectives:

- (1) become familiar with the basic concepts relating to the theory and practice of interpretation and translation its uses in professional life
- (2) acquire a broad range of English-Spanish vocabulary related to health care procedures that will serve as their foundation for cross-lingual and cross-cultural communicative skills development
- (3) develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics

Means and Measures

All three program learning objectives will be assessed through CPGE questions in SPAN 2303, SPAN 2313, and SPAN 3382. The questions will be scored Target, High-Acceptable, Low-Acceptable, Unacceptable, No Evidence. Our criterion for success will be that 75% of students will be scored Target or High-Acceptable.

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.

The changes in this minor do not directly impact any other program.

The 21 hours required for the proposed revision of the certificate in Spanish for Medical Interpretation are:

SPAN 2303 Spanish for Medical Interpretation I

SPAN 2313 Spanish for Medical Interpretation II

SPAN 3003 Conversation and Composition I

SPAN 3013 Conversation and Composition II

SPAN 3133 Spanish-American Civilization and Culture

SPAN 3213 Advanced Grammar and Usage

SPAN 3383 Principles of Interpretation



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
History and Political Science	June 24, 2019

Title	Signature	Date
Department Head	<i>David Blum</i>	6/24/19
Dean	<i>Jeff Woods</i>	6/25/19
Assessment	<i>Christine Austin</i>	6/28/19
Registrar	<i>Gammy Wallace</i>	7/25/19
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)	

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3123	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) Environmental Ethics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Environmental Ethics		

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:

X Elective Course ☐ 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?

This course will not be required for a major or minor.

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

This course requires no special resources.

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

This course requires no special classroom.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **This course is not mandated by an accrediting or certifying agency.**
- If this course is required for the major or minor, complete the following. **This course is not required for a major or minor.**
 - 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?

Applied ethics encompasses three major divisions: health care ethics, business ethics and environmental ethics. Adding Environmental Ethics to the Philosophy curriculum would give the Program a course in all three major divisions, completing the Program's offerings in applied ethics. Environmental ethics is an area of increasing public concern and controversy, making it important for Tech students to graduate with some fluency in the subject. Most philosophy programs nationwide offer an environmental ethics course. Such a course is offered at institutions comparable to Tech, including the University of Arkansas, Arkansas State University and Hendrix

College. Adding Environmental Ethics to the Philosophy Program's offerings would better align the Program with this disciplinary norm.

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

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

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.

Philosophy Program Course Proposal:

Environmental Ethics

- a. Course subject: PHIL
- b. Course number: 3123
- c. Catalog course title: Environmental Ethics
- d. Catalog description: This upper-division course introduces students to contemporary ethical concerns around relations between human behavior and environmental conditions. Critical reasoning skills are stressed, as are verbal and written communication skills. Upon completion of this course, students will be able to demonstrate familiarity with current debates in environmental ethics, rigorously analyze competing ethical arguments within those debates and reach ethically defensible conclusions. Topics covered may include air pollution, water pollution, acid rain and forest death, waste, chemical fears, biodiversity and global climate change. This course is not cross-listed, and there are no prerequisites or co-requisites.

e.

Instructor: Michael Brodrick, PhD, Assistant Professor

E-mail: mbrodrick@atu.edu

Office: Witherspoon Hall, Suite 255

Office Hours: TBA

- f. Text required for the course: There is no textbook to purchase for this course; instead, required readings will be made available to students on Blackboard's **Content** screen.
- g. Bibliography (supplemental reading list): Please see below.
- h. Justification/rationale for the course: Applied ethics encompasses three major divisions: health care ethics, business ethics and environmental ethics. Adding Environmental Ethics to the Philosophy curriculum would give the Program a course in all three major divisions, completing the Program's offerings in applied ethics. Environmental ethics is an area of increasing public concern and controversy, making it important for Tech students to graduate with some fluency in the subject. Most philosophy programs nationwide offer an environmental ethics course. Such a course is offered at institutions comparable to Tech, including the University of Arkansas, Arkansas State University and Hendrix College. Adding Environmental Ethics to the Philosophy Program's offerings would better align the Program with this disciplinary norm.
- i. Course objectives: Please see below.
- j. Description of how course meets general education objectives: N/A (The course will not be included in the general education component).
- k. Assessment methods: Please see below.

- l. Policies: Please see below.
- m. Course Content: Please see below.

About the Course:

Goals and Purposes:

This upper-division course introduces students to contemporary ethical concerns around relations between human behavior and environmental conditions. Critical reasoning skills are stressed, as are verbal and written communication skills. Upon completion of this course, students will be able to demonstrate familiarity with current debates in environmental ethics, rigorously analyze competing ethical arguments within those debates and reach ethically defensible conclusions. Topics covered may include air pollution, water pollution, acid rain and forest death, waste, chemical fears, biodiversity and global climate change.

Student Learning Objectives:

- Develop active listening, critical thinking and written communications skills
- Develop leadership, teamwork and project management skills through collaborative learning activities
- Develop ethical perspectives

Methods of instruction:

Focused lectures, lively class discussions, rigorous writing assignments and collaborative learning activities are the central methods of instruction.

Materials needed:

All of the materials needed for this course will be provided on Blackboard's **Content** screen.

Readings:

Selections by Bjorn Lomborg, James Rachels, Rachel Carson, John Muir, Thomas Malthus and others.

Finding Things in Blackboard:

Help: For help using Blackboard, please visit the College of eTech's website at: <http://www.atu.edu/etech/about.php>.

Announcements: This is where your instructor will remind you of important information.

Content: This is where you will find the syllabus and readings for the semester. This is also the place to look for quizzes, assignment instructions and to submit your assignments.

My Grades: This is where you can see your grades for specific assignments and your current course grade. Please note that your final grade is a weighted average. This means that some assignments are worth a larger percentage of the final grade than others. You can see how each assignment is weighted by referring to the table below (pp. 5-6).

*To be clear, all written assignments will be delivered and must be submitted on Blackboard.

Classroom Activities (Participation):

Note: The instructor divides the class into two Discussion Groups, A and B. After the first week of classes, you can find your group on Blackboard by clicking "Groups" in the left-hand menu.

Note: The class is divided into "Reading" and "Discussion" Weeks. During "Reading" Weeks, the entire class meets on Tuesday and Thursday. During "Discussion" Weeks, only Group A meets on Tuesday and only Group B meets on Thursday.

During "Reading" Weeks (please see the Course Schedule below), classes consist of a presentation by the instructor with questions and discussion as needed.

"Discussion" Weeks (please see the Course Schedule below) are reserved for structured student-driven discussions in small teams. The purpose of these discussions is to help each other better understand the assigned readings, actively engage with ideas and improve leadership, teamwork on oral communications skills.

Participation in these activities must be respectful and supportive. Personal anecdotes and opinions may be referenced when directly relevant to the discussion; however, participants should focus on clarifying ideas and/or exploring their logical implications and real-world consequences.

****Please see “Grading” (below) for the standards used to evaluate class participation.**

Assignments:

Quizzes:

Starting the second week of classes, quizzes will be given approximately every other week over the readings due that week. Quizzes are short assessments that test for knowledge of basic ideas and arguments from the readings. Quizzes are given on Blackboard.

Papers:

These are formal academic papers that develop a specific thesis in a main argument section, consider an objection to that thesis and defend the paper's thesis against that objection. The instructor provides specific instructions for each assignment at least a week before the assignment is due.

1. Paper One (due by TBA)
2. Paper Two (due by TBA)
3. Paper Three (due by TBA)

Paper Three will be written in class during the time designated for the final exam (**Date and Time: TBA**). Exam questions will be available to students at least one week prior to the exam date. Students should prepare to write on all of the exam questions, but the instructor will randomly select a single question to be answered on the day of the exam.

Grading:

Participation during “Reading” Weeks will be evaluated as follows:

- ✓ Shows familiarity with the assigned readings
- ✓ Focuses, clarifies or summarizes discussion
- ✓ Shows comprehension of key concepts and ability to apply them appropriately
- ✓ Stimulates further discussion
- ✓ Shows respect for those who disagree

For **participation during “Discussion” Weeks**, the instructor’s evaluation of each student’s participation will result in two grades on a scale of 0-100. The first grade will be assigned around mid-semester; the second grade will be assigned after the last Discussion Week. The final participation grade will be the average of those two grades.

Each participation grade reflects the relative (compared to peers in his or her discussion group) contributions made by each student, including:

- ✓ Demonstrating organized, focused and informed leadership when asked to lead the group
- ✓ Making informed comments or asking informed questions
- ✓ Referring the group to relevant quotations in the readings
- ✓ Setting a constructive and supportive tone
- ✓ Listening well
- ✓ Keeping the group on task
- ✓ Anything else that facilitated learning within the group

Please note that attendance in class by itself is not sufficient to earn a strong participation grade. Students are expected to actively listen and speak up during class, especially during Discussion Weeks.

For **papers**, the instructor will assign a grade on a scale of 0-100 according to the following requirements:

- ✓ Paper includes a clear statement of purpose (thesis) in paragraph one or soon thereafter.
- ✓ Paper’s main argument builds on the strongest arguments found in the assigned readings.
- ✓ Objection to the paper’s thesis builds on the strongest arguments found in the assigned readings and responds to the specific claims made in the main argument section.
- ✓ Major claims about arguments found in the assigned readings are supported by a properly documented quotation or paraphrase.
- ✓ Paper is free of spelling and grammatical errors.

IMPORTANT: Please note that your final grade is a weighted average. This means that some assignments are worth a larger percentage of the final grade than others. You can see how each assignment is weighted by reading the table below.

Assignment	Weight
Quizzes (6)	15%

Assignment	Weight
Participation (2)	25%
Paper One	15%
Paper Two	20%
Paper Three (Final Exam)	25%

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Policies:

Attendance:

Up to 3 absences are allowed for any reason; for each additional absence, the final grade for the course will be reduced by one increment (for example, from B to B-). The instructor understands that serious life events may lead to accumulating more than 3 absences. Students accumulating more than 3 absences due to a serious life event may appeal to the instructor. Appeals must be submitted to the instructor by e-mail and must provide a legitimate reason for the excessive absences. The instructor reserves the right to approve or deny such appeals according to his discretion. ***Students missing more than 10 classes may receive a failing grade for the course.***

Late Assignments:

Late assignments cannot be accepted without the instructor's written permission. Requests to submit assignments late must be e-mailed to the instructor at least 24 hours prior to the deadline for the assignment. Requests must explain why the assignment cannot be submitted on time. The instructor reserves the right to approve or deny such requests according to his discretion.

Academic Integrity:

Presenting someone else's work as one's own without appropriate references is cheating. Please do not cheat under any circumstances. ***Students caught cheating may not be allowed to pass the course.*** All assignments submitted to the instructor, including revised papers and drafts of papers, are governed by this policy.

Student Success Services:

To take advantage of Tech's student success services, please visit the Office of Student Success, located in Doc Bryan Building room 229, or call (479)-968-0278. More information about student success services can be found at:
<http://www.atu.edu/studentsuccess/>.

Special Accommodations:

If you are a student with a disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, please contact the Office of Disability Services at (479)-968-0302. For more information, please visit the Office of Disability Services website at:
<http://www.atu.edu/disabilities/index.php>.

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Changing the Course Schedule:

The instructor reserves the right to amend the following course schedule as necessary to support student learning.

Course Schedule:

Week One:	Topic: Welcome and Introduction	(Welcome and Introduction) <ul style="list-style-type: none">Carefully review the syllabus.E-mail the instructor (mbrodrick@atu.edu) to confirm that you have access to the Blackboard course site and have reviewed the syllabus.
Week Two:	Topic: Air Pollution	(Reading Week) <ul style="list-style-type: none">Complete Quiz # 1 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"><i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 163-177.

		<ul style="list-style-type: none"> • <i>Environmental Ethics: Readings in Theory and Application</i>, pp. 781-788.
Week Three:	Topic: Air Pollution	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Four:	Topic: Water Pollution	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 2 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 189-202. • <i>Environmental Ethics: Readings in Theory and Application</i>, pp. 793-797.
Week Five:	Topic: Water Pollution	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Six:	Topic: Acid Rain and Forest Death	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 3 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 178-182.
Week Seven:	Topic: Acid Rain and Forest Death	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Eight:	Topic: Waste	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 4 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 206-210.

Week Nine:	Topic: Waste	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Ten:	Topic: Chemical Fears	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 5 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 215-248. • Selections from <i>Silent Spring</i> by Rachel Carson.
Week Eleven:	Topic: Chemical Fears	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Twelve:	Topic: Biodiversity	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 6 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 249-257.
Week Thirteen:	Topic: Biodiversity	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Fourteen:	Topic: Global Climate Change	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 7 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 258-322. • <i>Environmental Ethics: Readings in Theory and Application</i>, pp. 674-689.

Week Fifteen:	Topic: Global Climate Change	(Review) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Final Exam	Final Exam	(Final Exam)

Bibliography

Attfield, Robin. *Environmental Ethics: A Very Short Introduction*. New York: Oxford University Press, 2019.

Carson, Rachel. *Silent Spring*. New York: Houghton Mifflin, 1990.

Lomborg, Bjorn. *The Skeptical Environmentalist: Measuring the Real State of the World*. New York: Cambridge University Press, 2016.

Malthus, Thomas. *An Essay on The Principle of Population and Other Writings*. Ed., Robert J. Mayhew. New York: Penguin Classics, 2015.

Muir, John. *Essential Muir: A Selection of John Muir's Best Writings*. Ed., Fred D. White. Berkeley, CA: Heyday Books, 2006.

Pojman, Louis P. *Environmental Ethics: Readings in Theory and Application*. Boston, MA: Cengage Learning, 2017.

Rachels, James. *The Elements of Moral Philosophy*. New York: McGraw-Hill, 2015.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
History and Political Science	6/24/19

Title	Signature	Date
Department Head		
<i>David Blum</i>	<i>[Signature]</i>	6/24/19
Dean		
<i>Jeff Woold</i>	<i>[Signature]</i>	6/25/19
Assessment		
	<i>[Signature]</i>	6/28/19
Registrar		
	<i>[Signature]</i>	7/25/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
Pols	4023 4033	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Principles of Legal Study		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Principles of Legal Study		

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.?

No

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

No

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.

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?

Description

This course is designed to introduce students to the LSAT the standardized exam needed to get into law school. The class begins with a breakdown of each of the sections of the exam. Later on in the semester the students will led the class in solving LSAT questions. During the course of the semester students will be given three practice LSAT exams to see how much they are progressing

Justification

The LSAT is the number one criteria used by law schools in determining who gets admitted. In addition students who score particularly high on the LSAT can often receive scholarship money to help them pay for law school.

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

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

As mentioned the LSAT exam is the standardized exam for all law schools. The scores can range from 120 to 180. Over the past few years the average LSAT score for an Arkansas Tech University student is around 147 which falls below 150 which is the average score for the LSAT. This class is intended to improve this average to at least 150.

To assess progress in this class we will look at the average LSAT scores for the people who take the class versus the people who do not. The first time this class was taught as a pilot course in the Fall 2017 the averages of those who took the exam in December 2017 at the end of the class were about 5 points higher than those from Arkansas Tech University who did not take the class. Also student feedback through evaluations and other means will be important as well.

- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

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.

POLS 4033
Principles of Legal Study
Arkansas Tech University
TR 9:30-10:50
Rothwell 321B
Spring 2019

Class Information

Instructor: Brendan Toner

Email: btoner@atu.edu

Phone: 479-356-2025

Office: Witherspoon 266

Office hours: TR 1-4

You may also email me, call me, or come by my office to see me if I am free at any time.

Objectives

- Help students prepare for the LSAT
- Have students become aware of different test taking techniques for the LSAT
- Outline options students have in terms of attending law schools both in Arkansas and throughout the nation
- Have a better idea of legal career options

Course Statements/Rules

- If you have any questions or comments about the direction of this course, or if you want to ask me about your individual progress during the semester, please feel free to email me at any time or visit during my office hours.
- Since this class is about more than me simply giving lectures, I am also hoping that we can have vigorous class discussions that will account for your participation grade along with your consistent attendance in class each day.
- You are to attend class on time, if you do not you will receive a late penalty that will affect your final participation grade.
- Class notes will be available on blackboard

Required Text

There is no text for the class however you must purchase a LSAT study book so that you can study as you are taking the class

Do NOT buy The Official LSAT Superprep II book since that is what we are going to use to go over the practice problems in class. If you want to buy the book buy it after the class has ended

Grading and Course Requirements:

Midterm Exam	20%
Class Journal	15%
Presentation/Question Breakdown	20%
Topic Papers	20%
Attendance	5%
Final Exam	20%

Exams: Exams will be given in class. The final will be on May 2nd. Makeup examinations are only given in the *most extraordinary circumstances* and are typically more difficult than the regular examination. In case inclement weather forces class cancellation on the day of an exam, the examination will be moved to the next class day. If you have a conflict with the time for the final examination, see me as soon as possible.

Papers: You will write three 2 page papers in this class. One will be on a topic you are interested in. A second will be on a topic you are not interested in and the third will be a topic that is given to you by random assignment. More details will be given about the paper as the semester progresses.

Journal: One of the most important parts of the LSAT is to prepare on your own. Therefore, members of the class will be asked to keep a journal of how they prepared for the LSAT every day. If you are not taking the LSAT or have taken the LSAT already discuss how you are preparing for your future career plans. In addition students will be expected to take a number of practice tests on their own throughout the semester as they are preparing. Each journal entry should be about a paragraph long.

Breakdown/Presentation: Every person in the class will be in charge of breaking down one LSAT question in front of the entire class so that they can see how to solve LSAT questions. This will be done towards the end of the semester. If someone has already taken the LSAT they will give a presentation on how they studied for the exam.

Practice Exams: Also during the semester we will take four mini-LSAT practice exams in class along with taking practice exams on your own. They will not be given an official grade but they will help you in determining what you have to improve upon in order to take the exam.

Participation/Attendance Grade:

This grade can sometime make or break your final grade in the class. **The grade will be a percentage of classes that you attend starting next week and not including the exams. For instance if we have twelve class meetings and you attend 9 of them you will receive a 75% for this part of the grade.** You will be expected to attend class and participate in the course actively. This PART OF THE grade can be an easy “A” if you just do your work and show me you are working hard.

Also make sure you sign the attendance sheet yourself. If someone signs it for you it DOES NOT count and you will lose 20 points on your overall grade the first time and 40 points the second time and so on.

In addition, you will be expected to give me documentation within one week of your return from the excused absence if not the absence will NOT be excused.

Super Attendance: If you attend every class or have an excused absence (with a limit of four excused absences) for a class you missed will get two extra points added on to your final grade. So for instance, if you have a final grade of 78 that will be moved up to 80 instead. This is above and beyond the regular attendance grade.

Disability Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

2. 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. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class.

Class Schedule

Jan. 15:	First Class/Introductions/Practice Test 1
Jan. 17:	Introduction to the LSAT
Week of Jan. 22:	Kaplan Class
Week of Jan. 29:	Logic Games
Week of Feb. 5:	Reading Comprehension
Feb. 7:	Courthouse Visit – No Class
Week of Feb. 12:	Logical Reasoning
Feb. 19:	Practice Test 2
Midterm Exam:	February 28th
Week of Mar. 5:	Law School
Week of Mar. 12:	Beginning Presentations
Week of Mar. 19	Spring Break – No Class

Mar. 26:	Practice Test 3
Week of Mar. 26 –Apr. 2:	Presentations LSAT Review
Weeks of Apr. 9-23:	Presentations LSAT Solving
Apr. 4 and Apr. 11	SWAPLA Conference and UALR Visits – No Class
Apr. 23:	Practice Test 4
Final Exam:	Thursday May 2nd 10:30 AM

Disclaimer

The instructor has the right to change any detail of this syllabus should the need arise at any time, although we will PROBABLY follow most if not all of what is written here.



ARKANSAS TECH UNIVERSITY

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FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
College of Business	

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	2-5-19
Dean Lisa Toms	<i>Lisa Toms</i>	2-06-19
Assessment Christine Austin	<i>Christine Austin</i>	2-7-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:

College of Business – Business Core Requirements

FEB 14 2019

Registrar's Office

Outline change in program:

- (1) **Delete ACCT 3063: Managerial Accounting, or ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking, from the Business Core Requirements. BSBA Finance will continue to require ECON 3003: Money and Banking, and BSBA Accounting will continue to require ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking, as requirements for those respective majors.**

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

The finance/economics faculty previously assigned to teach ECON 3003 will be teaching upper division finance/economics courses either required or allowed as electives in the newly revised finance major. Additionally, a departing accounting faculty member will be replaced with a finance faculty member; courses taught by the departing accounting faculty member will be split between the remaining faculty members and will replace the ACCT 3063 course hours which will no longer be required.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows additional courses to be taught in the majors which allows the students to gain a deeper and more current view of their respective discipline.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. 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. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Accounting, Finance, and Economics	8/29/19

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	8-29-19
Dean Kevin Mason	<i>Kevin Mason</i>	8-29-19
Assessment Christine Austin	<i>Christine Austin</i>	8-29-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/29/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

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:
Bachelor of Science in Business Administration in Accounting

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)

Added ACCT 2000: Accounting Principles I Lab to the course matrix; this has been a required co-requisite for ACCT 2003: Accounting Principles I for five years but it had never been added to the catalog matrix.

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

No change.....this class has been taught by the existing accounting faculty for the past five years in Rothwell Hall.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **N/A**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change? **This is simply the correction of an error in the catalog.**
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- 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. **See above**
- 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.) **N/A**

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

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Business Administration in Accounting (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: ACCT 2000: Accounting Principles I Lab Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



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FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Accounting and Economics	

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	2-5-19
Dean Lisa Toms	<i>Lisa Toms</i>	2/6/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:
BSBA Finance

Outline change in program:

1. Delete ACCT 3063: Managerial Accounting and add a 3 hour 3000-4000 level economics elective
2. Add MATH 2243: Calculus for Business and Economics and delete a 3 hour 1000-2000 level elective.

3. Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

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

A departing accounting faculty member will be replaced with a finance faculty member; courses taught by the departing accounting faculty member will be split between the remaining faculty members and will replace the ACCT 3063 course hours which will no longer be required. The new finance faculty member will be used to teach classes required in the new Finance major. The math addition will not impact the College of Business; historically, the combined Economics/Finance major required this course so it should have a minimal impact on mathematics.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows additional courses to be taught in the major which allows students to have a deeper and more current view of the finance discipline. Adding the calculus prepares students for graduate school.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. 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. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

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

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Designated Office

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

Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Finance	
<p>Freshman Fall Semester</p> <p>Add/Change: U.S. History/Government</p> <p>Delete: Elective</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Science with a Lab</p> <p>Delete: U.S. History/Government</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Math 2243: Calculus for Business and Economics</p> <p>Delete: Science with Lab'</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add: Economics Elective (3000-4000) 3 hours</p> <p>Finance Major Elective 3 hours</p> <p>Delete: ECON 3003 Money and Banking ACCT 3063 Managerial Accounting</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add: ECON 3003 Money and Banking</p> <p>Delete: Finance Major Elective 3 hours</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Departments of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/6/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:
BSBA Business Data Analytics

Outline change in program:

- (1) Change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change).
- (2) Delete ACCT 3063: Managerial Accounting, or ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking;
- (3) Add 6 hours of Specified Electives from the below list:

3 hours Advanced Elective:

MKT 4013: Digital Metrics

FIN 4033: Financial Modeling

COMS 1333: Web Publishing

COMS 2104: Foundations of Computer Programming I (Prerequisite COMS 1403/1411)

3 hours Support Elective:

MKT 3063: Social Media Marketing

PHIL 3103: Logic

HIM 4063: Organization and Administration (Prerequisite HIM 3023)

MGMT 4103: Supply Chain Management

(4) Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

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

Minimal impact on BDA faculty staffing,

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows additional courses to be required in the major which allows students to gain a deeper and more current understanding of the BDA discipline.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. 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. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at

http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title. Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Business Data Analytics	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Change: BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change)</p> <p>Total Hours: 15 hours</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add: 3 hours Specified Elective</p> <p>Delete: ACCT 3063: Managerial Accounting or ACCT 4023: Cost Accounting</p> <p>Total Hours: 15 hours</p>
<p>Senior Fall Semester</p> <p>Add: 3 hours Specified Elective</p> <p>Delete: ECON 3003 Money and Banking</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

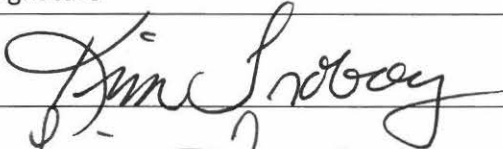


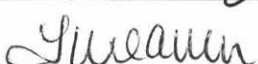
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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy		2/6/19
Dean Lisa Toms		2/06/19
Assessment Christine Austin		2/7/19
Registrar Tammy Weaver		3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:

BSBA Management – Business Management, Entrepreneurship, and Human Resource Management Tracks

Outline change in program:

1. Delete ACCT 3063: Managerial Accounting and ECON 3003: Money and Banking;
2. Add 6 hours of Management Electives at the 3000-4000 level

5. Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

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

This change will have a minimal impact on Management faculty/staffing requirements.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows students to take additional courses in the management major which allows them to gain a deeper and more current understanding of the management discipline.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. 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. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

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

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

Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Management – Business Management, Entrepreneurship, and Human Resource Management Tracks	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add: Management Elective (3000-4000) 3 hours</p> <p>Delete: ECON 3003 Money and Banking</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add: Management Elective (3000-4000) 3 hours</p> <p>Delete: ACCT 3063 Managerial Accounting</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/6/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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: BSBA Marketing – Digital Marketing and Marketing Strategy Tracks

Outline change in program:

1. Delete ACCT 3063: Managerial Accounting and ECON 3003: Money and Banking;
2. Add 6 hours of College of Business Electives at the 3000-4000 level

3. Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

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

Minimal impact on staffing for Marketing faculty.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows marketing students to take additional courses in any business discipline that they believe will help them better develop the skills needed for a career in marketing.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
See a. above.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. 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. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

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

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

Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Marketing – Digital Marketing and Marketing Strategy Tracks	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add: College of Business Elective (3000-4000) 3 hours Delete: ECON 3003 Money and Banking Total Hours: 15	Junior Spring Semester Add: College of Business Elective (3000-4000) 3 hours Delete: ACCT 3063 Managerial Accounting Total Hours: 15
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Accounting, Finance, and Economics	8/29/19

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	8-29-19
Dean Kevin Mason	<i>Kevin Mason</i>	8-29-19
Assessment Christine Austin	<i>Christine Austin</i>	8-29-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/29/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

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: Business Education for Teacher Licensure

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)

Added ACCT 2000: Accounting Principles I Lab to the course matrix; this has been a required co-requisite for ACCT 2003: Accounting Principles I for five years but it had never been added to the catalog matrix.

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

No change.....this class has been taught by the existing accounting faculty for the past five years in Rothwell Hall.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **N/A**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change? **This is simply the correction of an error in the catalog.**
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- 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. **See above**
- 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.) **N/A**

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

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

Curriculum Matrix for Catalog Curriculum in <u>Business Education for Teacher Licensure</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: ACCT 2000: Accounting Principles I Lab</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Departments of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/06/19
Assessment Christine Austin	<i>Chr Aust</i>	2/7/19
Registrar Tammy Weaver	<i>T Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:
Minor in Business Data Analytics

Outline change in program:

(1) Change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change).

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

No impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change from a 2013 course number to a 3013 course number better reflects the level of material covered in this course and the type of work that the student is expected to create.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **N/A**
- d. 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. **N/A**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A**

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

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-24-19

Title	Signature	Date
Department Head	<i>Sandy U Smith</i>	6-24-19
Dean	<i>Mr L H</i>	6/24/19
Assessment	<i>Ch. Art</i>	6/28/19
Registrar	<i>Gammy Leana</i>	7/16/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	2413	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
UAVs in Emergency Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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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? 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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
 Course will utilize the DEM's UAVs.

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- If this course is required for the major or minor, complete the following.
 - 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?
 Emergency management officials are increasing expected to be able to operate an UAV, particularly during a time of disaster. During the floods of June 2019, the ATU DEM was called upon daily to assist local communities and officials with obtaining UAV footage of the unfolding disaster.

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

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

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EAM 2413 | UAVs in EM

Department of Emergency Management

Spring 2019 Course Syllabus

Saturday – Brown 147

INSTRUCTOR:

Bethany Swindell
bswindell@atu.edu

Dean Hall 107B
(479) 964-0536

The best way to contact me is via email. Email usually is answered within 24 hours. If you do not receive a response within that time, please resend the email and/or text me. Please note that responses may be delayed on weekends.

When emailing questions, use subject line of "4993 Question ..." and include all your information.

OFFICE HOURS:

M: 1230 – 1330

W: 1230 – 1530

R: 1230 – 1430

CATALOG DESCRIPTION: **Prerequisite:** ENGL 1013

Provides a broad overview of unmanned aerial vehicles (UAVs) in the emergency management context with practical and hands-on experience.

REQUIRED TEXTS:

(2016). *Remote pilot test prep: UAS*. Newcastle, WA: Aviation Supplies & Academics, Inc.

SUPPLEMENTAL: Internet research and readings may be required as the semester progresses. For each topic or unit, I may assign additional readings. Students are advised to stay on top of current disaster events. Electronic newspapers are available at <http://www.nytimes.com> or <http://www.washingtonpost.com>. Other useful sites include fema.gov and reliefweb.int.

JUSTIFICATION: The field of emergency management continues to be profoundly impacted by the evolution of technology. In disaster management and homeland security, the prevention, protection, mitigation, response, and recovery to crisis is increasingly hinged on technology. This course will assist any student wishing to become more versatile in the knowledge of the laws, rules, and regulation pertaining to Part 107 exemptions.

COURSE OBJECTIVES: Upon successful completion of this course, you will be prepared to:

- Demonstrate the principles of flight planning, risk management, and safe drone operations.
- Objectively discuss laws and legal issues related to UAVs.
- Demonstrate the ability to operate a UAV in support of all phases of emergency management.
- Explain basic flight principles as they pertain to common UAV operations.

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COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Description	Points	Percent	Grade
Assignments – Individual and Group	50	90-100	A
Participation (In class and other forms of interactive learning)	50	80-89	B
Quizzes	50	70-79	C
Exam	50	60-69	D
		<59	F
Total Points	200		

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. Students will be expected to participate fully through Blackboard applications that may include discussion boards, wikis, Tegrity video tasks, and Collaborate rooms. You will be required to use APA 6 formatting in all written assignments. Blackboard will be used to record your grade. Do not depend on these averages as they may be incorrect until all scores are recorded. However, it should provide enough information for you to roughly calculate your current grade at any time.

COURSE CONTENT:

Topics to cover include:

- Written, oral, and team communication
- The impact of drone technology
- Weather and air space

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

EFFORT & SUBSTANCE: The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research. The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation.

POLICIES: Student Handbook: <https://issuu.com/arkansastechuniversity/docs/studenthandbook-2016>

Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook. Please refer to the following pages for clarification about policies related to this course:

- Academic Conduct – page 83
- Academic Dishonesty – page 83
- Academic Misconduct – page 84
- Class Absence – page 81

Assignment Completion - Students must complete their assignment within the timeframe specified by the instructor. Unless arrangements have been made with the instructor PRIOR to the due date; assignments must be received by the due date and time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** I will not accept hard copies of assignments or work that is emailed. Please plan accordingly to complete your assignments before the posted deadline.

Regular Contact – Email and Blackboard should be checked regularly.

Academic Dishonesty – Cheating and plagiarism will not be tolerated. Emergency managers should be aware of the fact that because of the major responsibilities associated with their career, they must earn the trust of those they serve. The instructor may adjust the grade as appropriate. At a minimum, the student (and any student caught assisting in the dishonesty) will be given an **automatic 'F'** for the test/assignment in question and possibly an 'F' for the course. This means **no copy and paste**.

Academic Misconduct – Students are expected to act in an appropriate manner while in class and shall not disrupt the learning environment. We will all respect each other and treat each other in a professional manner. In egregious cases of misconduct, the student may be immediately be removed from the classroom and/or from the course.

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Special Accommodations for Disabilities – A student must be registered with Disability Services in order to qualify for special accommodations. Registration must occur each semester; it does not carry over. In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course. More information provided below.

Excessive Unexcused Absences / Tardiness - If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course with an "FE" for excessive absences or non-performance. You should make every effort to attend all classes without being tardy. Excessive tardiness will not be tolerated as it is disruptive to everyone else.

****It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed. You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification.**

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

PROFESSIONALISM: It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views.

NON-DISCRIMINATION: 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 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 facts 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>.

ACCESS/DISABILITY SERVICES: 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>.

TECHNICAL ASSISTANCE: Technical support, including Blackboard support, is available via:
Telephone Support: 1-800-582-6953 or Email Support: campussupport@atu.edu

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-24-19

Title	Signature	Date
Department Head	<i>Wanda M. Smith</i>	6-24-19
Dean	<i>Mr. L. H.</i>	6/24/19
Assessment	<i>Chris M. L.</i>	6/28/19
Registrar	<i>Kimmy Weaver</i>	7/16/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	4XX3 4093	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Grants		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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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? 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?

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

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

Smart classroom or 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. *Not applicable*
- If this course is required for the major or minor, complete the following. *This is an elective course*
 - 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?
Emergency management officials are expected to be able to apply for and manage grants. This course has been offered as an elective course in past semesters with students reporting that the course helped them to be competitive in the job market due to the skills gained from the Grants course.

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

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

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Course Syllabus

COURSE NUMBER:

EAM ~~4XX3~~ 001/TC1

4093

COURSE TITLE:

Grants

COURSE TIME:

INSTRUCTOR:

Dr. Rejina Manandhar
Office Location: Dean Hall 107 A
Phone: 479-356-2014
Email: rmanandhar@atu.edu

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OFFICE HOURS:

Office Hours: TR 10:00 a.m. -1:00 p.m.; or By Appointment.

*Office hours are subject to change; changes will be posted on blackboard.

CATALOG DESCRIPTION:

Prerequisites: ENGL 1013 and EAM 1013 or Consent of the Department Head.

This course will cover the federal grant funding streams used by emergency management at the local, state, and federal levels. Students will learn the strategy behind each grant funding stream, eligibility qualifications, development of grant budgets and justifications. Students will learn the basics of grant writing, budgeting, purchasing, filing for reimbursement, and requirements for audit. Each basic step will be broken down into a series of tasks assigned each week throughout the semester.

REQUIRED TEXTS:

None

SUPPLEMENTAL READING LIST:

No specific text is required for this course rather material will be drawn from numerous resources. These resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA format for references to the materials.

JUSTIFICATION:

Grants are an excellent and oftentimes critical source of support for both emerging and established programs. A strong proposal focused on a concise problem, well organized, well researched, and well written can bring in additional income to enhance or expand a program. Few organizations are fully funded to solve the myriad of problems and must

pursue additional monetary resources is necessary to address new and evolving issues. A successful grant writer starts with a vision and possesses good skills in listening, researching, writing, word processing, analysis, budgeting, and critical thinking.

COURSE OBJECTIVES:

By the end of this course, the student will be able to:

- Identify funding sources and grants programs pertaining to emergency management and homeland security.
- Understand grant terminology and jargon.
- Analyze needs, define goals and objectives.
- Develop budget, timeline, and resume.
- Administer/Manage a grant.

COURSE ASSESSMENT:

Please note the following breakdown of points:

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Exercises (4x 60pts)	240	900- 1000	90-100	A
Assignments (5 x 100 pts)	500	800 - 899	80-89	B
Grant Project	260	700 - 799	70-79	C
		600 - 699	60-69	D
		< 599	0-59	F
Total Points	1000			

COURSE CONTENT:

Readings

All of the required readings will be made available on the Blackboard. Students are also encouraged to keep up to date with current grant funding trends and announcements. Some useful links include: <https://www.grants.gov/>, <http://foundationcenter.org/> and <http://www.adem.arkansas.gov/emergency-management-performance-grant> .

Exercises

Students will be required to complete a total of *four exercises*. Further instruction will be provided in the Blackboard.

Assignments

There will be a total of *five assignments* in the class. Each assignment will be related to some elements of the grants development and writing process. The assignments should be uploaded in the respective assignment submission tabs in the Blackboard. You must cite your sources in all the assignments using APA format unless otherwise instructed. Please review the class schedule for further information on the assignment and the due dates.

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Grant Project

In addition to the assignments, students will be required to complete a grant project. You will be provided with the grading rubric and further instruction in the class.

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor. Any new assignment will be posted on **Blackboard** under a **numbered Unit** on the day the assignment is given. Assignment due dates are shown in the **Course Schedule** and the **Unit Instruction** document. You must cite your sources in all the assignments using APA 6th edition format.

Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

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Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number**. And, if applicable, **list the name or number of the assignment** in the **“Subject Line” of the e-mail**. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Abandoning the Class

If, at any time during the semester, you abandon the class or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an “FE” for abandoning the class or non-performance. It is your responsibility to contact the instructor directly when you cannot complete your class work on time.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.”

You are responsible for explaining to the instructor the reason for not completing your assignments due to sickness, accident, or death in the family. The instructor is entitled to request verification. For excuses, which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class.

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Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

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

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

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. 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 or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and

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pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an **automatic** "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. **THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.**

Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

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STATEMENT OF NON-DISCRIMINATION and ACCESS:

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 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 facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all 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>

STUDENT NEEDS STATEMENT

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

TECHNICAL ASSISTANCE:

You have enrolled in an online course. It is your responsibility to ensure that you have access to the internet, a web camera, and a microphone. If you do not have the computer equipment required to support this educational environment, you may have access to it through your local library. Failure to access appropriate hardware or internet will not be accepted as an excuse for late or assignments that do not meet expectations. Arkansas Tech University offers exceptional technical support. You may reach Tech Support Services at 479.968.0646. During the summer, they are available to you by phone 24 hours a day, 7 days a week except for Friday and Saturdays from midnight to 7:00 AM. The office is also closed during university holidays.

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Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu

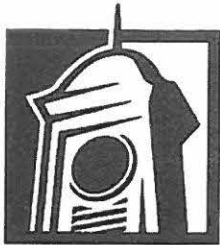
Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation:

24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Parks, Recreation, and Hospitality Administration	6/24/2019

Title	Signature	Date
Department Head	Cathy McMahon	6/28/19
Dean	Mr L L	6/28/19
Assessment	Chris Ruster	7/2/19
Registrar	Shawna	7/2/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RP	4573	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Interventions in Therapeutic Recreation II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Interventions in TR II		

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

Does this course require a fee? ☐ 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?
 Every other spring

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

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

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.

Yes, it is required by the National Council for Therapeutic Recreation Certification – As stated in the January/February 2019 NCTRC Newsletter **“Effective January 1, 2022; all applications submitted on or after January 1, 2022 will be required to meet the new standard. The standard pertaining to the required number of therapeutic recreation content courses will read as follows:**

Academic Path

“A minimum of 18 semester or 24 quarter credit hours of RT/TR content coursework. A minimum of **six (6)** courses in RT/TR is required and each course must be a minimum of three (3) credit hours. Two (2) of the required RT/TR courses may be taught by the applicant as a full-time educator. Content specific RT/TR coursework is recommended as part of the NCTRC professional eligibility requirements. Specific course content in the following areas: a) Assessment; b) TR Process; and c) Advancement of the Profession is highly recommended but not required for eligibility.”

b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.

Students will design, adapt, and facilitate individual or group programs, activities and/or interventions to meet the assessed needs of clients in diverse settings, cultures, and contexts using age and culturally appropriate recreation and leisure activities.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Development, implementation, and evaluation of a comprehensive/evidenced based therapeutic recreation program plan/protocol.

c. What is the rationale for adding this course? What evidence demonstrates this need?

Requirement from the National Council for Therapeutic Recreation Certification (NCTRC) – standard change

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

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

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

ARKANSAS TECH UNIVERSITY
Parks, Recreation, and Hospitality Administration Department
RP 4573
Spring

TITLE: **RP 4373 INTERVENTIONS IN THERAPEUTIC RECREATION**

COURSE DESCRIPTION: Study of the concepts and intervention techniques used in the application and process aspects of therapeutic recreation. Content includes evidence-based practice, planning and leading interventions, instructional techniques, counseling theory and practice, implementing groups, communication techniques, and facilitation techniques. A practical learning component is included. Offered Spring of even years.

CLASS MEETS: **Monday 2:00 – 4:50 p.m.**
Williamson 205

INSTRUCTOR: Dr. Cathi McMahan, CTRS
PHONE: (479)968-0385

OFFICE: 113 Williamson
EMAIL: cmcmahan@atu.edu

OFFICE HOURS: Monday 10:00 – 12:00 noon
Tuesday 11:00 – 12:00 noon
Thursday 2:00 p.m. – 4:00 p.m.
Friday 10:00 a.m. – 12:00 noon
*Additional hours arranged by appointment.

PREREQUISITES: RP 3013, RP 4073, or permission

DEPARTMENT MISSION STATEMENT:

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community, and society



**Council on
Accreditation**

Parks, Recreation, Tourism
and Related Professions

TEXTS: **Sumbo, N. J. & Wardlaw, B. (Eds.). (2011). *Facilitation of therapeutic recreation services: An evidence-based and best practice approach to techniques and processes*. State College, PA: Venture Publishing, Inc.**

Various handouts and readings from the Instructor.

**JUSTIFICATION/
RATIONALE FOR** Completion of this course is required in order to meet the National Council for Therapeutic Recreation (NCTRC) certification requirements

**COURSE
OBJECTIVES:****The student will be expected to demonstrate:**

- An understanding of various Therapeutic Recreation facilitation techniques
- Knowledge of definitions associated with various Therapeutic Recreation facilitation techniques and interventions
- Knowledge of historical perspectives related to Therapeutic Recreation facilitation techniques and interventions
- Knowledge of historical perspectives related to Therapeutic Recreation facilitation techniques and interventions
- Understanding of theoretical foundations of Therapeutic Recreation facilitation techniques and interventions
- Ability to implement a variety of Therapeutic Recreation facilitation techniques and interventions
- Knowledge of various leadership and supervisory skills
- Knowledge of, and skills specific to, how to debrief and process activities

COURSE FORMAT:

The course will utilize a number of instructional formats including: lecture, discussion, guest speakers, videos, field trips, workshops, group projects, presentations, hands-on activities, and service learning.

ASSIGNMENTS:

- ✓ Students will submit a critique on each presentation/speaker. Critiques are to be approximately one page in length. These critiques will be due the next class meeting – critiques will not be accepted late. Each critique is worth 10 points. 100 points.
- ✓ Students are required to submit a written Activity Analysis of an activity assigned by the instructor. 50 points.
- ✓ Each Student, will prepare a presentation of at least one Leisure Education Activity (from one of the three Stumbo Manuals available in Dr. McMahan's office) and facilitate the chosen Leisure Education activity during class this semester. 50 points.
- ✓ Students are required to select a topic from the Course Topics list and either present a presentation/in-service, hands-on activity, or bring in a guest speaker to cover the topic. Each presentation is to be a minimum of thirty minutes in length and no longer than sixty minutes in length. 100 points. Details to be discussed in class.
- ✓ Students are required to keep a notebook throughout the semester for all handouts, articles, and information received during the semester. 50 points.
- ✓ Students will also be required to research an intervention or facilitation technique and submit a five page research paper on their topic. Details to be discussed further in class. 100 points.
- ✓ One small group project will be assigned prior to the end of the semester. Details will be discussed further in class. 100 points
- ✓ Students will be required to complete 10 volunteer/service learning hours at an agency/facility that provides therapeutic recreation services (employ at least one Certified Therapeutic Recreation Specialist). Students will be required to submit a two page (minimum) paper summarizing their experience. This project is worth a total of 150 points.

GRADING:

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

Notebook	= 50 points
Mid-Term & Final	= 200 points
Activity Analysis	= 50 points
Critiques	= 100 points
Service Learning	= 150 points
Group Project	= 100 points
Research Paper	= 100 points
Presentation	= 100 points
Leisure Education	= 50
Total	= 900 points

LATE POLICY:	All assignments are due at the beginning of class unless otherwise noted. Late assignments turned in after the beginning of class are subject to a 10% penalty. Assignments turned in after the due date will not be accepted and will receive no credit; unless previous arrangements have been made with the instructor.
ATTENDANCE:	Students are expected to attend and participate in class. Attendance is also required for field trips and group presentations at various locations. . Please also make sure that you arrive on time for class and for all class related activities.
CHEATING/ PLAGIARISM:	Any student caught cheating or plagiarizing someone else's work on a test, project, or assignment will be given an "F" on the assignment. Students may be asked to provide proof of original work if there is a question of cheating or plagiarism. Plagiarism is defined as stealing thoughts or words and using them as your own. Student papers and reports may be submitted to <i>turn-it-in.com</i> to check papers and reports for plagiarism.
STUDENT ACCOMODATIONS:	In order for the instructor to make accommodations for students with disabilities or special needs, students should register with Disability Services. Disability Services is located in the University Testing Center in Doc Bryan, Suite 171, and may be reached by calling (479)968-0302, (479)968-3290 (TDD).
ELECTRONIC DEVICES:	While in class and on field trips, all electronic devices will be turned off. This includes cell phones, pagers, beepers, and any other device that may distract fellow students or the instructor during class. Students are not allowed to talk on cell phones or text message during class or any class related event/program. Devices creating disruptions may be confiscated by the instructor.

COURSE TOPICS

Adventure Therapy/Ropes Courses	Anger Management
Aquatic Therapy	Expressive Arts
Leisure Education	Stress Management
Relaxation	Board Games
Animal Assisted Therapy	Horticulture/W/C Gardening
Sports/Wheelchair Sports	Reminiscence
Sensory Stimulation	Use of Exercise
Use of Humor	Use of Play
Transfer Training	Crisis Prevention Intervention
Value Clarification (Moral Development)	Cooking/Baking
Special Events	Social Skills Training
Assistive Technology	Therapeutic Horseback Riding
Problem-Solving Therapy	Assertiveness Training
Pain Management	Cognitive Behavioral Approach
Intergenerational Programs	Reality Orientation
Community Integration	Virtual Reality

Course Outline RP 4573

Week	Date	Topic	Presenter	Reading/Assignment
1		Introduction Chapter 1	Dr. McMahan	Use of Therapeutic Modalities Chapter 1
2		Chapter 3 Selecting Programs	Dr. McMahan	Chapter 3
3		Chapter 4 Planning and Leading Group Activities	Dr. McMahan	Chapter 4
4		Chapter 5 Communication Techniques		Chapter 5
5		Chapter 6 Instructional Techniques		Chapter 6
6		Chapter 7 Counseling Theory and Practices Chapter 8 Health Behavior Change		Chapter 7 Chapter 8
7		Chapter 9 Problem-Solving Therapy Problem Solving Exercises		Chapter 9
8		Chapter 10 Anger Management Anger Management Interventions		Chapter 10
9		Spring Break	Spring Break	No class
10		Chapter 11 Social Skills Training Chapter 12 Assertiveness Training Interventions		Chapter 11 Chapter 12
11		Chapter 13 Physical Activity Adaptive Sports, Special Olympics, Senior Olympics,		Chapter 13
12		Chapter 14 Pain Management Chapter 15 Cognitive Behavioral Approaches		Chapter 14 Chapter 15
13		Chapter 17 Stress Management Stress Management Interventions		Chapter 17
14		Chapter 18 Sensory Stimulation/Sensory Integration		Chapter 18
15		Chapter 20 Community Reintegration		Chapter 20
		FINAL EXAM		



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Parks, Recreation, and Hospitality Administration	6/25/2019

Title	Signature	Date
Department Head	Cathi Mc Mahan	6/28/19
Dean	Mr L H	6/28/19
Assessment	Chris L. Quist	7/1/19
Registrar	Shelley	7/2/19
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:
Recreation and Park 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)

1. Delete RP 4013 Recreation and Park Administration from the RPA/Therapeutic Recreation emphasis
2. Move RP 4373 Interventions in Therapeutic Recreation to Fall of Senior year
3. Add RP 4573 Interventions in Therapeutic Recreation II (new course) to Spring of Senior year

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

No impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. By adding this sixth Therapeutic Recreation content course it would allow students to meet the standards required to sit for their Certified Therapeutic Recreation Specialist exam and to pursue the career they have chosen.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Yes, this change is mandated by the National Council for Therapeutic Recreation Certification.

As stated in the January/February 2019 NCTRC Newsletter **"Effective January 1, 2022; all applications submitted on or after January 1, 2022 will be required to meet the new standard. The standard pertaining to the required number of therapeutic recreation content courses will read as follows:**

Academic Path

"A minimum of 18 semester or 24 quarter credit hours of RT/TR content coursework. A minimum of **six (6)** courses in RT/TR is required and each course must be a minimum of three (3) credit hours. Two (2) of the required RT/TR courses may be taught by the applicant as a full-time educator.

Content specific RT/TR coursework is recommended as part of the NCTRC professional eligibility requirements. Specific course content in the following areas: a) Assessment; b) TR Process; and c) Advancement of the Profession is highly recommended but not required for eligibility."

- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
It will allow the students to be eligible to sit for the national exam and will also better prepare them to pass the exam.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This is a mandated course addition.
- 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.
This change is required for all colleges/universities that provide therapeutic recreation programs (nationwide). There are no other colleges/universities in the state that offer a degree in Therapeutic Recreation.

- 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.)

This course will not be included in the Recreation and Park Administration Assessment Plan as the core courses in the degree are the courses that are currently included in the RPA Assessment Plan. This course is required only for the Therapeutic Recreation emphasis.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at

http://www.atu.edu/registrar/curriculum_forms.php.

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

Curriculum Matrix for Catalog Curriculum in <u>RPA/Therapeutic Recreation</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: RP 4373 Interventions in Therapeutic Recreation</p> <p>Delete: RP 4013 Recreation and Park Administration</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: RP 4573 Interventions in Therapeutic Recreation II</p> <p>Delete: RP 4373 Interventions in Therapeutic Recreation</p> <p>Total Hours:13</p>



ARKANSAS TECH UNIVERSITY

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REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Louise Mahphel</i>	8/23/2019
Dean	<i>WLL</i>	8/30/19
Assessment	<i>Chen</i>	9/3/19
Registrar	<i>Wheeler</i>	9/3/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	2700
Official Catalog Title:	
Networking and Architecture Laboratory	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

☒ Course Number

☒ Title

☐ Course Description

☐ Cross-Listing

☐ Prerequisite

☐ Co-requisite

☐ Grading

☐ Fee

☐ Other

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NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

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

2701

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

Computer Architecture and Networks Laboratory

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☒ Major

☐ Minor

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

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.

a. Provide the program level learning outcome(s) it addresses.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Assessment is unchanged

- c. What is the rationale for adding this course? What evidence supports this action?

This changes gives explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. This change better captures the present curriculum.

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

No other departments require this course

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Add to Curriculum Request for Course Change

REQUEST FOR COSMETIC COURSE CHANGES	
Course Subject: (e.g., ACCT ENGL) <div style="border: 1px solid black; padding: 2px; display: inline-block;">COMS</div>	Course Number: (e.g., 1003) <div style="border: 1px solid black; padding: 2px; display: inline-block;">2700</div>
Official Catalog Title: <div style="border: 1px solid black; padding: 2px;">Networks and Architecture Laboratory</div>	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) <div style="margin-left: 40px;"> 1. Change the title FROM: Networking and Architecture Laboratory, TO: Computer Architecture and Networks Laboratory. </div>	
Answer the following Assessment questions: <div style="margin-left: 40px;"> a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A b. Explain the rationale for the cosmetic course change. The name of the Co-requisite course is changing to Computer Architecture and Networks. This change will allow the course and laboratory to have the same name. </div>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	



ARKANSAS TECH UNIVERSITY

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REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Lina Mahabeh	8/23/2019
Dean	MLH	8/30/19
Assessment	[Signature]	9/3/19
Registrar	[Signature]	9/3/19
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)	9/14/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	4700
Official Catalog Title:	
Data Communications and Networking Lab	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

☒ Course Number

☐ Title

☐ Course Description

☐ Cross-Listing

☐ Prerequisite

☐ Co-requisite

☐ Grading

☐ Fee

☐ Other

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NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

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

4701

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

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☒ Major

☐ Minor

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

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.

a. Provide the program level learning outcome(s) it addresses.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Assessment is unchanged

- c. What is the rationale for adding this course? What evidence supports this action?

This changes gives explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. This change better captures the present curriculum.

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

No other departments require this course

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ARKANSAS TECH UNIVERSITY

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REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Lina Mahrokh	8/23/2019
Dean	Ar L	8/30/19
Assessment	[Signature]	9/3/19
Registrar	[Signature]	9/3/19
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	4710
Official Catalog Title:	
Heterogeneous Networks Lab	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

☒ Course Number

☐ Title

☐ Course Description

☐ Cross-Listing

☐ Prerequisite

☐ Co-requisite

☐ Grading

☐ Fee

☐ Other

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NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

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

4711

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

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☒ Major

☐ Minor

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

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.

a. Provide the program level learning outcome(s) it addresses.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Assessment is unchanged

- c. What is the rationale for adding this course? What evidence supports this action?

This changes gives explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. This change better captures the present curriculum.

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

No other departments require this course

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Lindy Mahohel	8/23/2019
Dean	Dr. L. H.	8/30/19
Assessment	Chad E.	9/3/19
Registrar	Yelkman	9/3/19
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: Bachelor of Science in Computer Science

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

1. Delete 2 hrs of upper-level electives
2. Change COMS 2700 to COMS 2701
3. Change COMS 4700 to COMS 4701

4. Modify footnote 3 - Add 3000 level or higher MGMT course

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

No anticipated impact, as we are already teaching these labs

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state 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?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- 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.
- 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.)

These changes give explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. These changes better capture the present curriculum.

No changes in assessment.

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

No other departments require this course

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

Curriculum Matrix for Catalog Curriculum in _____ BS in Computer Science _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p><u>COMS 2701 Networking and Architecture Laboratory</u></p> <p>Delete:</p> <p><u>COMS 2700 Networking and Architecture Laboratory</u></p> <p>Total Hours: 17</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p><u>COMS 4701 Data Communications and Networking Lab</u></p> <p>Delete:</p> <p><u>COMS 4700 Data Communications and Networking Lab</u></p> <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Management Elective³ (footnote needs to be clarified – see highlighted change below)</p> <p>³This management elective is to be selected from <u>COMS 4053 Information Systems Resource Management</u>, <u>COMS 4063 IT Project Administration</u>, or <u>3000+ MGMT</u> course approved jointly by the Department of Management and</p>

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Marketing and the Department of Computer and Information Science.

Delete:

Elective (3000-4000 level) (2 hrs)

Total Hours: 11

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REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Liana Maheshel	8/23/2019
Dean	W. L. H.	8/30/19
Assessment	Ch. A. L.	9/3/19
Registrar	Y. L. L.	9/3/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Computer Science Education (for Teacher Licensure)

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

- (1) Delete 7 hours of electives
- (2) Delete COMS 4801 Special Methods in Computer Science Education
- (3) Change COMS 2700 to 2701 (course change form being sent through in conjunction with this)
- (4) Add CSEC 2113 Introduction to Information Systems
- (5) Add COMS 4703 Data Communications and Networks and COMS 4701 Data Communications and Networking Lab

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

No anticipated impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Future computer science teachers will be more successful in the classroom with the addition of the two content courses.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
ADE changed Computer Science teacher competencies; curriculum had to be realigned to match new competencies.
- c. What is the rationale for this program change? ADE directive
 1. How will the program change impact learning for students enrolled in this program?
As stated above, future computer science teachers will be more successful in the classroom. New teacher competencies and high school curriculum directly address cybersecurity and networking.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
n/a
- d. 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.
n/a
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
See Appendix A

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

Changes to this curriculum will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in Computer Science Education	
<p>Freshman Fall Semester 1</p> <p>Add/Change: Science w/lab*</p> <p>Delete: COMS 1333 Web Publishing I</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester 2</p> <p>Add/Change: COMS 1333 Web Publishing I</p> <p>Delete: COMS 2703 Computer Architecture and Networks COMS 2700 Networking and Architecture Laboratory</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester 3</p> <p>Add/Change: COMS 2703 Computer Architecture and Networks COMS 2701 Networking and Architecture Laboratory (also, course number change from 2700 to 2701) CSEC 2113 Introduction to Information Systems</p> <p>Delete: COMM 2173 Business and Professional Speaking or COMM 2003 Public Speaking Science w/lab*</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester 4</p> <p>Add/Change: COMM 2173 Business and Professional Speaking or COMM 2003 Public Speaking</p> <p>Delete: Social Sciences</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester 5</p> <p>Add/Change: Social Sciences</p> <p>Delete: Elective (3 hours)</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester 6</p> <p>Add/Change: COMS 4703 Data Communications and Networks COMS 4701 Data Communications and Networking Lab (also, course number change from 4700 to 4701)</p> <p>Delete: Elective (4 hours)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester 7 (unchanged)</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester 8</p> <p>Add/Change:</p> <p>Delete: COMS 4801 Special Methods in Computer Science Education</p> <p>Total Hours: 12</p>

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Appendix A

Revised Assessment Plan

Changes from original assessment plan (submitted 2015-16) highlighted in yellow.

* This curriculum change was made in a previous year when SEED 3552 and SEED 4052 were combined into this one course.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Standard 1 (InTASC 4-5): Content Knowledge	The prospective teacher displays competency in computational thinking; collaboration; computing practice and programming; and computers and communication devices.	COMS 1333 Web Publishing I COMS 1403 Orientation to Computing, Information, and Technology COMS 1411 Computer and Information Science Lab COMS 2903 Discrete Structures for Technical Majors COMS 2104 Foundations of Computer Programming I COMS 2203 Foundations of Computer Programming II COMS 2703 Computer Networks and Architecture COMS 2701 Networking and Architecture Laboratory COMS 2213 Data Structures COMS 3903 Systems Software and Architecture COMS 3053 Implications of Technology on Society COMS 3233 Database Design and Implementation COMS 3243 Data Mining COMS 3413 App Development COMS 4703 Data Communication COMS 4701 Networking Laboratory COMS 4033 Systems Analysis and Design I CSEC 2113 Introduction to Information Systems	Computer Science Praxis exam results Student checklist of competencies Student survey Supervising teacher survey	80% pass rate 90% of competencies met 90% "prepared" or higher status 90% "prepared" or higher status
Standard 2 (InTASC 1-2): Learner Development and Diversity	The prospective teacher uses understanding of individual differences and diverse cultures and communities, along with an understanding of how learners grow and develop, to ensure inclusive learning environments	SEED 4054 Educating Developing, Diverse and Exceptional Learners (course change/renumber from last assessment plan submitted)	RAP (Research Awareness Project)	Overall passing scores indicating a rating on the rubric as "Exceptional"

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	that enable each learner to meet high standards.			or "Acceptable"
Standard 3 (InTASC 3): Learning Environment	The prospective teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.	SEED 4556 Classroom Application of Educational Psychology	Second Teach	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 4 (InTASC 6-8): Instructional Practice	The prospective teacher understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.	SEED 4556 Classroom Application of Educational Psychology	Unit Plan	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 5 (InTASC 9 and 10): Professional Responsibility	The prospective teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	SEED 4809 Internship	Task 5 Reflection on Student Learning	Overall median ratings of "Acceptable" or "Exceptional" on the task.

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Professional Education Program Proposal
COVER SHEET

Institution: Arkansas Tech University Date Submitted: June 5, 2019

Program Contact Person: Becky Cunningham

Position/Title: Assistant Professor Phone: 479.880.4610 Email: rcunningham@atu.edu

Name of program: Computer Science Education CIP Code: 13.1321

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): B.S.

Indicate the title and grade range of the license for which candidates will be prepared:

Title: Computer Science Grade Range: 4-12

Proposal is for:

- ☐ New First-Time Licensure Program (Complete Section A)
☐ New Educator Licensure Endorsement Program (Complete Section B)
☐ Major Revision(s) to Approved Licensure Program (Complete Section C)
☒ Minor Revision(s) to Approved Licensure Program (Complete Section C)
☐ Deletion of Approved Licensure Program (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): 0 %

Proposed program starting date: Fall 2020

Will this program be offered at more than one site? ☐ Yes ☒ No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

C. Revisions to an Existing Program

Proposals for revising existing programs should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and include the following components:

1. Cover Sheet (Use the front page of this guide or the fillable form [coversheet](#) from the website, which contains basic information about the proposed program.)
2. Rationale
 - a. Explain the reason for and a description of the proposed revision(s).

ADE released new teacher competencies for Computer Science Education on August 27, 2018. The curriculum for this degree needs to be modified slightly in order to meet those teacher competencies and prepare future teachers to teach the curriculum.

Revisions include replacing two elective courses with a course in forensics/security and a second course in networking. Also, a one-hour special methods course will be deleted.

3. Institutional Approval (Only required for major revisions)
 - a. Briefly describe the institution's educator preparation program approval process.
 - b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

n/a

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4. Documentation of Revisions

a. Changes to Curriculum

- i. Provide a copy of the current program of study indicating the proposed revisions.

If the program is imbedded in a baccalaureate degree, include the current eight semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

2019-20 Program of Study

⊕ **Freshman**

Fall		Spring	
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
MATH 1113 College Algebra or higher level Mathematics	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Fine Arts & Humanities ¹	3
COMS 1333 Web Publishing I	3	COMS 2104 Foundations of Computer Programming I	4
COMS 1403 Orientation to Computing, Information, and Technology	3	COMS 2700 Networking and Architecture Laboratory	0
COMS 1411 Computer and Information Science Lab	1	COMS 2703 Computer Networks and Architecture	3
Total Hours	14	Total Hours	16

⊕ **Sophomore**

Fall		Spring	
SEED 2002 Education as Profession	2	Social Sciences ¹	3
COMM 2173 Business and Professional Speaking or <u>COMM 2003 Professional Speaking</u>	3	U.S. History/Government ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
COMS 2203 Foundations of Computer Programming II	3	COMS 2213 Data Structures	3
COMS 2903 Discrete Structures for Technical Majors	3	STAT 2163 Introduction to Statistical Methods	3
Total Hours	15	Total Hours	16

⊕ Junior

Fall		Spring	
COMS 3053 Implications of Technology on Society	3	Fine Arts & Humanities ¹	3
COMS 3233 Database Design and Implementation	3	SEED 3702 Introduction to Educational Technology	2
COMS 3903 Systems Software and Architecture	3	COMS 3243 Data Mining	3
Elective ³	6	COMS 3413 App Development	3
		Elective ³	4
Total Hours	15	Total Hours	15

⊕ Senior

Fall		Spring	
SEED 4054 Educating Developing, Diverse and Exceptional Learners	4	SEED 4503 Seminar in Secondary Education	3
SEED 4556 Classroom Application of Educational Psychology	6	SEED 4809 Teaching in the Elementary & Secondary School	9
COMS 4033 Systems Analysis and Design I	3	COMS 4801 Special Methods in Computer Science Education	1
COMS 4813 Teaching Methods in Computer Science Education	3		
Total Hours	16	Total Hours	13

Number of hours to complete current program: 120

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NOTE: Proposed curriculum changes are highlighted in yellow.

Computer Science Education Degree Plan

Proposed Changes for 2020-2021

Semester 1		Semester 2	
ENGL 1013 Composition I*	3	ENGL 1023 Composition II*	3
MATH 1113 College Algebra or higher level mathematics	3	Social Sciences*	3
TECH 1001 Orientation to the University	1	Fine Arts & Humanities*	3
Science w/lab*	4	COMS 1333 Web Publishing I	3
COMS 1403 Orientation to Computing, Information, and Technology	3	COMS 2104 Foundations of Computer Programming I	4
COMS 1411 Computer and Information Science Lab	1		
Total Hours	15	Total Hours	16
Semester 3		Semester 4	
COMS 2203 Foundations of Computer Programming II	3	Science w/lab*	4
COMS 2703 Computer Architecture and Networks	3	U.S. History/Government*	3
COMS 2701 Networking and Architecture Laboratory (changing from zero credit to one hour credit)	1	COMM 2173 Business and Professional Speaking or COMM 2003 Public Speaking	3
COMS 2903 Discrete Structures for Technical Majors	3	COMS 2213 Data Structures	3
CSEC 2113 Introduction to Information Systems	3	STAT 2163 Introduction to Statistical Methods	3
SEED 2002 Education as a Profession	2		
Total Hours	15	Total Hours	16
Semester 5		Semester 6	
Social Sciences*	3	Fine Arts & Humanities*	3
COMS 3053 Implications of Technology on Society	3	COMS 3243 Data Mining	3
COMS 3233 Database Design and Implementation	3	COMS 3413 App Development	3
COMS 3903 Systems Software and Architecture	3	COMS 4703 Data Communications and Networks	3
Elective	3	COMS 4701 Data Communications and Networking Lab	1
		SEED 3702 Introduction to Educational Technology	2
Total Hours	15	Total Hours	15
Semester 7		Semester 8	
COMS 4033 Systems Analysis and Design I	3	COMS 4801 Special Methods in Computer Science Education	0
COMS 4813 Teaching Methods in Computer Science Education	3	SEED 4503 Seminar in Secondary Education	3
SEED 4054 Educating Developing, Diverse and Exceptional Learners	4	SEED 4809 Teaching in the Elementary & Secondary School	9
SEED 4556 Classroom Application of Educational Psychology	6		
Total Hours	16	Total Hours	12

Total hours for degree program: 120

* or appropriate alternative/substitution as listed in General Education requirements

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- ii Provide a revised [curriculum matrix](#) that shows course alignment with the **current** corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

Computer Science Grades 4-12		Course Alignment with ADE Content Competencies																			
		Orient	Lab	P1	P2	P3	Web	Arch/ Net	Intro to IS	Disc math	Ethics	DB	DM	App Dev	SS & Arch	Sys Anal	Netw	Meth			
1. Computing Systems		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*	
1.1 Operating systems		x	x					x							x						
1.2 Embedded systems		x									x			x							
1.3 Abstraction, layers		x	x			x		x				x					x				
1.4 Fetch/decode/execute		x	x	x																	
1.5 Computing systems		x												x	x						
1.6 Emerging technologies		x																			
2. Networks and the Internet		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*	
2.1 Types of data storage		x	x					x			x			x			x				
2.2 Communication/devices		x						x									x				
2.3 Network components		x						x									x				
2.4 Network functionality		x						x									x				
2.5 Internet/Web protocols		x						x									x				
2.6 Security		x							x		x										
2.7 Cybersecurity									x		x										
2.8 Web components		x					x	x						x			x				
2.9 Emerging technologies		x						x									x				
3. Data and Analysis		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*	
3.1 Bits		x	x					x							x		x				
3.2 Data encryption/decryption		x						x			x										
3.3 Spreadsheets		x											x								
3.4 Simulation/modeling		x											x								
3.5 Databases		x										x			x						
3.6 Data collection, etc												x	x								
3.7 Emerging uses/methods data		x											x		x						
4. Algorithms and Programming		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*	
4.1 Abstraction		x	x	x	x	x								x							
4.2 Algorithms		x		x	x	x				x					x						
4.3 Programming rules, etc		x	x	x	x	x								x							
4.4 Misc		x		x	x	x						x		x							
4.5 Emerging procedures/capab				x	x	x								x							

		Orient	Lab	P1	P2	P3	Web	Arch/Net	Intro to IS	Disc math	Ethics	DB	DM	App Dev	SS & Arch	Sys Anal	Netw	Meth		
5. Impacts of Computing		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*
	5.1 Creativity, prob solving, comm	x									x									
	5.2 Equal access										x									
	5.3 Benefits/harm	x									x									
	5.4 Intellectual property	x									x									
	5.5 Ethics & implications	x							x		x									
	5.6 Privacy, security	x							x		x									
	5.7 Emerging impacts of computing	x							x		x									
6. Computational Artifacts		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*
	6.1 Planning				x	x	x	x						x		x		x		
	6.2 Creating				x	x	x							x		x		x		
	6.3 Modifying				x	x	x							x		x		x		
	6.4 Testing				x	x	x							x		x		x		
	6.5 Error correction				x	x	x							x		x		x		
	6.6 Evaluating				x	x	x							x		x		x		
	6.7 Bleeding edge technologies						x							x				x		
7. Disciplinary Literacy		1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813	SEED courses	Gen Ed*
	7.1																	x	x	x
	7.2																	x	x	x
	7.3				x	x	x											x	x	x
	7.4																	x	x	x
	7.5										x							x	x	x
	7.6										x					x		x	x	x
	7.7															x		x	x	x
	7.8										x							x	x	x
	7.9															x		x	x	x

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- iii Provide the appropriate revised standards alignment [matrix](#) ([Arkansas Teaching Standards](#) for first-time licensure programs and [Standards for School Administrators in Arkansas](#) for administration licensure programs) showing alignment of the program's prescribed professional education courses and experiences with the appropriate standards, if applicable.

Arkansas Teaching Standards	SEED 2002	SEED 3072	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813
1. Learning Development			x	x	x	x	
2. Learning Differences			x	x	x	x	
3. Learning Environments			x	x	x	x	
4. Content Knowledge							x
5. Application of Content				x	x		x
6. Assessment				x			
7. Planning for Instruction		x	x	x	x	x	x
8. Instructional Strategies				x	x	x	x
9. Professional Learning and Ethical Practice	x	x	x	x	x	x	x
10. Leadership and Collaboration			x	x	x	x	x

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- iv Provide the appropriate revised evaluation [matrix](#) that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding TESS or LEADS standards ([TESS for classroom teachers](#), [TESS for Specialty Areas](#), or [LEADS](#)), if applicable.

	Course Alignment with Teacher Excellence and Support System													
Section I: Framework for Teaching	SEED 3702	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813								
Domain 1: Planning and Preparation														
1.a			X		X	X								
1.b		X	X	X	X									
1.c		X	X		X									
1.d	X	X	X		X	X								
1.e	X	X	X		X	X								
1.f	X	X	X		X	X								
Domain 2: The Classroom Environment														
2.a			X		X	X								
2.b			X		X	X								
2.c			X		X	X								
2.d			X		X	X								
2.e			X		X									
Domain 3: Instruction														
3.a			X		X	X								
3.b			X		X	X								
3.c	X		X		X	X								
3.d	X		X		X	X								
3.e			X		X	X								
Domain 4: Professional Responsibilities														
4.a		X	X		X	X								
4.b	X	X	X		X									
4.c	X				X									
4.d	X	X	X		X									
4.e	X	X	X		X	X								
4.f	X	X	X		X									

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	Course Alignment with Teacher Excellence and Support System													
Section I: Framework for Teaching	SEED 3702	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813								
Section II: Law and Process														
1: TESS Objectives (Arkansas Code §6-17-2802)														
1.1				X										
1.2				X										
1.3				X										
1.4				X										
1.5				X										
1.6				X										
1.7				X										
2: TESS Teacher Requirements														
2.1				X										
2.2				X										
2.3				X										
3: Framework for Teaching Design														
3.1				X	X									
3.2				X	X									
3.3				X	X									
3.4				X	X									
4: TESS Evidence Collection														
4.1				X										
4.2				X										
4.3				X										
4.4				X										
4.5				X										
4.6				X										
5: TESS Rubric Usage														
5.1				X										
5.2				X										
5.3				X										

	Course Alignment with Teacher Excellence and Support System													
Section I: Framework for Teaching	SEED 3702	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813								
6. Professional Growth Plan (PGP)														
6.1				X	X									
6.2				X	X									
6.3				X	X									
7. Novice Teacher Mentor Process														
7.1				X	X									
7.2				X	X									
7.3				X	X									
7.4				X	X									

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- v Provide syllabi which include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.
- Master's level first-time licensure programs (MAT, M.Ed., or MTLL) leading to special education licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy competencies](#).
 - Syllabi for professional education courses in educator preparation programs for first-time licensure should link each learning objectives to its corresponding [Arkansas Teaching Standard](#) and the [Teacher Excellence Support System \(TESS\)](#). This connection between objective and standard should occur directly on the syllabus itself.
 - Syllabi for courses in administrator preparation programs should link each learning objective to its corresponding [Standard for School Administrators in Arkansas](#) and the **Leaders Excellence and Development System (LEADS)**. This connection between objective and standard should occur directly on the syllabus itself.
 - Syllabi for professional education courses in the programs leading to licensure in gifted and talented K-12, instructional facilitator, reading specialist, and school guidance and counseling K-12, should link each learning objective to the appropriate **TESS for Specialty Areas** standards. This connection between objective and standard should occur on the syllabus itself
 - Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.

See Appendix A for new course syllabi (CSEC 2113 and COMS 4703/4700)

- vi Indicate any changes to common assessments throughout the program, including any changes to when state mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.

n/a

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- vii Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program.

Within the new Internship I experience implemented last year, the public school field experience hours tied to the SEED 4556 and SEED 4054 courses are now extended to 90 hours (40 in the first week and 50 in incremental spans for the remainder of the semester). In the past, this experience was a total of 20 hours.

SEED 4556 and SEED 4054 courses require students to complete:

- Specialized observations concerning aspects like management, motivation, assessment, etc.
- Some teaches in the public school
- A case study of a student with an exceptional learning need
- A developmental case study

b. Transition to DLT format

- i Submit a rationale for the transition.
- ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
- iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - Programs for building-level administrator licensure should include face-to-face interaction with program supervisors throughout the program.
- iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
- v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

n/a

c. Changes to Policies Overseeing Candidate Quality

- i Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate in the educator preparation program.
- ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points.
- iii Describe any changes to exit requirements, including the definitions of the following:
 - When a licensure officer will recommend a candidate for Arkansas licensure
 - When a candidate is considered a program completer
 - When a candidate is eligible for graduation

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5. Transition Plan

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

There are currently three students in the program and all three are fairly new. They will have time in their degree plan to add the two new classes so that they are prepared to teach the related high school classes.

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Appendix A

New course syllabi

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CSEC 2113: Introduction to Information Systems
Department of Computer and Information Science
Fall 2018

Course catalog description

Prerequisite: None

This course is an introduction to the infrastructure of information technology and systems. Topics include computer hardware and software, communication and networks, databases, e-commerce technology, design and development of information systems, cloud computing, information security, privacy, ethics, and social impact.

Required Text

Title: Essentials of MIS (Thirteenth Edition)

Author: Kenneth C. Laudon; Jane Laudon

Copyright: Pearson Education

ISBN: 978-0-13-480275-6

*Available: ATU Bookstore or online.

Supplemental, Required Software

- Microsoft Office 2013 (Word, Excel, Access, PowerPoint)
- Optional: Microsoft Visio 2013

Note: Access to this software is available through the university computers. In addition, Access and Visio are provided to the student by the Computer Science Department via Microsoft Development Network Academic Alliance program (MSDNAA). You will receive an email the second week of class from MSDNAA ... watch for it. Do not delete this e-mail.

Supplemental Readings

No specified books are required for supplemental readings.

Students will use the Internet to research various course topics and evaluate websites.

Course Justification

This course is part of a cybersecurity degree program. As such, students must demonstrate an exceptional understanding of computer information systems design and structure.

Course Objectives

Students successfully completing this course should be able to:

1. describe the major components and their functionality of a computer system.
2. describe the major components and their function of an information system.
3. describe the major components and their functionality of a network.
4. use university and departmental computing resources.
5. build a simple web site and describe how the web supports e-commerce.
6. identify mechanisms for securing data in a networked environment.
7. identify ethical issues related to privacy and security.
8. define and employ technical terms related to information technology.
9. explain cloud computing and the security vulnerabilities associated.
10. build a simple relational database.

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Course Assessment

Grades will be calculated on a total point basis. At any point in the course, simply divide your points by the total points possible to determine your grade. Blackboard should provide this average for you. If you have any issues determining your grade at any point, please contact me.

The traditional grading scale will be used to determine final grades:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

Please monitor your progress throughout the course. If you have any questions or concerns, contact me as soon as possible.

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COMS 4703 / 4700 – Computer Networks / Architecture
ARKANSAS TECH UNIVERSITY
Department of Computer and Information Science
Spring 2019

COURSE INSTRUCTOR	Roger Frye Email: rfrye@atu.edu	Office: Corley 244	Phone: 964-3252
TEXT	Business Data Communications and Networking 13 th Ed. Wiley Textbooks Fitzgerald, Dennis, Durcikova		
CATALOGUE	Prerequisites: COMS 2703, COMS 2903; COMS 2223 or COMS 3903 Co-requisite: COMS 4700		
DESCRIPTION	Study of the concepts involved in interconnecting computers. Introduction to network topologies, routing, protocols, and security. Survey of network operating systems.		
OBJECTIVES, CONTENT, & RATIONALE	The student will be able to: <ul style="list-style-type: none">• Identify and describe the functions of each of the seven layers of the OSI reference model.• Describe data link and network addresses and identify key differences between them.• Define and describe the function of a MAC address.• List the key internetworking functions of the OSI Network layer.• Identify at least three reasons why the industry uses a layered model.• Describe the two parts of network addressing, and then identify the parts in specific protocol address examples.• Define and explain the conversion steps of data encapsulation.• Describe the different classes of IP addresses and subnetting.• Identify the functions of the TCP/IP network-layer protocols.• Create a subnetted internetwork.		

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ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Assignments Homework and in-class assignments will be submitted through Blackboard	5%
Completion of Lab Activities Weekly labs will be conducted in your COMS 4700 section.	35%
Exams These will be in class, closed book exams.	45%
Final Exam	15 %
Total	100%

The following percentage table will be used to assign scores:

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

PLEASE NOTE: Because this is a course where work is expected to be completed in class with lab resources, attendance is critical. THERE WILL BE NO MAKEUP LABS! (There will be no way to make up an unexcused absence)

BIBLIOGRAPHY There is no required supplemental reading list for this course.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Lina Mahabeh	8/23/2019
Dean	Dr. L. H.	8/30/19
Assessment	Ch. Au 2	9/3/19
Registrar	Yuewen	9/3/19
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:
Bachelor of Science in Information Systems

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

1. Delete 2 hrs of electives
2. Change COMS 2700 to COMS 2701
3. Change COMS 4700 to COMS 4701

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

No anticipated impact, as we are already teaching these labs

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state 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?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- 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.
- 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.)

These changes give explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. These changes better capture the present curriculum.

No changes in assessment.

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

No other departments require this course

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Registrar's Office

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

Curriculum Matrix for Catalog Curriculum in _____ Bachelor of Science in Information Systems _____	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p><u>COMS 2701 Networking and Architecture Laboratory</u></p> <p>Delete:</p> <p><u>COMS 2700 Networking and Architecture Laboratory</u></p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Elective 2000-4000² (change elective hrs from 3 to 2)</p> <p>Delete:</p> <p>Total Hours: 14</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p><u>COMS 4701 Data Communications and Networking Lab</u></p> <p>Delete:</p> <p><u>COMS 4700 Data Communications and Networking Lab</u></p> <p>Elective (1 hr)</p> <p>Total Hours: 14</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Linaf Mahabeh	8/23/2019
Dean	Dr. L. H.	8/30/19
Assessment	Ch. Am. L.	9/3/19
Registrar	William	9/3/19
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)	

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Program Title:
Bachelor of Science in Information Technology

SEP 03 2019

Registrar's Office

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

1. Delete COMS 2003 as a required course (but encourage students to take it as an elective)
2. Add 2 hrs 2000+ COMS elective
3. Change COMS 2700 to COMS 2701
4. Delete 1 hr of upper level electives
5. Change COMS 4700 to COMS 4701

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

No anticipated impact, as we are already teaching these labs

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state 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?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- 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.
- 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.)

These changes give explicit recognition to the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. These changes better capture the present curriculum.

No changes in assessment.

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

No other departments require this course

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

Curriculum Matrix for Catalog Curriculum in _____ BS in Information Technology _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p><u>COMS 2701 Networking and Architecture Laboratory</u></p> <p>Delete:</p> <p><u>COMS 2700 Networking and Architecture Laboratory</u></p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>COMS elective² (2 hrs)</p> <p>² 2000+ or above</p> <p>Delete:</p> <p><u>COMS 2003 Microcomputer Applications</u></p> <p>Total Hours: 14</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p><u>COMS 4701 Data Communications and Networking Lab</u></p> <p>Delete:</p> <p><u>COMS 4700 Data Communications and Networking Lab</u></p> <p>Elective (3000-4000 level) (1 hr)</p> <p>Total Hours: 14</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>

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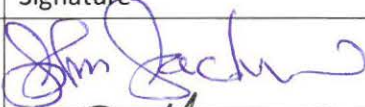
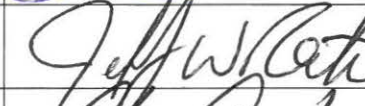
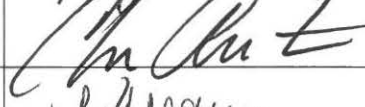
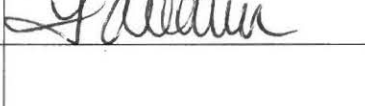
ARKANSAS TECH UNIVERSITY

Received by the
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JUN 25 2019

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Biological Sciences (Fisheries and Wildlife Science)	6/18/2019

Title	Signature	Date
Department Head		6/21/19
Dean		2019 Jun 24
Assessment		7/2/19
Registrar		7/2/19
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:
Fisheries and Wildlife Science

JUN 25 2019

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)

Fisheries

1. Delete CHEM 3254 (Fundamentals of Organic Chemistry) as an organic chemistry option.
2. Reduce the number of physical science group credits from 7-8 to 4.
3. Delete GEOL 3083 (Hydrogeology) from the physical science group option list.
4. Add BIOL 3004 (Plant Taxonomy) or BIOL 4044 (Dendrology) as a required course.

Wildlife

1. Delete CHEM 3254 (Fundamentals of Organic Chemistry) as an organic chemistry option.
2. Delete GEOL 3083 (Hydrogeology) from the physical science group option list.

What impact will the change have on staffing, on other programs and space allocation?
The proposed changes will have no impact.

Answer the following Assessment questions:

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

ATU Mission

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

The proposed program changes will improve student success and excellence by providing the needed learning outcomes necessary to be a successful fisheries and wildlife professional today and in the future.

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

Not Applicable

- b. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?

The changes will better align optional and required courses to The American Fisheries Society Professional Certification requirements as well as minimum federal job requirements for a fisheries and wildlife biologists.

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

- **CHEM 3254 has prerequisites that are now not met with the Fisheries and Wildlife Program curriculum due to changes made by the Department of Physical Science. Therefore, this course should be removed from the curriculum.**

- The American Fisheries Society Professional Certification now allows FW/GEOG 2883 (Introduction to Geographic Information Systems) to be used as a physical science requirement. FW/GEOG 2883 is currently a required course in the curriculum. This change reduces the number of additional credits needed to 4 in the physical science group. In addition, this initiates the removal of GEOL 3083, a three credit course, from the physical science group option list.
- As a result of the physical science group credit reduction, we propose adding the choice of BIOL 3004 or BIOL 4044 as a replacement. This aligns the Fisheries option with the Wildlife option and allows students to meet the number of plant/botany courses required for federal biologist employment.

- 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.

The Fisheries and Wildlife Program curriculum is one of the few programs in the United States that meets all requirements for Professional Certification standards set by The American Fisheries Society and The Wildlife Society. The proposed changes will better align the curriculum to meet this standard.

- 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.)

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FW-BS Program Learning Outcomes

1. Communication
1.1 Students will be able to produce a high quality written report. Students will be able to produce a high quality oral presentation. Students will be able to integrate information from several sources to produce a cogent report or presentation.
2. Ecological Concepts
2.1 Students will have a solid foundation in basic biological principles. Students will have a working knowledge of general ecological principles. Students will have a working knowledge of forest ecology and management, wetlands ecology, or limnology.
3. Management Principles
3.1 Students will have a working knowledge of basic fisheries and wildlife management principles. Students will understand how habitat manipulations can be used to manage fish and wildlife. Students will be able to recognize important components of state and federal laws that regulate use of natural resources. Students will understand how the human dimension influences the fisheries and wildlife professions.
4. Quantitative and/or Analytical
4.1 Students will be proficient in word processing, production of graphs for reports, use of basic spreadsheets, preparation of presentations, and basic statistical applications. Students will understand basic statistical concepts. Students will have a working knowledge of population dynamics principles.

5. Field Skills

5.1 Students will be proficient in identification and knowledge of taxonomy and life history characteristics of regional plants, mammals, birds, or fish. Students will have a working knowledge of the methods used to age, sex, capture, and mark fish and wildlife. Students will demonstrate a basic ability to use GPS equipment, aerial photographs, and maps for fish and wildlife management purposes.

6. Professionalism

6.1 Graduates will understand ethics of scientific research and understand and abide by the standards of professionalism conduct as established by the American Fisheries Society or The Wildlife Society.

The addition of BIOL 3004 or BIOL 4044 to the Fisheries option is the only proposed change that has program student learning outcome assessment implications. The Field Skills learning outcome will be assessed based on scores from an identification and taxonomy laboratory practicum given to each student.

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

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JUN 25 2010

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

JUN 25 2019

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Fisheries & Wildlife Science	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete: CHEM 3254 Fundamentals of Organic Chemistry</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: superscript W associated with BIOL 4044 Dendrology</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: superscript W associated with BIOL 3004 Plant Taxonomy</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Footnote Changes (Below is how the footnotes should be written)

¹See appropriate alternatives or substitutions in "General Education Requirements". One of the social sciences must be ECON 2003 Principles of Economics I.

²Statistics must be taken either fall or spring term.

³F and W superscripts designate courses required for certification in fisheries and wildlife, respectively. Students seeking wildlife certification must choose one course from each of the following course sequences: (1) FW 3154 Mammalogy or FW 3144 Ornithology; (2) FW 4014 Forest Ecology and Management or FW 4064 Wetland Ecology and Management; Students seeking fisheries certification must choose FW 3084 Ichthyology and FW 4024 Limnology. Meeting requirements for fisheries or wildlife certification is a requirement for graduation.

⁴Must include at least two courses from the biology elective group (BIOL 3174 Physiological Ecology, BIOL 3034 Genetics, BIOL 4064 Evolutionary Biology, BIOL 3064 Parasitology, AGPM 3104 Introduction to Entomology, BIOL 3184 Animal Behavior, BIOL 3004 Plant Taxonomy, BIOL 4044 Dendrology, BIOL 4094 Coastal Ecology), one course from the physical science elective group (any physics course, AGSS 2014 Soils, GEOL 1014 Physical Geology), and three 3000-4000 level fisheries and wildlife elective courses. Sufficient additional electives to produce 120 total credit hours are required for graduation.

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



Date: 6/19/19

Received by the
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JUN 25 2019



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE DELETION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeanie F. Myers</i>	6/26/19
Dean	<i>J. W. Koch</i>	2019 Jun 27
Assessment	<i>Ch. R. R. R.</i>	6/28/19
Registrar	<i>Yammy M. M.</i>	7/2/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	4772
Official Catalog Title:	
Mathematics Teaching Practicum	

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

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

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

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.
NA
- b. If this course was required for the major or minor, complete the following.
 1. How will program level learning outcome(s) previously addressed by this course now be addressed?
 - **Course was found not to be meeting any program level learning outcomes.**
- c. What is the rationale for deleting this course? What evidence supports this action?
 - **During our reaccreditation process for our Mathematics for Teacher Licensure program it was found that this course is not meeting any program level learning outcomes. While the course description does read, "a course designed to provide mathematics education majors with experience in teaching mathematics and assessing student performance" it is important to note that this experience occurred at the post-secondary level, which is not recognized as "field experience" by CAEP.**

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

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeannie L. Myer</i>	6/26/19
Dean	<i>Jeff W. Reth</i>	2019 Jun 27
Assessment	<i>W. H. Z</i>	6/28/19
Registrar	<i>Yammy Weaver</i>	7/2/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MATH	3703	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Mathematics in the Secondary Schools		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MATH IN THE SECONDARY SCHOOLS		

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?

Every Spring semester.

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

No.

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

- The course will require a classroom with SMART technologies.

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.

NA

- b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.

PLO 1 – Content Knowledge

PLO 2 – Mathematical Practice

PLO 4 – Mathematical Learning Environment

PLO 5 – Impact on Student Learning

PLO 7 – Secondary Mathematics Field Experiences and Clinical Practice

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

PLO'S 1 & 2 will be assessed throughout the course in the form of mathematic content competency exams.

PLO'S 4, 5 and 7 will be assessed through a field component project.

- c. What is the rationale for adding this course? What evidence demonstrates this need?
- The creation and addition of this course is in response to comments we received in our National Recognition Report from NCTM (National Council of Teachers of Mathematics) regarding Standard 7 – Element 7a. Currently we are “Nationally recognized with conditions”. NCTM Standard 7-Element 7a states that preservice teacher candidates are expected to, “engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.”

Element 7a is an essential (required) element for our NCTM SPA. It is the only element not currently met under Standard 7. If we can meet Element 7a, then we can meet Standard 7. The comment regarding Element 7a stated, “It is not clear that prior to student teaching the candidates have field experience in both the middle school and high school. While SEED 4052 gives the candidates experience with a special need student, it is not specified they work with a diverse range of students individually, in small groups or in a large classroom setting. Nor is it clear they work in varied settings that reflect cultural, ethnic, linguistic, gender and learning differences. Field experiences prior to student teaching are limited to 35 hours.”

This course is designed to provide the second field experience in our “sequence of planned field experiences and clinical practice prior to a full-time student/teaching internship experience.” With the addition of this new course MATH 3703 our Mathematics for Teacher Licensure program would then contain a sequence of planned field experiences spanning 1) SEED 2002, 2) MATH 3703 (new course addition), and 3) MATH 4703 in conjunction with Internship I (SEED 4054 and SEED 4556). This would ensure that our preservice teacher candidates are receiving a minimum of 105 hours of field experience prior to their full-time internship experience. The course will require our program’s preservice teacher candidates to observe and participate in either a middle school Algebra classroom or high school Geometry classroom. The preservice teacher candidates will be required to work with a diverse range of students individually and/or in small groups for the duration of the course.

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

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

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

Syllabus

- a. Course subject: MATH
- b. Course number: 3703
- c. Catalog course title: Mathematics in the Secondary Schools
- d. Catalog description:
MATH 3703: Mathematics in the Secondary Schools
Prerequisites: SEED 2002 and junior standing.

This course is an in-depth study of the mathematics curriculum currently taught in secondary schools with an emphasis on content knowledge for teaching. The course consists of classroom instruction and a field component.

Note: A grade of "C" or better must be earned in the course used to satisfy the general education mathematics requirement.

- e. Instructor information:

Instructor:

Office:

Office hours:

Telephone:

Email:

- f. Text(s) required:

Andreasen, J. B., Dixon, J. K., Nolan, E. C., & Roy, G.J. (2016). *Making sense of mathematics for teaching grades 6 – 8*. Bloomington, IN: Solution Tree Press.

Dixon, J. K., Hacımeroglu, E. S., Nolan, E. C., & Safi, F. (2016). *Making sense of mathematics for teaching high school*. Bloomington, IN: Solution Tree Press.

- g. Bibliography (supplemental reading list):

Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250–257.

Hung, M. (2015). Talking circles promote equitable discourse: A structured discussion format disrupts patterns of stratified talk and facilitates broader participation. *Mathematics Teacher*, 109(4), 256–260.

Jett, C. C., Stinson, D. W., & Williams, B. A. (2015). Communities for and with Black male students. *Mathematics Teacher*, 109(4), 284–289.

Karp, K. S., Bush, S. B., & Dougherty, B. J. (2015). 12 math rules that expire in the middle grades. *Mathematics Teaching in the Middle School*, 21(4), 208–215.

Larnell, G. V., Bullock, E. C., & Jett, C. C. (2016). Mathematics, social justice, and race: A critical race analysis of teaching mathematics for social justice. *Journal of Education*, 196(1), 19–29.

- Lesser, L. M. (2014). Staring down stereotypes. *Mathematics Teacher*, 107(8), 568–571.
- National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: National Council of Teachers of Mathematics.
- National Council of Teachers of Mathematics. (2018). *Catalyzing change in high school mathematics: Initiating critical conversations*. Reston, VA: National Council of Teachers of Mathematics.
- Oslund, J. A., & Barton, J. (2017). Creating zines: Supporting powerful math identities. *Mathematics Teaching in the Middle School*, 23(1), 20–28.
- Paoletti, T., Stevens, I. E., & Moore, K. (2017). Tricks may inhibit students' reasoning. *Mathematics Teacher*, 110(6), 446–453.
- Perry, A. (2018). 7 features of equitable classroom spaces. *Mathematics Teacher*, 112(3), 186–191.
- Rubel, L. H. (2016). Speaking up and speaking out about gender in mathematics. *Mathematics Teacher*, 109(6), 434–439.
- Wu, H. (2011). The mis-education of mathematics teachers. *Notices of the AMS*, 58(3), 372–384.

h. Justification/rationale for the course:

This mathematics course is designed to address the unique needs of our Mathematics for Teacher Licensure program's preservice teacher candidates. In the course, preservice teacher candidates will engage in explorations, activities and a field component designed to 1) strengthen and expand their knowledge of the topics found in secondary mathematics and their corresponding curricular materials and instructional strategies, 2) illuminate the connections between secondary and college mathematics, 3) illustrate good use of technology in teaching, and 4) illuminate connections between various areas of mathematics.

i. Course objectives:

In revisiting secondary mathematics content, preservice mathematics teacher candidates are expected to:

- Deepen and broaden mathematical content knowledge from Algebra through Calculus by exploring relevant topics in inquiry based learning situations,
- Make connections between college mathematics and secondary school mathematics,
- Make connections between various areas of mathematics,
- Build preliminary knowledge of professional and state mathematics curriculum standards,
- Use reflective and collaborative learning, and develop a stronger sense of professionalism and leadership,
- Create efficient seekers of content knowledge,
- Present mathematical ideas and topics in a knowledgeable and effective manner,
- Explore, learn and demonstrate appropriate uses of technology in the mathematics classroom.

j. Description of how course meets general education objectives:

Students successfully completing this course will be able to:

- Communicate effectively,
- Think critically,
- Apply scientific and quantitative reasoning.

k. Assessment methods:

- Homework (20%): Homework will be assigned in class and will be submitted one week after being assigned. It is designed to assess content knowledge, written communication skills, and the use of professional mathematical terminology. While collaboration with classmates is strongly encouraged, every student is expected to submit their own assignment.
- Exams (40%): Exams (3 in total) will be administered in class and will consist of an assessment of the mathematics concepts covered.
- Field Component Project (20%): You will be required to complete a minimum of 15 hours of field experience. More details, including specific field component assignments, project information and grading rubrics, will be provided in class.
- Final Exam (20%): The final examination will consist of a cumulative assessment of the mathematics concepts covered throughout the entire semester.

Grading Scale: A 100-90%, B 89-80%, C 79-70%, D 69-60%, F < 60%

l. Policies:

Attendance: Learning requires a time commitment, beginning with prompt and regular class attendance. As a future teacher, I expect you to behave in a professional manner, beginning with your commitment to attend class. Tardiness will not be tolerated. Excessive absences (more than 2) can result in you being dropped from the class with an FE for non-attendance.

Late Work: Late work will not be accepted. The nature of the course is such that we will explore and make connections among many mathematical concepts. Submission of late work would make these connections disjointed and thus fail to meet the objectives of the course.

Class Behavior: My goal is to create an atmosphere conducive to learning. As future teachers, I expect you to exhibit a desire to learn and be an active participant in the learning process.

Academic Dishonesty: Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. Punishment, determined by the severity of the offence, will range from receiving a 0 on an assignment or exam to being dropped from class with a grade of F for repeated infractions. For more information on Academic Dishonesty please refer to the Student Handbook.

Other Services:

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 with them. The Title IX Coordinator will then be available to assist you in understanding all of your options and 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>.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

m. Course content:

*Secondary mathematics curriculum to be reviewed will include:

- Functions and Relations
- Sequences/Patterns
- Geometric Concepts
- Data and Regression
- Parametric and Polar Relations
- Differential Equation Models
- Qualitative Graphing
- Mathematical Modeling
- Matrices
- Complex Numbers and Properties

* Emphasis on content knowledge for teaching

Technology resources to be explored include:

- GeoGebra, Desmos, and TI graphing calculators.



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JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/19

Title	Signature	Date
Department Head	<i>Jeannie L. Myer</i>	6/26/19
Dean	<i>Jeff W. Roth</i>	2019 Jun 27
Assessment	<i>Chris L.</i>	6/28/19
Registrar	<i>Jimmy W. W.</i>	7/2/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MATH	3772	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Praxis II Mathematics: Content Knowledge Test Preparation		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
PRAXIS II TEST PREPARATION		

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?

Every Spring semester.

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

- No.

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

- This course will require a classroom with SMART technologies.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **NA**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
PLO 1 – Content Knowledge
PLO 2 – Mathematical Practice
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
PLO'S 1 & 2 will be assessed during the course with periodic mathematical knowledge and competency exams as well as using pass rate data from the students who complete the Praxis Mathematics: Content Knowledge test within one semester of finishing the course.
- What is the rationale for adding this course? What evidence demonstrates this need?
Since the change in the Praxis Mathematics: Content Knowledge test our department has noted a decline in the pass rate of the preservice teacher candidates enrolled in our Mathematics for Teacher

Licensure program. For the 2017 calendar year our program had 10 preservice teacher candidates attempt the Praxis Mathematics: Content Knowledge test. Scores from 14 attempts were received by the university; only 3 attempts returned a passing score. During the 2018 calendar year 24 score reports were received by the university (generated by 10 different preservice candidates); only 2 of which were reflective of a passing score. The proposed MATH 3772 course will provide the preservice teacher candidates in our Mathematics for Teacher Licensure program with a necessary and timely intensive study of the mathematical knowledge and competencies assessed by the Praxis Mathematics: Content Knowledge test.

Our department has also noted a decline in the first-attempt pass rate of our preservice teacher candidates. For the 2015 – 2016 academic year 67% of our candidates who passed the Praxis II Mathematics: Content Knowledge test passed on their first attempt. That percentage has steadily decreased in the academic years that follow (50% for 2016 – 2017 and 33% for 2017 - 2018). By adding this course to our program our department also aims to help our preservice teacher candidates be successful in passing the Praxis II Mathematics: Content Knowledge test on their first attempt. Preservice teacher candidates cannot advance into Internship II without having passed the Praxis Mathematics: Content Knowledge test. Such a delay results in a degree change for the majority of our preservice teacher candidates who struggle to pass the test. It is important to note that each attempt at the test is costing a candidate \$120.

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

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

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

Syllabus

- a. Course subject: MATH
- b. Course number: 3772
- c. Catalog course title: Praxis Mathematics: Content Knowledge Test Preparation

- d. Catalog description:

MATH 3772: Praxis Mathematics: Content Knowledge Test Preparation

Prerequisite: Admission to Stage II of the teacher education program.

This course is designed to provide preservice teacher candidates in the Mathematics Teacher Licensure program with an intensive study of the mathematical knowledge and competencies assessed by the Praxis Mathematics: Content Knowledge test.

- e. Instructor information:

Instructor:

Office:

Office hours:

Telephone:

Email:

- f. Text(s) required:

Mometrix Teacher Certification Test Team (2019). *Praxis II mathematics: Content knowledge (5161) exam secrets study guide*. United States: Mometrix Test Preparation.

- g. Bibliography (supplemental reading list): None.

- h. Justification/rationale for the course:

Preservice teacher candidates in the Mathematics Teacher Licensure program must pass the Praxis Mathematics: Content Knowledge test before being enrolled in Internship II (full-time student teaching experience). Failure to pass the test will result in a delay in the preservice teacher candidate's completion of the program.

- i. Course objective(s):

After the successful completion of this course students will be prepared to:

- Demonstrate mathematical competency in the area of:
 - o Number and Quantity
 - o Algebra and Functions
 - o Calculus
 - o Geometry
 - o Probability and Statistics
 - o Discrete Mathematics

- Undertake the Praxis Mathematics: Content Knowledge test.

j. Description of how course meets general education objectives:

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

- Think critically,
- Apply scientific and quantitative reasoning.

k. Assessment methods:

- Homework (20%) Homework will be assigned in class and will be submitted one week after being assigned. Late work will not be accepted unless prior arrangements have been made with the instructor.
- Exams (40%) Exams (2 in total) will be administered in class and will consist of an assessment of the mathematical knowledge and competencies covered.
- Quizzes (20%): Quizzes will be administered in class and cannot be made up.
- Final Exam (20%): The final examination will consist of a cumulative assessment of the mathematical knowledge and competencies presented throughout the semester.

Grading Scale: A 100-90%, B 89-80%, C 79-70%, D 69-60%, F < 60%

l. Policies:

Attendance: Learning requires a time commitment, beginning with prompt and regular class attendance. I expect you to behave in a professional manner, beginning with your commitment to attend class. Tardiness will not be tolerated. Excessive absences (more than 2) can result in you being dropped from the class with an FE for non-attendance.

Class Behavior: My goal is to create an atmosphere conducive to learning. I expect you to exhibit a desire to learn and be an active participant in the learning process.

Academic Dishonesty: Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. Punishment, determined by the severity of the offence, will range from receiving a 0 on an assignment or exam to being dropped from class with a grade of F for repeated infractions. For more information on Academic Dishonesty please refer to the Student Handbook.

Other Services:

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 with them. The Title IX Coordinator will then be available to assist you in understanding all of your options and 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>.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Students are responsible for information announced in class and conveyed by email. Any assignments announced in class or conveyed by email become the responsibility of the student.

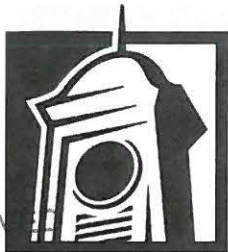
m. Course content:

Content Categories

- I. Number and Quantity
- II. Algebra and Functions
- III. Calculus
- IV. Geometry
- V. Probability and Statistics
- VI. Discrete Mathematics

Test Preparation Categories

- I. Information Organization, Time Management and Study Environment
- II. Retention and Modality
- III. Pacing
- IV. Strategies for Test Taking
 - a. Question strategies
 - b. Answer choice strategies
 - c. General strategies
- V. Test Anxiety



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JUN 27 2019

REQUEST FOR COURSE CHANGE

Registrar's Office

Department Initiating Proposal	Date
Mathematics Department	06/28/19

Title	Signature	Date
Department Head	<i>Jeannie T. Myer</i>	6/26/19
Dean	<i>Jeff W. Rath</i>	2019 Jun 27
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Sammy Weaver</i>	7/2/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	4703
Official Catalog Title:	
Special Methods in Mathematics	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

☐ Course Number

☐ Title

☒ Course Description

☐ Cross-Listing

☒ Prerequisite

☒ Co-requisite

☐ Grading

☐ Fee

☐ Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

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

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

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

New Course Description:

This course provides preservice teacher candidates with knowledge of current research and practice in mathematics education; a setting in which to apply that knowledge; and the opportunity to assess their teaching performance and formulate a plan for improvement.

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

Prerequisite: Admission to Stage II of the teacher education program.

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

Co-requisiteS: SEED 4054 and SEED 4556

☐ Elective

☒ Major

☐ Minor

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

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.

NA

b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

PLO 3 – Content Pedagogy

PLO 4 – Mathematical Learning Environment

PLO 5 – Impact on Student Learning

PLO 6 – Professional Knowledge and Skills

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Preservice teacher candidates enrolled in MATH 4703 Special Methods in

Mathematics will be completing a Unit Plan [NCTM Assessment #3] project which will assess elements of each of PLO's listed above.

c. What is the rationale for adding this course? What evidence supports this action?

The course is not being added to the program – the department is requesting a change to the prerequisite, co-requisites, and description of the course. The requested prerequisite and co-requisite changes are in response to our overall expected program changes. MATH 4703 Special Methods in Mathematics is now proposed to be taken concurrently with SEED 4054 and SEED 4556 (Internship I – hence the need for admission to Stage II of the teacher education program). This will allow our preservice teacher candidates enrolled in the MATH 4703 course a setting (90+ hours of field experience) in which to apply their growing knowledge of current research and practice in mathematics education as well as the opportunity to assess their teaching performance and formulate a plan for improvement. The course description request change is to simply reflect the language of the NCTM CAEP (2012) Standards.

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



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JUN 27 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeannette L. Myers</i>	6/26/19
Dean	<i>Jeff W. Roth</i>	2019 Jun 27
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Gammig</i>	7/2/19
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)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:

Mathematics for Teacher Licensure

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

- (1) Delete TECH 1001; add MATH 1001 Orientation to Mathematics
- (2) Delete 3 hours of elective; add MATH 3703 Mathematics in the Secondary Schools
- (3) Delete MATH 4772; add MATH 3772 Praxis Mathematics: Content Knowledge Test Preparation
- (4) Change MATH 4703. (Corequisite requirement of SEED 4054 and SEED 4556).
- (5) Relocate MATH 4971 in the degree map.

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

No expected changes to staffing, other programs or space allocation.

Answer the following Assessment questions:

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

The mission statement for Arkansas Tech states that the university is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. As part of the “responsive campus community” of the university our mathematics department takes seriously the gaps in our Mathematics for Teacher Licensure program that were brought to our attention by our most recent attempt at attaining national recognition through the NCTM SPA. We believe that the program changes outlined in this form are reflective of our department’s dedication to “student success, access and excellence” and will provide further opportunities for “progressive intellectual development” for our program’s preservice teacher candidates.

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

NA

- c. What is the rationale for this program change?

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

The replacement of TECH 1001 with MATH 1001 will allow for greater and timelier interactions between our faculty and our prospective preservice teacher candidates with the dual aims of 1) improving retention and 2) increasing the 4-year graduation rate in our Mathematics for Teacher Licensure program.

The addition of MATH 3703 will allow the program’s preservice teacher candidates to engage in explorations, activities and a field component designed to 1) strengthen and expand their knowledge of the topics found in secondary mathematics and their corresponding curricular materials and instructional strategies, 2) illuminate the connections between secondary and college mathematics, 3) illustrate good use of technology in teaching, and 4) illuminate connections between various areas of mathematics. [NCTM CAEP Standards (2012) – Standard Element 1a, Standard Elements 2d, 2e, and 2f, Standard Elements 3c and 3d, and Standard Element 4e]

The addition of MATH 3772 will allow the program to specifically target the mathematical knowledge and competencies assessed by the Praxis Mathematics: Content Knowledge test in one course with the goal of increasing the pass rate. The greater goal being an increase in our Mathematics for Teacher Licensure program's completer rate. [Preservice teacher candidates cannot advance into Internship II without having passed the Praxis Mathematics: Content Knowledge test. Such a delay results in a degree change for the majority of our preservice teacher candidates who struggle to pass the test.]

The change in the placements of MATH 4703 (to be taken concurrently with SEED 4054 and SEED 4556 i.e. Internship I) and MATH 4971 (to be taken concurrently with SEED 4503 and SEED 4909 i.e. Internship II) in the program's degree map will allow for a greater degree of clinical practice for our program's preservice teacher candidates.

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

Our department used the Sankey Diagram generator to track the movement of freshman entering the Mathematics for Teacher Licensure program over the course of 8 terms.

Semester Entered	Freshman Enrolled in Program	Candidates graduating the Program in 8 terms	Number of candidates lost in the 1 st semester	Number of candidates lost in the 2 nd semester
Fall 2012	16	1	4	5
Fall 2013	5	0	3	2
Fall 2014	12	3	7	2
Fall 2015	4	1	0	0

MATH 1001 Orientation to Mathematics will be structured so as to foster early and meaningful interactions between mathematics education faculty and preservice teacher candidates – providing detailed program guidelines, expectations, and resources. It is our expectation that the early access to our preservice teacher candidates provided by the proposed course will 1) improve retention for the program (the table illustrates that the majority of our program losses are occurring within the candidates' first two terms) and 2) increase our program's 4-year graduation rate (since the Fall of 2012 our program's 4-year graduation rate for has averaged about 14%).

The aims of MATH 3703 were formulated in direct response to the program assessment data we received in our NCTM SPA reviewer's revised report, specifically regarding NCTM CAEP Standards (2012) standard 3 – element 3d, standard 4 – elements 4a and 4e, and standard 7 – element 7a.

The Arkansas Department of Education has set the passing score for the Praxis Mathematics: Content Knowledge test at 160. The national mean score on the test is a 153/154. For the 2016 – 2017 academic year our state pass rate for the Praxis Mathematics: Content Knowledge test was only 43.8%. The state mean score for that academic year was 150.7. While our program pass rates since the 2015 – 2016 academic year have exceeded that percentage it no less presents an issue for our program. For the 2015 – 2016 academic year 67% of our candidates who passed the Praxis II Mathematics: Content Knowledge test passed on their first attempt. That

percentage has steadily decreased in the academic years that follow (50% for 2016 – 2017 and 33% for 2017 - 2018). Failure to pass the test can result in a delay in program completion (as a passing score is required for admission to Internship II) or a failure to complete the program entirely.

The change of placement for MATH 4703: Special Methods in Mathematics in the degree map to the semester of the candidate's Internship I experience was at the suggestion of the Secondary Education Committee.

Prior to this proposed program change the preservice teacher candidate's research capstone projects for MATH 4971: Mathematics Senior Seminar were not reflective of current mathematics education research. With the change in placement in the degree map to the semester of the candidate's Internship II experience the type and level of mathematics education research that the candidates can be involved in is much more collegial and valuable from a post-graduate stand point.

- 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.

Many departments on campus have their own departmental version of TECH 1001.

The University of Central Arkansas and the University of Arkansas both offer licensure programs in the area of mathematics. They each have a similar course (or courses) to our suggested course of MATH 3703: MATH 4313 Functions and Modeling and MATH 3370 Mathematics in the Secondary Schools (UCA) and MATH 2903 Functions, Foundations and Models (U of A).

No other Arkansas or regional educational institutions have a course similar to our proposed MATH 3772: Praxis Mathematics: Content Knowledge Test Preparation. Most data found on preparation for the Praxis Mathematics: Content Knowledge test indicated that the preparation was occurring inside university testing centers and/or university sponsored Praxis testing labs. It should be noted that these observed measures of test preparation do not seem adequate as the nation mean score for the test is currently 153.6 with a state mean score of 150.7 (both of which are below the Arkansas cut score of 160). Our program has proposed this course as a proactive measure to address the low pass rate of the Praxis Mathematics: Content Knowledge test.

- 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.)

The Mathematics for Teacher Licensure program student learning outcomes and assessments are dictated by the Council for the Accreditation of Educator Preparation (CAEP). CAEP requires that our preservice teacher candidates develop competencies outlined by the National Council of Teachers of Mathematics (NCTM).

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

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

Curriculum Matrix for Catalog Curriculum in <u>Mathematics for Teacher Licensure</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: MATH 1001 Orientation to Mathematics 1</p> <p>Delete: TECH 1001 Orientation to the University 1</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: MATH 3703 Mathematics in the Secondary Schools 3 MATH 3772 Praxis Mathematics: Content Knowledge Test Preparation 2</p> <p>Delete: MATH 4703 Special Methods in Mathematics 3 Elective 3</p> <p>Total Hours: 13</p>
<p>Senior Fall Semester</p> <p>Add/Change: MATH 4703 Special Methods in Mathematics 3</p> <p>Delete: MATH 4772 Mathematics Teaching Practicum 2 MATH 4971 Mathematics Senior Seminar 1</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/Change: MATH 4971 Mathematics Senior Seminar 1</p> <p>Delete:</p> <p>Total Hours: 13</p>

PROGRAM LEARNING OUTCOMES

REQUIRED COURSES		PLO 1 Content Knowledge	PLO 2 Mathematical Practice	PLO 3 Content Pedagogy	PLO 4 Mathematical Learning Environment	PLO 5 Impact on Student Learning	PLO 6 Professional Knowledge and Skills	PLO 7 Secondary Mathematical Field Experiences and Clinical Practice
	MATH 1001						I	
	MATH 2703		I/R					
	MATH 2914	I/R						
	MATH 2924	I/R	R					
	MATH 2934	I/R	R					
	MATH 3003	I/R	R					
	MATH 3123	I/R	I/R					
	MATH 3203	I/R	R					
	MATH 3243	I/R	R					
	MATH 3703	R	R		I	I		R
	MATH 3772	R	R					
	MATH 4003	I/R	R					

		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
		Content Knowledge	Mathematical Practice	Content Pedagogy	Mathematical Learning Environment	Impact on Student Learning	Professional Knowledge and Skills	Secondary Mathematical Field Experiences and Clinical Practice
REQUIRED COURSES	MATH 4033	I/R	R					
	MATH 4113		R	I				
	MATH 4123		R					
	MATH 4703			R	R	R	R	
	MATH 4971	M	R	R		R	R	R
	PHYS 2114		R					
	PHYS 2124		R					
	SEED 2002						R	I
	SEED 3702			I	I			
	SEED 4054		R	R	R	R	R	R
	SEED 4556		R	R	R	R	R	R
	SEED 4503		M	M	M	M	M	M
	SEED 4909		M	M	M	M	M	M
	STAT 3153	I/R	R					

	Assessment						
	Assessment #1	Assessment #2	Assessment #3	Assessment #4	Assessment #5	Assessment #6	Assessment #7
	[Praxis 5161 Data]	[Course Grades]	[Unit Learning Plan] (MATH 4703)	[Internship II]	[Exit Portfolio]	[History Portfolio] (MATH 4113)	[Internship I]
[PLO 1] Standard 1: Content Knowledge							
1a NCTM Mathematics Content	X	X					
[PLO 2] Standard 2: Mathematical Practices							
2a Problem Solving		X		X	X		X
2b Reasoning		X		X			X
2c Mathematical Models		X					
2d Mathematical Thinking		X		X			
2e Interconnectedness		X					
2f Mathematical Intersections		X					
[PLO 3] Standard 3: Content Pedagogy							
3a Apply Curriculum Standards			X	X	X		X
3b Research in Planning			X				
3c Plan Lessons			X	X			X
3d Communication			X	X			
3e Student Engagement				X	X		X
3f Assessment			X	X			
3g Monitor Progress					X		
[PLO 4] Standard 4: Mathematical Learning Environment							
4a Adolescent Learning and Development				X			
4b Plan and Create Learning Opportunities			X	X	X		X
4c Diversity			X		X		

4d Equity and Ethics			X	X	X		X
4e Instructional Tools			X	X			X
[PLO 5] Standard 5: Impact on Student Learning							
5a Conceptual Understanding				X	X		
5b Mathematical Activities			X	X			
5c Assessment				X	X		
[PLO 6] Standard 6: Professional Knowledge and Skills							
6a Professional Development				X	X		
6b Collaborative Learning				X			
6c Professional Resources			X	X	X		
[PLO 7] Standard 7: Secondary Mathematics Field Experiences and Clinical Practice							
7a* Field Experiences and Clinical Practice							
7b** Student Teaching and Internship							
7c Develop Knowledge, Skills, and Professional Behaviors			X	X			

7a* - Documented in Section I – Context #2 of Program Report for the Preparation of Secondary Mathematics Teachers NCTM 2012 Standards

7b** - Documented in Section I – Context #2 and Context #6 of Program Report for the Preparation of Secondary Mathematics Teachers NCTM 2012 Standards

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Student Personnel	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The mathematics department is deleting TECH 1001 Orientation to the University and replacing it with MATH 1001 Orientation to Mathematics in both our Mathematics and Mathematics for Teacher Licensure programs. This is a similar change to other departments who have moved orientation to their departments for retention purposes.	

Department Head Signature: _____

Date: 6/26/19