

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 22, 2016, at noon in Williamson Dining Room. The following are members of the committee:

Holly Ruth Gale (AH 2 year term)	Dr. David Osburn (AH 1 year term)
Dr. Debra Hunter (BA 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Shellie Hanna (ED 2 year term)	Dr. Lynn Walsh (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Malcom Rainey (EAS 1 year term)
Dr. Tennille Lasker-Scott (PS 2 year term)	Dr. John Jackson (NH 1 year term)
Dr. Tom Limperis (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Dr. Jennifer Samson (at large; 1 year term)	Vacant SGA members (ex officio)
Tammy Weaver, Registrar (ex officio)	Vacant SGA members (ex officio)
Sherry Tinerella, Library Faculty (ex officio)	

All committee members were present. The following were present to answer questions regarding curriculum proposals: Dr. Douglas Barlow, Dr. Hanna Norton, Dr. David Hoelzeman, Dr. Jeff Aulgur, Dr. David Middleton, and Dr. Johnette Moody. Ms. Brandi Tripp and Ms. Brittany Martin from the Registrar's Office were present.

After introductions, Dr. Osburn called the meeting to order and asked for volunteers or nominations for the chair elect and secretary positions. Dr. Rainey volunteered to serve as secretary. Hearing no other volunteers or nominations, Dr. Rainey was approved to serve as secretary. Ms. Weaver nominated DR. Hanna to serve as chair elect. Dr. Hanna indicated she would be willing to serve. Hearing no other nominations, Dr. Hanna was approved to serve as chair elect.

OLD BUSINESS: No old business

NEW BUSINESS:

Curriculum Proposals

- A. College of Engineering and Applied Sciences - Department of Computer and Information Science

Motion by Dr. Hanna, seconded by Dr. Goza, to approve the proposals from the Department of Computer and Information Science as a whole. Motion approved. Motion by Dr. Dr. Hanna, seconded by Dr. Goza to approve the below proposals. Motion approved.

1. Add the following courses to the course descriptions:
 - a. CSEC 1113: Introduction to Networking;
 - b. CSEC 1213: Wireless and Cellular Security;
 - c. CSEC 2113: Introduction to Information Systems;
 - d. CSEC 2213: Forensics and Incident Response;
 - e. CSEC 2223: Virtualization;

- f. CSEC 3113: Assembly Programming;
 - g. CSEC 3123: Cyber Defense I;
 - h. CSEC 3223: Programming Embedded Systems;
 - i. CSEC 3233: Cyber Defense II;
 - j. CSEC 3243: Computer Architecture;
 - k. CSEC 4123: Cryptography;
 - l. CSEC 4133: Large Scale Distributed Systems;
 - m. CSEC 4143: Building Secure Software;
 - n. CSEC 4213: Information Systems Risk Management;
 - o. CSEC 4233: Legal Issues in Cybersecurity;
 - p. CSEC 4240: Software Security Analysis and Reverse Engineering Lab;
 - q. CSEC 4243: Software Security Analysis and Reverse Engineering; and
 - r. CSEC 4293: Cybersecurity Capstone Project/Internship; and
2. Add the Associate of Applied Science and Bachelor of Science in Cybersecurity.

B. College of eTech - Department of Professional Studies

Motion by Dr. Hanna, seconded by Dr. Goza, to approve the proposals from the Department of Professional Studies as a whole. Motion approved. Motion by Dr. Dr. Hanna, seconded by Dr. Goza to approve the below proposals. Motion approved.

1. Add PS 4643: Occupational Globalization and Diversity, to the course descriptions;
2. Modify the Curriculum in Professional Studies with specialty/concentrations in Agriculture Business, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Public Relations, and Workforce Technology, as follows: add PS 4643: Occupational Globalization and Diversity, as an option in the 6 hours of Professional Studies Professional Core Electives;
3. Modify the Curriculum in Professional Studies with specialty/concentration in Applied Leadership, as follows: require PS 4543: Workplace Supervision, and PS 4643: Occupational Globalization and Diversity; and delete the 6 hours Professional Studies Professional Core Electives and footnote 4;
4. Add the specialty/concentration Child Development to the Curriculum in Professional Studies; and
5. Add the Certificate in Professional Leadership.

ANNOUNCEMENTS:

Ms. Weaver indicated that the Teacher Education Committee would meet on September 8th. The next Curriculum Committee meeting would be held on Tuesday, September 27, at 4 p.m. Ms. Weaver indicated she would send out a Doodle survey to make sure we would have a quorum.

Meeting adjourned at 12:45 p.m.

Tammy Weaver, Recording Secretary

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Monday, September 27, 2016, at 4 p.m. in Brown Building, Room 446. The following are members of the committee:

Holly Ruth Gale (AH 2 year term)	Dr. David Osburn (AH 1 year term)
Dr. Debra Hunter (BA 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Shellie Hanna (ED 2 year term)	Dr. Lynn Walsh (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Malcom Rainey (EAS 1 year term)
Dr. Tennille Lasker-Scott (PS 2 year term)	Dr. John Jackson (NH 1 year term)
Dr. Tom Limperis (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Dr. Jennifer Samson (at large; 1 year term)	Ms. Madeline Harshaw - SGA members (ex officio)
Tammy Weaver, Registrar (ex officio)	
Sherry Tinerella, Library Faculty (ex officio)	Ms. Haley Fossitt - SGA members (ex officio)

The following committee members were absent: Dr. John Jackson, Ms. Madeline Harshaw, and Ms. Haley Fossitt. The following were present to answer questions regarding curriculum proposals: Dr. Jeff Woods, Dr. Dawn Ward, Dr. David Ward, Dr. Penny Willmering, Dr. Erica Wondolowski, Dr. Michael Rogers, Ms. Holly Gale, Dr. Chris Giroir, Dr. Linda Bean, Ms. Aubrey Holt, Dr. Tim Carter, Dr. Sandy Smith, and Mr. Mike Murders. Ms. Brandi Tripp and Ms. Brittany Martin from the Registrar's Office were present.

After roll call, Dr. Osburn called the meeting to order and asked approval of the minutes from the last meeting on August 22, 2016. Motion by Dr. Hanna, seconded by Dr. Rainey, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

Curriculum Proposals

A. College of Arts and Humanities - Department of Art

Motion by Dr. McMahan, seconded by Dr. Rainey, to approve the proposals from the Department of Art as a whole. Motion approved. Motion by Dr. Dr. Hanna, seconded by Ms. Gale to approve the below proposals. Motion approved.

1. Delete the following courses from the course descriptions:
 - a. ART 3123: Art History, Renaissance;
 - b. ART 4103: Art History, Modern 1789-1945; and
 - c. ART 4123: Art History, Medieval;
2. Add GAME 2003: Digital 3-D Foundations, to the course descriptions;

3. Modify the Curriculum in Fine Arts, Graphic Design, and Art for Teacher Licensure, as follows: delete ART 3123: Art History, Renaissance, and ART 4103: Art History, Modern 1789-1945, from the Art history electives in footnote 2; and
4. Modify the Curriculum in Game and Interactive Media Design, as follows: delete 3 hours of electives; add GAME 2003: Digital 3-D Foundations; and allow the option of ART 2303: Figure Drawing, ART 3303: Drawing Studio I, or ART 4233: Illustration Studio.

B. College of Arts and Humanities - Department of Behavioral Sciences

Motion by Dr. McMahan, seconded by Dr. Limerpis, to open discussion of the proposals from the Department of Behavioral Sciences. Motion approved. Motion by Dr. Hanna, seconded by Ms. Gale, to approve Items 1-7 excluding Item 2a. Motion approved. Motion by Dr. Hanna, seconded by Dr. Goza, to approve Item 2a. Motion approved. Motion by Dr. Hanna, seconded by Dr. Rainey, to approve Items 8 and 9. Motion approved.

1. Delete the following courses from the course descriptions:
 - a. RS 3023: Principles and Techniques of Rehabilitation Services;
 - b. RS 4024: Field Placement in Rehabilitation Science;
 - c. RS 4034: Field Placement Related to Vocational Rehabilitation;
 - d. RS 4044: Field Placement Related to Aging;
 - e. RS 4054: Field Placement Related to Corrections;
 - f. RS 4064: Field Placement Related to Social Services;
 - g. RS 4074: Field Placement for Psychology and Sociology Majors; and
 - h. RS 4094: Rehabilitation Science Field Placement in Addictions;
2. Add the following courses to the course descriptions:
 - a. IPBL 4893: Collaborative Solutions;
 - b. RS 3183: Mental Health Issues in Rehabilitation Settings;
 - c. RS 3203: Interviewing Skills;
 - d. RS 4023: Case Management Strategies;
 - e. RS 4104: Service Learning in Rehabilitation Science;
 - f. RS 4194: Field Placement I; and
 - g. RS 4294: Field Placement II;
3. Add the note: A grade of C or better required for Rehabilitation Science majors, to RS 2003: Introduction to Rehabilitation Services, and change the title to Introduction to Rehabilitation Science;
4. Add the note: A grade of C or better required for Rehabilitation Science majors, to RS 3123: Ethics in Human Services, and change the title to Ethics and Professional Development;
5. Add the note: A grade of C or better required for Rehabilitation Science majors, to RS 4012: Internship in Rehabilitation Services;
6. Add minors in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services;
7. Modify the Curriculum in Rehabilitation Science, as follows:
 - a. Delete the following:
 1. RS 3013: The World of Work;
 2. RS 3023: Principles and Techniques of Rehabilitation Services;

3. RS 3073: Organization and Structure in the Rehabilitation-Human Services Setting;
 4. RS 4024: Field Placement in Rehabilitation Science;
 5. RS 4034: Field Placement Related to Vocational Rehabilitation;
 6. RS 4044: Field Placement Related to Aging;
 7. RS 4054: Field Placement Related to Corrections;
 8. RS 4064: Field Placement Related to Social Services;
 9. RS 4074: Field Placement for Psychology and Sociology Majors;
 10. RS 4084: Field Placement Related to Child Welfare Services; and
 11. RS 4094: Rehabilitation Science Field Placement in Addictions;
- b. Add the following:
 1. RS 3203: Interviewing Skills;
 2. RS 4023: Case Management Strategies;
 3. RS 4123: Survey of Counseling Theories;
 4. RS 4104: Service Learning in Rehabilitation Science;
 5. RS 4194: Field Placement I; and
 6. RS 4294: Field Placement II;
 - c. Allow PSY 3003: Abnormal Psychology, or RS 3183: Mental Health Issues in Rehabilitation Settings;
 - d. Allow PSY 3063: Developmental Psychology I, or PSY 3813: Lifespan Development;
 - e. Delete the 12 hours of primary emphasis area and 6 hours of secondary emphasis area;
 - f. Add a minor in one of the following areas: Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services;
 - g. Change Footnote 2 to read select a minor in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Services, or Recreation Services;
 - h. Change Footnote 3 to read Students who choose to complete a 12 hour internship (RS 4012) will do so either their last or next to last semester and will not take RS 4104 (Service Learning) and RS 4194 (Field Placement 1) and RS 4294 (Field Placement 2); and
 - i. Add Footnote 4 to read a grade of C or better required for Rehabilitation Science majors;
8. Modify the Curriculum in Sociology, as follows: change the requirement in the introduction section and matrix FROM: RS 2003: Introduction to Rehabilitation Services; and ANTH 1213: Introduction to Anthropology or ANTH 2003: Cultural Anthropology; TO: RS 2003: Introduction to Rehabilitation Services, or CJ/SOC 2003: Introduction to Criminal Justice; and ANTH 1213: Introduction to Anthropology, or ANTH 2003: Cultural Anthropology; and
 9. Modify the Curriculum in Ozark-Ouachita Studies, as follows: delete SOC 2023: Sociology of the Ozark-Ouachita Region; and add GEOG 3203: Arkansas Geography.

B. College of Arts and Humanities - Department of History and Political Sciences

Motion by Dr. Hanna, seconded by Dr. Rainey, to approve the proposals from the Department of History and Political Sciences as a whole. Motion approved. Motion by Dr. Hanna, seconded by Dr. Rainey to approve the below proposals with the following corrections: add require to Item

4a, add the course title to 4b, and change the word require to recommended to 4d. Motion approved.

1. Delete POLS 2013: Introduction to Political Science, from the course descriptions;
2. Delete POLS 4163: Public Choice Theory, from the course descriptions;
3. Add the following courses to the course descriptions:
 - a. GEOG 3203: Arkansas Geography;
 - b. GEOG 4703: Urban Geography Seminar;
 - c. HIST 3273: Digital History;
 - d. PHIL 2023: Buddhist Philosophy;
 - e. PHIL 3043: Clinical Bioethics; and
 - f. PHIL 3073: Philosophy of Law; and
4. Modify the Curriculum in Political Science as follows:
 - a. Require POLS2403: Comparative Government;
 - b. Change POLS2403: Comparative Government, or POLS2413: International Relations, to POLS 2153: Introduction to Strategic Studies, or POLS2413: International Relations;
 - c. Delete the Research Methods, Political Theory, International Relations, and America Politics blocks;
 - d. Change Political Science Electives to 21 hours with 18 hours upper-level courses recommended to include one of the following tracks: Law School, Public Policy/Administration, International Relations/Studies, Strategic Studies American Politics, Campaigns, and Elections, and Political Science Graduate School; and
 - e. Update footnotes to reflect changes.

C. College of Arts and Humanities - Department of Music

Motion by Dr. Hunter, seconded by Dr. Schwehm, to approve the proposals from the Department of Music as a whole. Motion approved. Motion by Dr. Hanna, seconded by Dr. McMahan to approve the below proposals. Motion approved.

1. Add MUS 1751: Orientation to Music, to the course descriptions; and
2. Modify the Curriculum in Music and Music Education for Teacher Licensure with options in Instrumental Music, Keyboard Instrumental, Keyboard Vocal, and Vocal, as follows: delete TECH 1001: Orientation to the University, and add MUS 1751: Orientation to Music.

D. College of Education

Motion by Dr. Hanna, seconded by Dr. McMahan, to approve the proposals from the College of Education as a whole. Motion approved. Motion by Dr. Dr. Hanna, seconded by Dr. McMahan, to approve the below proposals. Motion approved.

1. Add the following to the course descriptions:
 - a. LEAD 1003: Introduction to Leadership;
 - b. LEAD 2003: Ethics in Leadership;

- c. LEAD 3003: Leadership Skills Development and Group Dynamics;
 - d. LEAD 4003: Leadership Internship and Capstone Seminar; and
 - e. LEAD 4103: Special Problems in Leadership;
2. Add the minor in Leadership Studies (Interdisciplinary Studies).

E. College of Education - Department of Curriculum and Instruction

Motion by Dr. Hanna, seconded by Dr. Walsh, to approve the proposals from the Department of Curriculum and Instruction as a whole. Motion approved. Motion by Dr. Dr. Hanna, seconded by Dr. Limperis, to approve the below proposals. Motion approved.

- 1. Remove the Prerequisite: Admission to Stage II of the Teacher Education Program from ELED 3113: Human Development and Learning Theories;
- 2. Remove the Prerequisite: Admission to Stage II of the Teacher Education Program from SPED 3023: Development & Characteristics of Diverse Learners; and
- 3. Modify the Curriculum in Elementary Education as follows: delete MATH 2163: Introduction to Statistical Methods; and add MATH 3033: Methods of Teaching Elementary Mathematics;

F. College of Engineering and Applied Sciences - Department of Agriculture

Motion by Dr. Hanna, seconded by Dr. McMahan, to approve the below proposal from the Department of Agriculture. Motion approved.

- 1. Modify the Curriculum in Agriculture Business-Business Option as follows: delete AGBU 4043: Appraisal of Farm Real Estate, and add 3 hours of Agriculture Electives.

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

Motion by Dr. Hanna, seconded by Dr. Rainey, to approve the proposals from the Department of Parks, Recreation, and Hospitality Administration as a whole. Motion approved. Motion by Dr. Dr. Hanna, seconded by Dr. Lasker-Scott, to approve the below proposals. Motion approved.

- 1. Change the course number for HA 4116: Internship, to HA 4114;
- 2. Change the course number for RP 4042: Field Seminar in Interpretive Methods, to RP 4043;
- 3. Modify the Curriculum in Hospitality Administration Event Management, Foodservices, and Lodging Management Emphasis as follows: change the course number for HA 4116: Internship, to HA 4114, and add two hours of HA electives;
- 4. Modify the Curriculum in Recreation and Park Administration Interpretation Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship; and add 2 hours approved RP electives;
- 5. Modify the Curriculum in Recreation and Park Administration Natural Resource Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship; add 2 hours approved RP electives; and add RP 4043: Field Seminar in Interpretive Methods, RP

- 4991: Special Problems and Topics, RP 4992: Special Problems and Topics, and RP 4993: Special Problems and Topics, to the list of approved RP electives listed in footnote 3;
6. Modify the Curriculum in Recreation and Park Administration Recreation Sport Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship; delete HA 1923: Introduction to Food and Beverage Management, and HA 4253: Club Management, from the list of approved electives; add 2 hours approved electives; and RP 4993: Special Problems and Topics, to the list of approved electives listed in footnote 2; and
 7. Modify the Curriculum in Recreation and Park Administration Therapeutic Recreation Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship, and RP 4112: Internship, or RP 4116: Internship.

H. College of Engineering and Applied Sciences - Department of Emergency Management

Motion by Dr. Hanna, seconded by Dr. Schwehm, to approve the below proposal from the Department of Emergency Management. Motion approved.

1. Add a concentration in Emergency Medical Services to the Curriculum in Emergency Management.

ANNOUNCEMENTS:

Ms. Weaver indicated that the Teacher Education Committee would meet on September 8th. The next Curriculum Committee meeting would be held on Tuesday, September 27, at 4 p.m. Ms. Weaver indicated she would send out a Doodle survey to make sure we would have a quorum.

Meeting adjourned at 12:45 p.m.

Tammy Weaver, Recording Secretary

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, January 31, 2017, at 4 p.m. in Brown Building, Room 446. The following are members of the committee:

Holly Ruth Gale (AH 2 year term)	Dr. David Osburn (AH 1 year term)
Dr. Debra Hunter (BA 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Shellie Hanna (ED 2 year term)	Dr. Lynn Walsh (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Malcom Rainey (EAS 1 year term)
Dr. Tennille Lasker-Scott (PS 2 year term)	Dr. John Jackson (NH 1 year term)
Dr. Tom Limperis (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Dr. Jennifer Samson (at large; 1 year term)	Ms. Madeline Harshaw - SGA members (ex officio)
Tammy Weaver, Registrar (ex officio)	
Sherry Tinerella, Library Faculty (ex officio)	Ms. Haley Fossitt - SGA members (ex officio)

The following committee members were absent: Dr. Malcom Rainey, Dr. John Jackson, Ms. Madeline Harshaw, and Ms. Haley Fossitt. The following were present to answer questions regarding curriculum proposals: Dr. Jeff Aulgur and Dr. Hanna Norton. Ms. Brandi Tripp and Ms. Brittany Martin from the Registrar's Office were present.

After roll call, Dr. Osburn called the meeting to order and asked approval of the minutes from the last meeting on September 27, 2016. Motion by Dr. Goza, seconded by Dr. Schwehm, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

Curriculum Proposals

A. College of eTech - Department of Professional Studies

Motion by Dr. Hanna, seconded by Dr. Schwehm, to approve the following course additions from the Department of Professional Studies as a whole. Motion approved.

Motion by Dr. Hanna, seconded by Ms. McMahan to approve the below proposals. Committee members raised concerns about the proposed courses. The first concern was courses in the proposed program appear to be very similar to those taught in a business degree. Several courses proposed seem to duplicate those being taught in the College of Business but don't include prerequisites such as accounting, statics, and business law. Another concern was the College of Business is in the planning process of a logistics/supply chain management degree. Dr. Jeff Aulgur addressed the concerns indicating the courses were not business courses. He indicated the Associate of Applied Science in Logistics from the Ozark campus was just one program that would feed into the BAS. The second concern was some of the resources on the

syllabi were old. It was mentioned that newer resources should be used. A committee member indicated that other current resources were listed in the syllabi.

After discussion, the motion was approved by vote. The vote was 6 – yes votes, 2 – no votes, and 3 members abstained from voting. Motion approved.

1. Add the following courses to the course descriptions:
 - a. BAS 4253: Quality Control and Continuous Improvement;
 - b. BAS 4353: Applied Project Management;
 - c. BAS 4453: Problem Solving and Root Cause Analysis;
 - d. BAS 4553: Workplace Health and Safety;
 - e. BAS 4653: Production Planning and Scheduling;
 - f. BAS 4751: Career Planning and Personal Development; and
 - g. PS 4743: Organizational Change; and

Motion by Dr. McMahan, seconded by Dr. Hanna, to approve the proposal below. Motion was approved by vote. The vote was 7 – yes votes, 2 – no votes, and 2 members abstained from voting. Motion approved.

2. Add the Bachelor of Applied Science.

ANNOUNCEMENTS:

Ms. Weaver announced that she hasn't received additional proposals at this time. She suggested members keep their calendars open for February 28.

Meeting adjourned at 4:34 p.m.

Tammy Weaver, Recording Secretary

CC 3/1/17
FS 3/14/17

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, March 1, 2017, at 3 p.m. in Rothwell, Room 212. The following are members of the committee:

Holly Ruth Gale (AH 2 year term)	Dr. David Osburn (AH 1 year term)
Dr. Debra Hunter (BA 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Shellie Hanna (ED 2 year term)	Dr. Lynn Walsh (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Malcom Rainey (EAS 1 year term)
Dr. Tennille Lasker-Scott (PS 2 year term)	Dr. John Jackson (NH 1 year term)
Dr. Tom Limperis (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Dr. Jennifer Samson (at large; 1 year term)	Ms. Madeline Harshaw - SGA members (ex officio)
Tammy Weaver, Registrar (ex officio)	
Sherry Tinerella, Library Faculty (ex officio)	Ms. Haley Fossitt - SGA members (ex officio)

The following committee members were absent: Ms. Madeline Harshaw and Ms. Haley Fossitt. The following were present to answer questions regarding curriculum proposals: Dr. David Ward, Dr. Jeff Robertson, and Dr. Jeanine Myers. Dr. Sean Huss representing Faculty Senate and Ms. Brittany Martin and Ms. Alexis Scrimshire from the Registrar's Office were present.

After roll call, Dr. Osburn called the meeting to order and asked approval of the minutes from the last meeting on January 31, 2017. Motion by Dr. Hanna, seconded by Dr. Goza, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

Curriculum Proposals

College of Arts and Humanities

Department of Behavioral Sciences

Motion by Dr. Hanna, seconded Dr. McMahan, to approve the proposal from the Department of Behavioral Sciences to make the minors in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services available for Rehabilitation Science majors only. Motion approved.

College of Natural and Health Sciences

Department of Mathematics

Motion by Dr. Hanna, seconded Dr. Limperis, to approve the following proposals from the Department of Mathematics. Motion approved.

1. Add MATH 0900: Beginning and Intermediate Algebra Lab, to the course descriptions;

2. Add the Co-requisite: MATH 0900: beginning and Intermediate Algebra Lab, to MATH 0903: Beginning and Intermediate Algebra;
3. Add the Co-requisite: MATH 0803: Foundations of College Mathematics, for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test, to MATH 1003: College Mathematics; and
4. Add the Co-requisite: MATH 0903: Beginning and Intermediate Algebra, for students with a math ACT score in the range of 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.

Role of the Curriculum Committee

Dr. Sean Huss, Faculty Senate Chair, discussed the role of the Curriculum Committee. He encouraged members to be diligent with asking questions about curriculum proposals.

ANNOUNCEMENTS:

Meeting adjourned at 4 p.m.

Tammy Weaver, Recording Secretary

cc 4/24/17
FS

Arkansas Tech University

Curriculum Committee Minutes

A proposal was sent to the Curriculum Committee on Monday, April 24, to be considered by email vote. The following are members of the committee:

Holly Ruth Gale (AH 2 year term)	Dr. David Osburn (AH 1 year term)
Dr. Debra Hunter (BA 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Shellie Hanna (ED 2 year term)	Dr. Lynn Walsh (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Malcom Rainey (EAS 1 year term)
Dr. Tennille Lasker-Scott (PS 2 year term)	Dr. John Jackson (NH 1 year term)
Dr. Tom Limperis (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Dr. Jennifer Samson (at large; 1 year term)	Ms. Madeline Harshaw - SGA members (ex officio)
Tammy Weaver, Registrar (ex officio)	
Sherry Tinerella, Library Faculty (ex officio)	Ms. Haley Fossitt - SGA members (ex officio)

The following committee members didn't respond to the email vote: Ms. Madeline Harshaw, and Ms. Haley Fossitt.

NEW BUSINESS:

Curriculum Proposals

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

Motion by Dr. McMahan to consider the request to delete the Curriculum for the Associate of Applied Science in Culinary. Motion approved by email vote. Vote results attached.

Tammy Weaver, Recording Secretary

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, September 13, 2016, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Jeremy Schwehm
Dr. Jon Clements	Dr. Monty Smith
Dr. Melissa Darnell	Dr. V. Carole Smith
Dr. Marcel Finan	Dr. James Stobaugh
Mr. Ken Futterer	Dr. Bruce Tedford
Dr. Debra Hunter	Dr. Jack Tucci
Dr. Sean Huss	Dr. Susan Underwood
Dr. Johnette Moody	Dr. James Walton
Dr. Jason Patton	Dr. Dana Ward
Dr. Michael Rogers	

Dr. Shelia Jackson and Dr. Chris Kellner were absent. Dr. Jeff Aulgur, Dr. Hanna Norton, Dr. Jeff Woods, Mr. Wyatt Watson, Mr. Wesley Duke, Ms. Pat Chronister, and Dr. David Hoelzeman were visitors.

CALL TO ORDER President Huss called the meeting to order, and asked for a motion in regard to the minutes of August 23, 2016.

APPROVAL OF MINUTES Motion by Dr. Moody, seconded by Dr. V. Carole Smith, to approve the minutes as distributed. Motion carried.

VPAA UPDATE President Huss reported Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, would not be able to attend the meeting.

President Huss asked for a motion to amend the agenda to add an update from Mr. Wyatt Watson, Director of Institutional Research, as item F of New Business.

Motion by Mr. Futterer, seconded by Dr. Stobaugh, to amend the agenda as requested. Motion carried.

NEW BUSINESS: CURRICULAR ITEMS President Huss called for a motion in regard to the curricular proposals.

Motion by Dr. Patton, seconded by Dr. Underwood, to consider the curricular proposals as a unit by college. Motion carried.

Motion by Dr. Hunter, seconded by Dr. Schwehm, to accept the curricular proposals from the College of Engineering and Applied Sciences as presented:

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

1. Add the following courses to the course descriptions:
 - a. CSEC 1113: Introduction to Networking;
 - b. CSEC 1213: Wireless and Cellular Security;
 - c. CSEC 2113: Introduction to Information Systems;
 - d. CSEC 2213: Forensics and Incident Response;
 - e. CSEC 2223: Virtualization;
 - f. CSEC 3113: Assembly Programming;

- g. CSEC 3123: Cyber Defense I;
 - h. CSEC 3223: Programming Embedded Systems;
 - i. CSEC 3233: Cyber Defense II;
 - j. CSEC 3243: Computer Architecture;
 - k. CSEC 4123: Cryptography;
 - l. CSEC 4133: Large Scale Distributed Systems;
 - m. CSEC 4143: Building Secure Software;
 - n. CSEC 4213: Information Systems Risk Management;
 - o. CSEC 4233: Legal Issues in Cybersecurity;
 - p. CSEC 4240: Software Security Analysis and Reverse Engineering Lab;
 - q. CSEC 4243: Software Security Analysis and Reverse Engineering; and
 - r. CSEC 4293: Cybersecurity Capstone Project/Internship; and
2. Add the Associate of Applied Science and Bachelor of Science in Cybersecurity.

Following the motion, Dr. Patton expressed concern with the course descriptions, stating there was a lack of detail in the course content. Dr. Moody responded the committee had determined, after meeting with Dr. Christine Austin, Director of Assessment and Institutional Effectiveness, the course content would be derived from the defined objectives. Dr. Patton stated the course content was traditionally defined by what would be taught in the course, and he was hesitant to set a precedent for future proposals that the course content section could be omitted. He expressed support for the program, but emphasized the need for completed proposals.

Motion by President Huss, seconded by Dr. Walton, to amend the motion to conditionally accept the curricular proposals from the College of Engineering and Applied Sciences, pending the submission of the requested course content details by September 30, 2016.

Motion carried as amended.

President Huss called for a motion in regard to the curricular proposals from the College of eTech.

Motion by Mr. Futterer, seconded by Dr. Moody, to accept the curricular proposals from the College of eTech as presented:

College of eTech

Department of Professional Studies

1. Add PS 4643: Occupational Globalization and Diversity, to the course descriptions;
2. Modify the Curriculum in Professional Studies with specialty/concentrations in Agriculture Business, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Public Relations, and Workforce Technology, as follows: add PS 4643: Occupational Globalization and Diversity, as an option in the 6 hours of Professional Studies Professional Core Electives;
3. Modify the Curriculum in Professional Studies with specialty/concentration in Applied Leadership, as follows: require PS 4543: Workplace Supervision, and PS 4643: Occupational Globalization and Diversity; and delete the 6 hours Professional Studies Professional Core Electives and footnote 4;
4. Add the specialty/concentration Child Development to the Curriculum in Professional Studies; and
5. Add the Certificate in Professional Leadership.

Motion carried.SENATE
EXECUTIVE
COMMITTEE

President Huss distributed a proposal to establish a Faculty Senate Executive Committee (Attachment A) to consist of the elected Chair, Vice Chair, Secretary, and three additional senators to be elected with consideration for balanced college representation. He indicated this model is used at other institutions and his intention was to distribute the authority of the Senate chair, including committee appointments and setting the agenda. He suggested, if the Senate chose to establish such a committee, doing so on an ad hoc basis for the current academic year before amending the constitution. Dr. Walton recommended electing only two additional senators to the committee to avoid an even number in the event of a vote.

Motion by Mr. Futterer, seconded by Dr. Stobaugh, to create an ad hoc Faculty Senate Executive Committee, following the proposed guidelines with the amendment that only two additional faculty will be elected from colleges not represented by the Chair and Vice Chair. Motion carried.

President Huss asked for nominations or volunteers for the Executive Committee.

Motion by Mr. Futterer, seconded by Dr. Darnell, to elect Dr. Kellner (Natural and Health Sciences) to serve. Motion carried.

Dr. Schwehm (eTech) volunteered to serve as well.

FINAL EXAM AND
GRADE SCHEDULE

Dr. Hunter reported she and Dr. Rogers were investigating methods to allow more time between the end of final exams and the deadline for final grades. Both senators met with Ms. Tammy Weaver, Registrar, to better understand the process for how final grades are processed and the time needed by the Registrar's Office. Dr. Hunter stated the Registrar's Office could not be given less time for processing, and if anything, needed additional time as the staff is required to perform certain functions manually (i.e., repeated courses, etc.), as well as contact faculty for missing grades, which often pushes the processing of final grades after midnight. Dr. Rogers noted he and Dr. Hunter would next meet with Academic Affairs to see where the flexibility in the timeline lies. He proposed surveying the faculty for the minimum amount of time faculty should be given to submit final grades after the last final exam is given.

Dr. Tucci suggested moving from a graduation ceremony to a commencement ceremony in which any eligible student may participate, but only those completing the requirements would receive a diploma. Dr. V. Carole Smith expressed concern that there would be no incentive for a student lacking requirements to return. Dr. Underwood noted Tech had previously allowed eligible students to walk before officially completing all requirements, and suggested asking the President for her stance before pursuing that option further. Dr. Rogers invited the senators to send any concerns about the schedule, and he and Dr. Hunter would continue exploring options.

EVALUATION OF
ADMINISTRATION

President Huss stated he did not have an update at this time, but would meet with Dr. Abdelrahman for discussion.

PROMOTION AND
TENURE

President Huss invited Dr. Jeff Woods, Dean of Arts and Humanities, to report on the promotion and tenure revision process. Dr. Woods reported, in the original timeline for the process, the committee was to present the revised policy draft to the Senate at the September 2016 meeting. He indicated Dr. Abdelrahman had raised a few questions over the summer (Attachment B) and he left it to the Senate to decide how to proceed.

Motion by Mr. Futterer, seconded by Dr. Underwood, to return the revised promotion and tenure policy draft to the committee to address the presented concerns, send the updated draft to the faculty for additional feedback, and then return to the Faculty Senate.

Following the motion, Dr. Stobaugh asked which standards would apply to currently untenured faculty. Dr. Woods stated there was some concern about tracking multiple handbooks and processes in a single promotion and tenure cycle. Dr. Monty Smith suggested implementing a three-year phase out of the current policy. Dr. Walton reminded the Senate that students are able to choose which catalog to use and the university tracks that information. Dr. Woods indicated the committee would find a reasonable solution.

Motion carried.

EVALUATION SOFTWARE

President Huss invited Mr. Watson to address the Senate. Mr. Watson reported the course evaluation software used at Tech had historically been ClassClimate, largely due to the software's functionality for both paper and online evaluations. He stated, with the university's move to fully online evaluations, new software packages had been considered during the spring semester and, with the input of five faculty members, EvaluationKit was selected. Mr. Watson noted EvaluationKit integrates with Blackboard to allow students to complete course evaluations within Blackboard shells. He stated the integration with Blackboard is not built for fall 2016, but should be available for spring 2017. Mr. Watson asked the Senate for input on procedures for evaluating courses, as well as the evaluation questions.

President Huss asked for volunteers to serve on a subcommittee. Dr. Underwood and Dr. Patton volunteered, and Dr. Darnell stated she would ask Ms. Shelly Daily to serve as well. Mr. Futterer volunteered Dr. Kellner to serve, and President Huss indicated he would serve as well and organize the first meeting.

OLD BUSINESS: STUDENT TRAVEL

Dr. Clements reported the procedure for including students in official university travel seemed inefficient and was difficult to navigate. President Huss stated he would reach out to the Travel Office for possibilities to streamline and simplify the process.

SECURITY CAMERAS

Dr. Patton reported Mr. Thomas Pennington, Legal Counsel, had asked the Senate to coordinate with Chief Joshua McMillian, Director of Public Safety, to develop a policy. President Huss asked the subcommittee to reach out to Chief McMillian. Dr. Stobaugh chairs the subcommittee and Dr. Monty Smith volunteered to serve.

LEVELS OF LIFE INSURANCE

President Huss stated he did not have an update at this time, but would meet with Dr. Abdelrahman for discussion.

SHARED GOVERNANCE STATEMENT

President Huss indicated he would return from the AAUP conference on shared governance at the end of September with a report.

PHASED RETIREMENT

President Huss stated he did not have an update at this time, but would meet with Dr. Abdelrahman for discussion.

OPEN FORUM

Mr. Futterer requested the Faculty Grievance Committee be added to the next Faculty Senate agenda as Old Business.

Dr. Tucci expressed surprise that the university did not currently have a post-tenure review and discussed the merits of such a review. Dr. Rogers suggested finalizing the promotion and tenure revision first, then considering post-tenure review. Dr. Tucci stated the adoption of post-tenure review should be driven by the faculty rather than the administration. He asked this be added as an item of Old Business on future agendas as a reminder.

Dr. Rogers recommended the Faculty Senate request a graduate assistant to perform research on the various topics that arise. President Huss reported he would check with Dr. Mary Gunter, Dean of the Graduate College.

Dr. V. Carole Smith requested name cards for each senator for future meetings. She also inquired as to the policy for employee and guest attendance at athletic events. She stated at one time, the family of Tech employees could attend events free of charge, but she understood only one guest was now permitted for each employee. Mr. Duke reported the *Faculty Handbook* allowed free admission for the employee and one guest.

Dr. Hanna Norton, Dean of the College of eTech, provided an update on the process for developing online courses. She stated two committees had been formed, one to evaluate the online course revision and review process, and one to look at mentorships within the colleges for online instruction. She stated the idea of the mentorship is to have a “go to” person in each college for online courses.

Dr. Patton expressed concern with the plan of work that had been requested from the faculty in the College of Natural and Health Sciences, and questioned where the plan would fit with the evaluation criteria and if it should be included in the *Faculty Handbook*. Dr. Tedford explained the plan of work consisted of a list of courses taught, making up 80% of the faculty member’s load, with an emphasis on the remaining 20% and how the faculty member utilized that time. Discussion among senators revealed some were familiar with this request and others were not. President Huss stated he would investigate this further.

Dr. Patton stated some members of the evening custodial staff are also students and the faculty should be aware of what is visible in their offices (i.e., exams) as the custodial staff have keys to faculty offices. Dr. Tucci mentioned he understood the custodial staff was down by ten employees and had begun splitting assignments for custodians across buildings.

Dr. Patton reported the recently placed faculty advertisements included the sentence “develop a sustainable scholarship program including seeking external funds to support the program”. Dr. Rogers indicated his department had lost a good faculty member due to the new, increased pressure to write grants. President Huss stated he would discuss this with Dr. Abdelrahman.

President Huss shared a concern from some faculty that the process used for their annual evaluation deviated from the process outlined in the *Faculty Handbook*. He stated this would be added to the agenda and he would plan to present additional information and examples at the next meeting.

ANNOUNCEMENTS
AND
INFORMATION
ITEMS

President Huss stated the newly established Executive Committee of the Senate would meet prior to the next meeting.

Dr. Rogers reported September 17 was Constitution Day and requested volunteers for the public reading prior to the football game.

Dr. Stobaugh announced there would be food trucks and live music at the old Taco Villa parking lot before the football game on September 17.

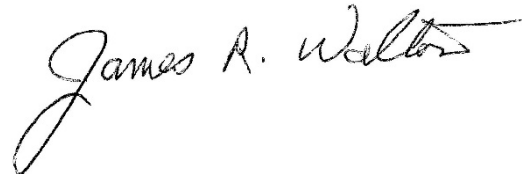
ADJOURNMENT

The meeting adjourned at 4:55 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Sean Huss". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Sean Huss, Ph.D., President

A handwritten signature in black ink, appearing to read "James R. Walton". The signature is cursive and includes a large, stylized initial "J".

James Walton, Ph.D., Secretary

Attachment A

FACULTY SENATE EXECUTIVE COMMITTEE (proposed):**What is this committee?**

This committee is really more of an experiment in shared governance, which would serve more as ad hoc committee for the 2016-2017 Academic Year. The intent of the committee would be to share the power and responsibilities of the Faculty Senate Chair, as well as act in a capacity to advise the Faculty Senate Chair on a variety of issues. In the past, we have relied on a single individual to set agendas, make appointments, and discuss faculty positions with the administration. While this method has worked in the past, a single person still has a great deal of influence over how issues are framed and how business is conducted. By involving others in the decision-making processes and somewhat distributing the powers and responsibilities of the Faculty Senate Chair, we avoid the concerns that may arise regarding bias, fear of reprisal, gatekeeping, or co-optation. In effect, the Faculty Senate Executive Committee will serve to bring our practices in Faculty Senate more in line with the principles of shared governance.

Who will be on the Executive Committee?

That depends on what you, as the Faculty Senate, would like. I have seen a few universities that have Faculty Senate Executive Committees. At larger universities, they have as many as fifteen or more members. We obviously aren't big enough to sustain that many on an executive committee. Based on our membership size, I would recommend the following serve on the committee:

1. Faculty Senate Chair
2. Faculty Senate Vice Chair
3. Secretary
4. Three additional members elected from the Faculty Senate with no more than 1 representative from each college for the elected positions.

That puts us at a total of six individuals on the executive committee. But, I'm open to any and all recommendations. As noted above, this is more of an experiment for the 2016-2017 Academic Year. If we end up liking it, then we can amend the Faculty Senate Constitution to include it. If we don't like it, then we can drop it and never speak of it again.

What would the Executive Committee do?

This committee would be tasked with the following:

1. **Assist in identifying issues to be taken up by the Faculty Senate.** Note that this committee would, in no way, replace the existing system in place for any Senator to raise an issue through existing channels. This committee would, instead, act as a group to identify broader faculty issues not being addressed and bring them before the Faculty Senate once identified.
2. **Aid in identifying and appointing faculty members to university level committees, as well as acting as a liaison with those committees.** The Faculty Senate Chair already has this power. By spreading this power to a broader committee, the intent would be to increase diversity and participation of more faculty in shared governance. So, instead of one person selecting specific faculty members, this committee would be empowered to discuss, nominate, and then approve appointments made on behalf of the

Faculty Senate, with the approval of the Faculty Senate. Members of this committee will also maintain contact with all other existing committees and make recommendations on behalf of the Faculty Senate.

3. **Prepare and submit reports on Faculty Senate issues to the general faculty, the university at large, the President, and to the Board of Trustees (if applicable).** The Faculty Senate Chair already does much of this. While this has worked in the past, relying on a single person is not always the best solution. By spreading responsibility to a general committee, all issues are identified and multiple perspectives will be reflected in any position taken on Faculty Senate issues.
4. **Prepare the Faculty Senate agenda for each meeting.** The Faculty Senate Chair already works with Jana Crouch and Pat Chronister to set the agenda. The bulk of this responsibility falls to the Faculty Senate Chair, with input and administrative help from Jana and Pat. With more eyes on the agenda, we may be able to get more done. Likewise, there may be instances in which various items are not ready to bring before the Faculty Senate. In instances such as this, the executive committee can recommend that more information be collected by the individual petitioning and then the item may be resubmitted. In short, this may make meetings shorter and work more efficient.

Note that there may be additional duties and responsibilities for this committee that are not yet identified (thus the experimental nature of this committee). This being the case, we may need to develop and codify some of the responsibilities for this committee in process. Any addition to the scope of duties and responsibilities for the committee will be brought before the Faculty Senate in advance of action on any particular item.

Attachment B

Sean Huss

From: Dr. Mohamed Abdelrahman
Sent: Monday, September 12, 2016 11:45 AM
To: Sean Huss
Cc: Jeffrey Woods; Pat Chronister
Subject: FW: draft of memo to Faculty Senate

Dr. Huss,

After preliminary review of the evaluation, promotion and tenure policy draft, several concerns arose, including the following:

- The policy draft as it is currently written allows for current non-tenured faculty to follow the existing promotion and tenure procedures and is only applicable to incoming new faculty hired after the policy's effective date (presumably August, 2017). To effectively administer two policies and related procedures involving promotion and tenure will be difficult and allows for mistakes to be made. I would propose, instead, that language be included to allow the peer committees to take into account the hire date of the applicant relative to implementation of the new policy/procedures and make adjustments when applying the updated criteria.
- I would like to consider language by which an individual may ask for an extension to their probationary period should they experience extenuating circumstances during the probationary period.
- At most institutions, one cannot apply for tenure without applying for promotion if the individual is at the assistant professor rank. I would propose that the revised policy emphasize such linkage.
- The policy allows for all faculty, whether tenured, tenure-track or non-tenure track, to be 80 percent teaching (12 credit hours per fall and spring semester) and 20 percent scholarship/service. This precludes a department from utilizing their non-tenure track faculty 100 percent for teaching (15 credit hours per fall and spring). There are circumstances that warrant such assignment in some departments and we should allow departments and faculty such flexibility.
- To distinguish faculty hired into non-tenure track positions from those hired on one-year appointments, I would suggest a different "rank" designation which would better describe the appointment. The title of "Visiting" could, for instance, be used only for individuals on one-year appointments. The title of "Professional" could then be used for those on continuing, non-tenure track appointments. For example, Visiting Instructors could be hired as one-year emergency hires and Professional Instructors on continuing appointments.

The draft policy has been available for review by the faculty since late spring. For a thorough review of these concerns and others that may have arisen from the faculty, I would suggest that the Faculty Senate send the draft back to the ad hoc committee responsible for the draft and ask that these and any other concerns be addressed this fall by that committee with re-submission to the Faculty Senate either late this fall or early in the spring.


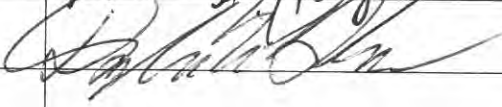
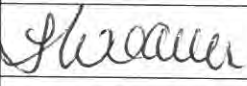

As always, please note that I am available at any point during review of the policy for discussion and consultation. As one of the more important policies relating to faculty, we must work diligently to make sure the result is one we can be confident in and which has the support of the faculty.

Mohamed Abdelrahman, Ph.D.
Vice President for Academic Affairs &
Professor of Engineering
Arkansas Tech University
(479) 968-0319

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 8/22/16 YW
appx FS 9/13/16 YW

TO:	Curriculum Committee
FROM (Initiating Department):	DEPARTMENT OF COMPUTER & INFORMATION SCIENCE
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term: Fall 2017
CSEC	1113	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I

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

Introduction to Networking

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

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
 Yes No

If so, list course subject and number.

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

Syllabus

Department of Computer & Information Science

CSEC 1113 **Introduction to Networking**

Section # 001

OFFERED Fall

PRE-REQUISITE None

CO-REQUISITES None

DESCRIPTION Computer and communications networks are the very environment in which cyber operations are conducted. An understanding of these networks is essential to any discussion of cyber operations activities.

Specific topics to be covered to satisfy this knowledge unit must minimally include:

- Routing, network, and application protocols including:
 - TCP/IP (versions 4 and 6)
 - ARP, BGP, SSL/TLS
 - DNS
 - SMTP
 - HTTP
- Network architectures
- Network security
- Wireless network technologies
- Network traffic analysis
- Protocol analysis (examining component-to-component communication to determine the protocol being used and what it is doing)
- Network mapping techniques (active and passive)

NOTES None

COURSE **Office: Corley** **Phone:** **Email:**
INSTRUCTOR To be completed by faculty of record for this course

OFFICE HOURS To be determined by faculty of record for this course

TEXTBOOK *Introduction to Networking with Network+*, T. Pintello, Wiley Publishing
ISBN : 978-0-470-48732-7 (paperback)
ISBN : 978-0-470-57182-8 (etext)

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION The Internet is a network of networks. To be a knowledgeable, effective cybersecurity specialist, students must gain experience using networks.

OBJECTIVES After completing this course, the learner will be able to:

- explain how networks work at the infrastructure and network and applications layers.
- explain how networks transfer data
- explain how network protocols work to enable communication
- explain how the lower-level network layers support the upper ones.
- explain how the major network protocols enable communication and data transfer.

COURSE TOPICS Topics include:

- Routing, network, and application protocols including:
 - TCP/IP (versions 4 and 6)
 - ARP, BGP, SSL/TLS
 - DNS
 - SMTP
- Network architectures
- Network security
- Wireless network technologies
- Network traffic analysis
- Protocol analysis (examining component-to-component communication to determine the protocol being used and what it is doing)
- Network mapping techniques (active and passive)

GENERAL EDUCATION REQUIREMENTS This course does not meet any of the General Education requirements.

ASSESSMENT The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%

<i>Total</i>	<i>100%</i>
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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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE (to be determined by faculty teaching the course)

Week		Exercises
1	Syllabus, introduction to networking	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Networking infrastructure	

3	Network layers		
4	Application Protocols		
5	Application Protocols		
6	Network Security		
7	Network Security		
8	Network Security		
9	Network Security		
10	Wireless Network Technologies		
11	Wireless Network Technologies		
12	Network Traffic Analysis		
13	Protocol Analysis		
14	Protocol Analysis		
15	Network Mapping		

Se Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 1113 Introduction to Networking

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to explain how networks work at the infrastructure and network application levels. 2. Students will be able to explain how networks transfer data. 3. Students will be able to explain how network protocols work to enable communication.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, research paper, hands-on completion of tasks, and presentations**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate their understanding of concepts by actually completing assigned tasks during class so the professor can observe the students completing the task. In addition, students will complete quizzes, tests, assignments, and a presentation.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for**


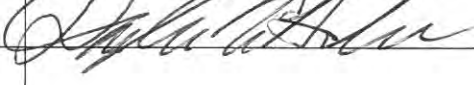


Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in networking. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

appe CC 8/22/16 JW
 appe FS 9/13/16

**Arkansas Tech University
 REQUEST FOR COURSE ADDITION**

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 1213	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Wireless and Cellular Security

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

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No _____

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

Syllabus

Department of Computer & Information Science

CSEC 1213 **Wireless and Cellular Security**

Section # 001

OFFERED Spring

PRE-REQUISITE CSEC 1113 Introduction to Networking

CO-REQUISITES None

DESCRIPTION An overview of wireless and mobile security providing students with practical and theoretical experiences. Topics include threat analysis, security infrastructure, security services, wireless network security components. Topics include, but not limited to:

- Overview of smart phone technologies
- Overview of embedded operating systems (e.g., iOS, Android)
- Wireless technologies (mobile: GSM, WCDMA, CDMA2000, LTE; and Internet: 802.11b/g/n)
- Infrastructure components (e.g., fiber optic network, evolved packet core, PLMN)
- Mobile protocols (SS7, RR, MM, CC)
- Mobile logical channel descriptions (BCCH, SDCCH, RACH, AGCH, etc.)
- Mobile registration procedures
- Mobile encryptions standards
- Mobile identifiers (IMSI, IMEI, MSISDN, ESN, Global Title, E.164)
- Mobile and Location-based Services

NOTES None

COURSE **Office: Corley** **Phone:** **Email:**
INSTRUCTOR All to be completed by faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Introduction to Wireless and Mobile Systems*, D. Pgrawal, Cengage Learning
ISBN: 10: 135058135; ISBN: 13:9781305087132

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION Using wireless and mobile technologies is rapidly increasing. This course

will provide students with a deep understanding of the key technologies which enable the delivery of broadband communications and to the related security issues.

OBJECTIVES

After completing this course, the learner will be able to:

- understand the requirements to build a secure and robust wireless network.
- understand various attack methods used to target and exploit wireless network systems in intrusion detection process and countermeasures.
- explain the major standards and protocols for wireless and mobile systems and applications.
- Strategically design, implement, and maintain wireless and mobile networks.
- demonstrate skills to perform troubleshooting and performance tuning.
- describe the unique security and operational attributes in the wireless and mobile environment and their effects on network communications.
- identify the unique security implications of these effects and how to mitigate security issues associated with them.

Course Topics:

Topics include:

- smart phone technologies
- embedded operating systems (e.g., iOS, Android, Windows, etc.)
- wireless technologies (GSM, WCDMA, CDMA2000, LTE, and Internet: 802.11b/g/n)
- infrastructure components
 - fiber optic network
 - evolved packet core
 - PLMN
- mobile protocol
- mobile logical channel descriptions to include, but not limited to:
 - BCCH
 - SDCCH
 - RACH
 - AGCH
- mobile registration procedures
- mobile encryption standards
- mobile identifiers to include, but not limited to:
 - IMSI
 - IMEI
 - MSISDN
 - ESN
 - Global Title, E.164
- mobile and location-based services
- building a secure and robust wireless network

- various attack methods for wireless technology
- design, implement and maintain wireless and mobile networks
- troubleshooting and performance tuning for wireless and mobile networks
- mitigation of security issues associated with mobile security

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student

who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to smart phone technologies	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Smart phone technologies, embedded mobile operating systems	
3	Embedded mobile operating systems	
4	Wireless technologies	
5	Infrastructure components	
6	Infrastructure technologies	
7	Mobile protocol and building secure and robust networks	
8	Mobile logical channel descriptions	
9	Mobile registration procedures	
10	Mobile encryption standards	
11	Mobile identifiers	
12	Mobile and location-based services	
13	Attack strategies and mitigation of security issues	

14	Designing, implementing, and maintenance of mobile and technologies		
15	Attack methods for wireless technologies		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 1213 Wireless and Cellular Security

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to understand the requirements to build a secure and robust wireless network. 2. Students will be able to understand various attack methods used to target and exploit wireless network systems in intrusion detection process and countermeasures. 3. Students will be able to explain the major standards and protocols for wireless and mobile systems and applications.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, research paper, hands-on completion of tasks, and presentations**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate their understanding of concepts by actually completing assigned tasks during class so the professor can observe the students completing the task. In addition, students will complete quizzes, tests, assignments, and a presentation.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for**

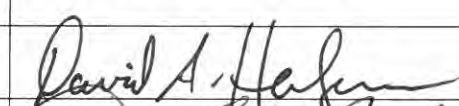
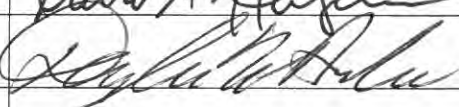
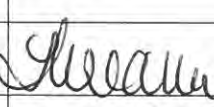

**Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in wireless security because the use of wireless is dramatically increasing.
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appe CC 8/22/16 JW
appe FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 2113	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Introduction to Information Systems		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Intro to Info Systems		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Syllabus

Department of Computer & Information Science

CSEC 2113 **Introduction to Information Systems**

Section # 001

OFFERED Fall

PRE-REQUISITE None

CO-REQUISITES None

DESCRIPTION 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.

NOTES None

COURSE INSTRUCTOR **Office** **Phone:** **Email:**
To be completed by the faculty of record for this course

OFFICE HOURS To be determined by faculty of record for this course

TEXTBOOK *Introduction to Information Systems*, R. Rainer, Wiley Publishing
ISBN : 978-1-118-67436-9 (paperback); ISBN : 978-1-118-80213-7 (etext)

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION The Internet is a network of networks. To be a knowledgeable, effective cybersecurity specialist, students must gain experience using networks.

OBJECTIVES After completing this course, the learner will be able to:

- describe the major components and their functionality of a computer system.
- describe the major components and their function of an information system.
- describe the major components and their functionality of a network.
- use university and departmental computing resources.
- build a simple relational database.

- build a simple web site and describe how the web supports e-commerce.
- identify mechanisms for securing data in a networked environment.
- identify ethical issues related to privacy and security.
- define and employ technical terms related to information technology.
- explain Cloud computing and the security vulnerabilities associated.

COURSE TOPICS

Topics include:

- Introduction to information systems
- Major components of an information system
- Terms/definitions associated with information systems
- Computer hardware
- Computer software
- Networks
 - Components
 - Functionality
- Relational databases
- Website development and components of a website
- eCommerce technology
- Security
- Ethics
- Cloud Computing
- Design and implementation of an information system

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their own work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to information systems	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Major components of an information system	
3	Terms associated with information systems	
4	Computer hardware	
5	Computer software	

6	Network (components and functionality)		
7	Relational databases		
8	Website development and components of a website		
9	e-Commerce technology		
10	Security		
11	Security		
12	Ethics		
13	Cloud Computing		
14	Design and implementation of an information system		
15	Design and implementation of an information system		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 2113 Introduction to Information Systems

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to describe the major components and their functionality of a computer system. 2. Students will be able to describe the major components and their function of an information system. 3. Students will be able to describe the major components and their functionality of a network.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in information systems.**

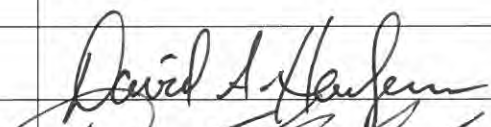



(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

aprc 8/22/16 JW
aprc FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		8 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 2213	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Forensics and Incident Response		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Forensics/Incident Response		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Syllabus

Department of Computer & Information Science

CSEC 2213 **Forensics and Incident Response**

Section # 001

OFFERED Spring

PRE-REQUISITE CSEC 1113 Introduction to Networking

CO-REQUISITES None

DESCRIPTION This course teaches the fundamentals of incident response and digital forensics. An overview of operating systems will then lead to a systematic approach to incident response will be reviewed, focusing on a six step process (Preparation, Identification, Containment, Eradication, Recovery, Lessons Learned.) Preservation of data (dd, FTK imager, DumpIt,) Data recovery (Scalpel, Foremost,) forensic analysis (Sleuthkit, SIFT workstation, Volatility, RegRipper, Supertimeline,) Network Forensics (tcpdump, Wireshark, nfsen,) and legal aspects of both investigation and preservation will be discussed.

NOTES None

COURSE **Office:** **Phone:** **Email:**
INSTRUCTOR To be completed by the faculty of record for this course

OFFICE HOURS To be determined by faculty of record for this course

TEXTBOOK *Computer Forensics and Cyber Crime*, M. Britz, Pearson Publishing
ISBN-13: 9780133036091; ISBN-13: 9780132677714

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION As the world increasingly relies on computers to interact and to conduct business, the ability to conduct a thorough forensic investigation and to report on that investigation are critical.

OBJECTIVES After completing this course, the learner will be able to:

- analyze a variety of operating systems and applications for computer evidence.
- understand and correctly use forensic software and tools.
- understand the basics of network forensics and incident response.

COURSE TOPICS

Topics include:

- introduction to digital forensics
- introduction to incident response
- overview of operating systems
 - Windows
 - Mac
 - Linux/Unix
- Incident response
 - preparation
 - identification
 - containment
 - eradication
 - recovery
 - lessons learned
- forensics software and tools
- preservation of data
- data recovery
- network forensics
- legal aspects of digital investigations

GENERAL EDUCATION REQUIREMENTS

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including final	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in

their own interest, are therefore responsible for attending all classes for which they are enrolled.

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

**PLAGIARISM &
CHEATING**

Refer to the rules set forth in the student handbook. Students are expected to do their own work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to digital forensics	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Introduction to incident response	
3	Overview of operating systems	
4	Overview of operating systems	
5	Overview of operating systems	

6	Incident Response		
7	Incident Response		
8	Incident Response		
9	Incident Response		
10	Forensic Software/tools		
11	Forensic Software/tools		
12	Data Recovery and preservation of data		
13	Network forensics		
14	Legal aspects of digital investigations		
15	Legal aspects of digital investigations		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

CSEC 2213 Forensics and Incident Response

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to analyze a variety of operating systems and applications for computer evidence. 2. Students will be able to understand and correctly use forensic software and tools. 3. Students will be able to understand the basics of network forensics and incident response.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in forensics and incident**

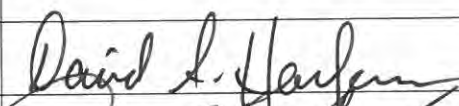
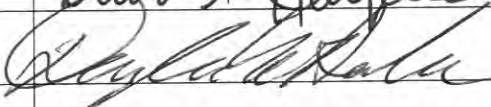
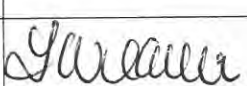

response. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Appr CC 8/22/16 JW
Appr FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 2223	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Virtualization		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

OBJECTIVES

After completing this course, the learner will be able to:

- demonstrate knowledge of virtualization technologies.
- install server and desktop virtualization.
- virtual machine installation, configuration, and administration.
- converting a server to a virtual server.
- describe backup, recovery, disaster recovery, business continuity, and replication concepts.
- monitor system resource usage and utilization.
- demonstrate understanding of network troubleshooting.

COURSE TOPICS

Topics include:

- introduction to virtualization
- virtualization techniques
- virtual machine architectures
- uses of virtualization
 - security
 - efficiency
 - simplicity
 - resource savings
- installation of virtual server
- installation of virtual desktop
- virtual machine
 - installation
 - configuration
 - administration
- converting a server to a virtual server
- virtual machines
 - backup
 - recovery
 - disaster recovery
 - business continuity
 - replication
- administration
- network troubleshooting

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

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PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week			Exercises
1	Syllabus, introduction to virtualization		The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Virtualization techniques		
3	Virtualization techniques		
4	Virtual machine architectures		
5	Virtual machine architectures		
6	Uses of virtualization		
7	Installation of virtual server		
8	Installation of virtual desktop		
9	Virtual machine: Installation Configuration Administration		
10	Converting a server to a virtual server		
11	Virtual machine: Backup, recovery, disaster recovery, business continuity, and replication		
12	Administration		
13	Administration		
14	Network troubleshooting		
15	Network troubleshooting		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

CSEC 2223 Virtualization

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to demonstrate knowledge of virtualization technologies. 2. Students will be able to install server and desktop virtualization. 3. Students will be able to convert a server to a virtual server.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in virtualization.**

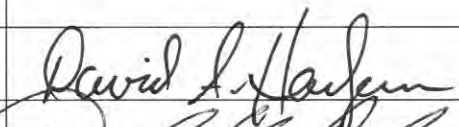
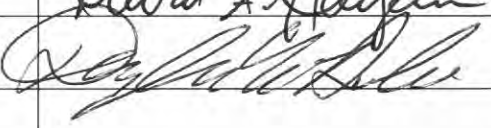


(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. . **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree. The use of virtualization is dramatically increasing.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

app CC 8/22/16 JW
app FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 3113	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Assembly Programming		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Department of Computer & Information Science

CSEC 3113 **Assembly Programming**

Section # 001

OFFERED Fall

PRE-REQUISITE COMS 2104 Foundations of Computer Programming
COMS 2903 Discrete Structures for Technical Majors

CO-REQUISITES None

DESCRIPTION An introduction to the study of the basic structure and language of machines. Topics include basic concepts of Boolean algebra, number systems, language, addressing techniques, data representation, file organization, symbolic coding and assembly systems, use of macros, batch operation and job handling.

NOTES None

COURSE **Office:** **Phone:** **Email:**
INSTRUCTOR To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Assembly Language Step-by-Step*; J. Duntemann, Wiley Publishing
ISBN: 978-0-470-49702-9

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.
JUSTIFICATION Trained cybersecurity experts need to understand the basic microprocessor and small computer architecture and organization because they can control the operation through use of very low-level assembly programming. The information learned in this course will supplement the student's knowledge of high-level programming languages.

OBJECTIVES After completing this course, the learner will be able to:

- identify the major components of a computer, describe the steps involved in assembling, linking, and executing a program.
- given a request to perform a certain task (for example: keyboard program in assembly language to perform the given task and run them.
- trace machine execution as an aid in program debugging.

COURSE TOPICS Topics include:

- basic structure of a computer
- basic language of a computer
- basic concepts of Boolean algebra
- number systems
- addressing techniques
- data representation
- file organization
- symbolic coding and assembly systems
- use of macros
- batch operation
- job handling
- steps involved in assembling, linking, and execution of a program
- performance of assigned task in assembly programming with end result of a program that runs correctly

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

**COURSE
CONDUCT**

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talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to basic structure of a computer	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Basic structure of a computer	
3	Basic language of a computer	
4	Concepts of Boolean algebra	
5	Number system2	
6	Addressing techniques	
7	Data representation	
8	File organization	
9	Symbolic coding and assembly systems	
10	Use of macros	
11	Batch operation	
12	Job handling	

13	Steps involved in assembling, linking, and execution of a program		
14	Performance of assigned tasks in assembly programming with the end result of a program that runs correctly		
15	Performance of assigned tasks in assembly programming with the end result of a program that runs correctly		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

CSEC 3113 Assembly Programming

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This degree supports the University's mission by being innovative and rigorous as individuals are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to identify the major components of a computer and describe the steps involved in assembling, linking, and executing a program. 2. Students will be able to trace machine execution as an aid in program debugging. 3. Students will be able to write a program in assembly language to perform assigned tasks.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, research paper, hands-on completion of tasks, and presentations**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate their understanding of concepts by actually completing assigned tasks during class so the professor can observe the students completing the task. In addition, students will complete quizzes, tests, assignments, and a presentation.**

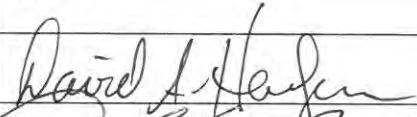
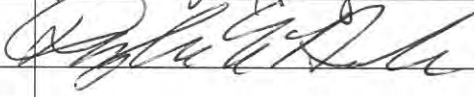
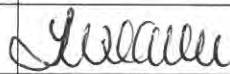

e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in networking.** (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

app cc 8/22/16 JW
app FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		8/2/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 3123	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Cyber Defense I

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

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

Syllabus

Department of Computer & Information Science

CSEC 3123 **Cyber Defense I**

Section # 001

OFFERED Fall

PRE-REQUISITE CSEC 2223 Virtualization

CO-REQUISITES None

DESCRIPTION This course introduces the fundamental principles of cyber defense. Topics covered include: security fundamental principles, vulnerability assessment, intrusion detection, cryptography protocols, network defense, trust relationships, and legal and ethical issues in computer security. A balance between theory and current practice will be presented. Topics to be covered include, but are not limited to:

- identification of reconnaissance operations
- anomaly/intrusion detection
- anomaly identification
- identification of command and control operations
- identification of data exfiltration activities
- identifying malicious code based on signatures, behavior and artifacts
- network security techniques and components (e.g., firewalls, IDS, etc.)
- cryptography (include PKI cryptography) and its uses in cybersecurity
- malicious activity detection
- system security architectures and concepts
- defense in depth
- virtualization.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Cyber Threat!: How to Manage the Growing Risk of Cyber Attacks*,
M. Ulsch, Wiley Publishing; 978-1-118-83635-4

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION To be competent in the field of cybersecurity, it is essential that graduates have a thorough understanding of cybersecurity and of techniques to detect and to protect networks and computing systems.

OBJECTIVES After completing this course, the learner will be able to:

- describe methods used to defend computer systems and networks.
- identify vulnerabilities and determine appropriate measures to reduce or eliminate vulnerabilities.
- describe basic use of cryptography.
- discuss and implement examples of layers of cyber defense.
- understand legal and ethical issues associated with cyber defense.

COURSE TOPICS Topics include

- identification of reconnaissance operations
- anomaly/intrusion detection
- anomaly identification
- identification of command and control operations
- identification of data exfiltration activities
- identifying malicious code based on signatures, behavior and artifacts
- network security techniques and components (e.g., firewalls, IDS, etc.)
- cryptography (include PKI cryptography) and its uses in cybersecurity
- malicious activity detection
- system security architectures and concepts
- defense in depth
- virtualization

GENERAL EDUCATION REQUIREMENTS This course does not meet any of the General Education requirements.

ASSESSMENT The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to cyber defense	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Identification of reconnaissance operations	
3	Anomaly/intrusion detection	
4	Anomaly/intrusion detection	

5	Anomaly identification		
6	Identification of command and control operations		
7	Identification of data exfiltration activities		
8	Identifying malicious code		
9	Identifying malicious code		
10	Network security		
11	Cryptography		
12	System security architectures and concepts		
13	Defense		
14	Defense		
15	Virtualization		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 3123 Cyber Defense I

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to describe methods used to defend computer systems and networks. 2. Students will be able to identify vulnerabilities and determine appropriate measures to reduce or eliminate vulnerabilities. Students will be able to discuss and implement examples of layers of cyber defense.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in cyber defense.**

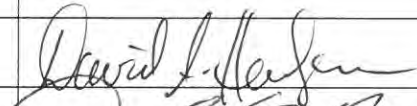
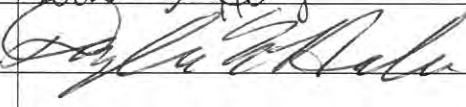


(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appl CC 8/22/14 JW
appl FS 9/13/16 YLV

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 3223	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Programming Embedded Systems		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type: _____

Elective Major Minor

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

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

Spring

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

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 3223 **Programming Embedded Systems**

Section # None

OFFERED Spring

PRE-REQUISITE COMS 2213 Data Structures
CSEC 3113 Assembly Programming

CO-REQUISITES None

DESCRIPTION The course involves the design, coding, debugging, and implementation of programs for securing embedded systems. Embedded software vulnerabilities and secure programming methods are introduced through hands-on projects. Buffer overflow attacks are discussed.

After completing the course content mapped to this knowledge unit, students will be able to develop programs that can be embedded into an OS kernel, such as a device driver, with the required complexity and sophistication to implement exploits for discovered vulnerabilities. Students will be able to write a program that implements a network stack to manage network communications.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Programming Embedded Systems: With C and GNU Development Tools*, 2nd edition, M. Barr, O'Reilly Publishing, ISBN-13: 978-0596009830
ISBN-10: 0596009836

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION Students need to gain an understanding of the process of writing low-level programs that interact directly with a computer's operating system and hardware.

OBJECTIVES

After completing this course, the learner will be able to:

- use a computer to input, compile, and run a C program within an embedded system.
- trace by hand C code that includes assignments, selections, loops, and procedures.
- write a program or procedure given its input/output specifications.
- implement iterative methods for numerical calculation and data processing.
- design and implement a secure program for an embedded system.

COURSE TOPICS

Topics include:

- designing programs for securing embedded systems
- coding programs for securing embedded systems
- implementing programs for securing embedded systems
- vulnerabilities associated with embedded systems
- buffer overflow attacks
- development of programs that can be embedded into the OS kernel
- tracing by hand C code that includes assignments, selections, loops, and procedures
- write a program or procedure given its input/output specifications
- implementation of iterative methods for numerical calculations and data processing

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to programming embedded systems	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Designing programs for securing embedded systems	
3	Designing programs for securing embedded systems	
4	Coding programs for securing embedded systems	

5	Implementing programs for securing embedded systems		
6	Vulnerabilities		
7	Buffer overflow attacks		
8	Development of programs that can be embedded into the OS kernel		
9	Development of program that can be embedded into the OS kernel		
10	Tracking by hand C code that includes assignments, selections, loops, and procedures		
11	Write a program or procedure given its input/output specifications		
12	Write a program or procedure given its input/output specifications		
13	Implementation of iterative methods for numerical calculations and data processing		
14	Implementation of iterative methods for numerical calculations and data processing		
15	Implementation of iterative methods for numerical calculations and data processing		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

CSEC 3223 Programming Embedded Systems

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to use a computer to input, compile, and run a C program within an embedded system. 2. Students will be able to trace by hand C code that includes assignments, selections, loops, and procedures. 3. Students will be able to write a program or procedure given its input/output specifications.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must understand C programming.**

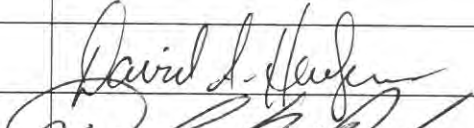
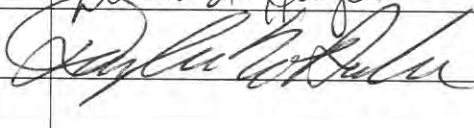
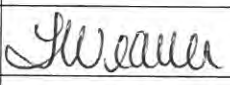

(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. . **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

app CC 8/22/16 JW
 app FS 9/13/16 JW

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 3233	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Cyber Defense II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) 		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Syllabus

Department of Computer & Information Science

CSEC 3233 **Cyber Defense II**

Section # 001

OFFERED Spring

PRE-REQUISITE **CSEC 3213 Cyber Defense I**

CO-REQUISITES None

DESCRIPTION This course introduces penetration testing for the purposes of learning about cyber security vulnerabilities. Topics include: vulnerability taxonomies, buffer overflow attacks, password attacks, trust relationship exploitation, race condition exploitations, and local vs remote exploitations. The topics will be enhanced with hands-on examples using Linux.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Department of Defense Sponsored Information Security Research: New Methods for Protecting Against Cyber Threats; C. Wang; Wiley Publishing; ISBN: 978-0-470-12857-2*

BIBLIOGRAPHY JUSTIFICATION There is **no** REQUIRED supplemental reading list for this course. Trained cybersecurity experts need to understand the underlying principles and techniques involved with penetration testing. The entire penetration testing process.

OBJECTIVES After completing this course, the learner will be able to:

- understand legal and ethical issues associated with hacking.
- describe vulnerability taxonomies.
- identify vulnerabilities and how the vulnerabilities can be exploited.
- understand how to adapt vulnerabilities to be applied to alternative contexts.

- apply security design principles to reduce or eliminate vulnerabilities.

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

**PLAGIARISM &
CHEATING**

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating.

Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to cyber defense	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Vulnerabilities taxonomies	
3	Vulnerabilities taxonomies	
4	Vulnerabilities taxonomies	
5	Identification of vulnerabilities	
6	Adapt vulnerabilities to be applied to alternative contexts	
7	Adapt vulnerabilities to be applied to alternative contexts	
8	Security design principles	
9	Application of security design principles	
10	Application of security design principles	
11	Legal and ethical issues	
12	Legal and ethical issues	
13	Labs	
14	Labs	
15	Labs	

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 3233 Cyber Defense II

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meetings the requirements to become a Center of Excellence. This course is a mandated requirement to qualify for designation as a Center of Excellence. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to understand legal and ethical issues associated with hacking. 2. Students will be able to describe vulnerability taxonomies. 3. Students will be able to identify vulnerabilities and how the vulnerabilities can be exploited.**

c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**

d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**

e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in penetration testing since most systems are running on a network.**

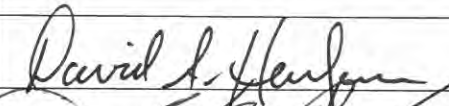
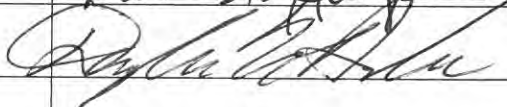
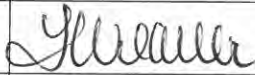

(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 8/22/16 JW
appx FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 3243	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Computer Architecture		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Computer Architecture		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type: _____

Elective Major Minor

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

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

Spring

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

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 3243 **Computer Architecture**

Section # 001

OFFERED **Spring**

PRE-REQUISITE COMS 3703 Operating Systems

CO-REQUISITES ELEG 2130 Digital Logic Design Lab
ELEG 2134 Digital Logic Design

DESCRIPTION Introduction to computer architecture. Aspects of computer systems, such as pipelining, memory hierarchy, and input/output systems. Performance metrics. Examines each component of a complicated computer system.

Topics include:

- performance evaluation
- instruction set architecture
- machine arithmetic
- data paths and pipelining
- memory hierarchy
- branch prediction
- scheduling techniques
- multiprocessors.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the instructor of record

OFFICE HOURS To be determined by the instructor of record

TEXTBOOK *Computer Organization and Architecture*, 10th edition; W. Stallings, Pearson Publishing; ISBN-13: 9780134102290 (paperback)
ISBN-13: 9780134102061 (etext)

BIBLIOGRAPHY JUSTIFICATION There is **no** REQUIRED supplemental reading list for this course.
Basic understanding of computer architecture is essential to cybersecurity.

OBJECTIVES After completing this course, the learner will be able to:

- understand processor design concepts in modern computer architecture.

- understand and evaluate constraints and tradeoffs in microprocessor design.
- use digital logic, Verilog, C, and some assembly for implementation and evaluation.
- enable you to design and build a mini computer.
- enable you to understand, use, and modify computer architecture simulation tools.

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

**COURSE
CONDUCT**

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PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to Computer Architecture	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Introduction to computer architecture	
3	Performance evaluation	
4	Instruction set architecture	
5	Instruction set architecture	
6	Machine arithmetic	
7	Data paths	
8	Pipelining	
9	Memory hierarchy	
10	Branch Prediction	
11	Scheduling techniques	
12	Scheduling techniques	
13	Multiprocessors	
14	Design and build mini computer	
15	Design and build mini computer	

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

CSEC 3243 Computer Architecture

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not an accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to understand processor design concepts in modern computer architecture. 2. Students will be able to understand and evaluate constraints and tradeoffs in microprocessor design. 4. Students will be able to use digital logic, Verilog, C, and some assembly for implementation and evaluation.**

c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**

d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**

e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must acquire an extensive knowledge of computer**

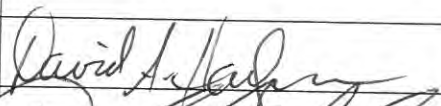
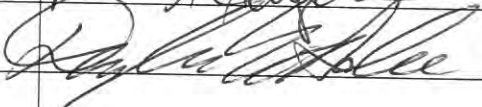


**architecture to support an understanding of how a system can be attacked.
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

appl CC 8/22/16 JW
 appl FS 9/13/16 JW

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		8/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4123	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Cryptography		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
If so, list course subject and number. _____		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? 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?

Fall

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

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 4123 **Applied Cryptography**

Section # 001

OFFERED Fall

PRE-REQUISITE CSEC 3223 Programming Embedded Systems

CO-REQUISITES None

DESCRIPTION This course covers multiple cryptography protocols and their application to cybersecurity. Techniques in modern cryptography will be presented such as stream ciphers, DES, AES, block ciphers, etc. The course will discuss the level of security that various protocols provide and how to select an appropriate protocol for a specific application with an understanding of the limitations of key management systems, such as symmetric and asymmetric encryption, will be presented. Select protocols will be implemented in the C programming language.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Cryptography and Network Security: Principles and Practice*, 7th edition
Pearson Publishing; ISBN-13: 9780134444284

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION Students need an understanding in how cryptography can be used to solve security problems. Understanding attacks and vulnerabilities is critical to the cybersecurity expert.

OBJECTIVES After completing this course, the learner will be able to:

- identify features and limits of various cryptographic algorithms.
- compare key management systems and their classifications such as symmetric and asymmetric keys.

- select an appropriate cryptographic algorithm for a specified application.
- understand real-world cryptographic algorithms such as data encryption security and RSA public-key systems.
- implement cryptographic algorithms in the C programming language.

COURSE TOPICS

Topics include:

- modern cryptography
- stream ciphers
- DES
- AES
- block ciphers
- security
- symmetric encryption
- asymmetric encryption
- cryptographic algorithms
- data encryption security
- RSA public-key systems

GENERAL EDUCATION REQUIREMENTS

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

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CONDUCT**

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**PLAGIARISM &
CHEATING**

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus and introduction to cryptography	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Modern cryptography	
3	Modern cryptography	
4	Stream ciphers	
5	DES	
6	AES	
7	Block ciphers	
8	Security	
9	Security	
10	Symmetric encryption	

11	Asymmetric encryption		
12	Cryptographic algorithms		
13	Cryptographic algorithms		
14	Cryptographic algorithms		
15	Data encryption		

Arkansas Tech University

Course Addition

Assessment Form

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

CSEC 4123 Cryptography

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to identify features and limits of various cryptographic algorithms. Students will be able to compare key management systems and their classifications such as symmetric and asymmetric keys. 3. Students will be able to select an appropriate cryptographic algorithm for a specified application.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must understand how malicious software can be hidden in common documents, photos, etc.**

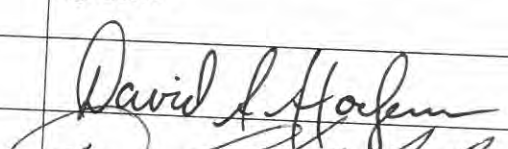


(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appr CC 8/22/16 JW
appr FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		8/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term: Fall 2017
CSEC	4133	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I

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

Large Scale Distributed Systems

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

Large Scale Distributed Sys.

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Fall

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

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 4133 **Large Scale Distributed Systems**

Section # 001

OFFERED Fall

PRE-REQUISITE CSEC 3223 Programming Embedded Systems

CO-REQUISITES None

DESCRIPTION This course will provide an overview to large scale distributed systems. Topics include:

- concepts of distributed systems: threads, concurrency, dead/live lock, consistency, scalability, fault tolerant, etc.
- design and development of large scale distributed systems that include: TCP/IP, UDP, network data transfer, synchronization, threads, distributed locking, etc.
- basic distributed algorithms that can be applied in practical systems.
- different kinds of cloud computing architecture models, services, and security issues.
- components (logical and physical) of cloud architecture.
- data paths within a given cloud design.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Large Scale Network-Centric Distributed Systems*; H. Sarbazi-Azad; Wiley Publishing; ISBN: 978-0-470-93688-7

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION Students need to understand scalability, replication, consistency, storage, services, issues, and programming modules to be competent as cybersecurity experts.

OBJECTIVES

After completing this course, the learner will be able to:

- demonstrate an ability to design and develop large scale distributed systems.
- understand the different components of cloud computing architecture models, and security issues.
- explain the components, both logical and physical, of cloud architecture.
- demonstrate the ability to discuss data paths within a given cloud design.

COURSE TOPICS

Topics include:

- concepts of distributed systems
- threads
- concurrency
- dead/live lock
- consistency
- scalability
- fault tolerance
- design and implement large scale distributed system
- basic distributed algorithms that can be applied in practical systems
- cloud computing architecture, services, and security issues
- components of cloud computing
- data paths within a given cloud design

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus, introduction to large scale distributed systems	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	concepts of distributed systems	
3	threads	
4	concurrency	
5	Dead/live lock	
6	consistency	

7	scalability		
8	fault tolerance		
9	basic distributed algorithms		
10	cloud computing architecture		
11	components of cloud computing		
12	data paths		
13	design and implement large scale distributed systems		
14	design and implement large scale distributed systems		
15	design and implement large scale distributed systems		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 4133 Large Scale Distributed Systems

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement for this designation. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to demonstrate an ability to design and develop large scale distributed systems. 2. Students will be able to understand the different components of cloud computing architecture models, and security issues. 3. Students will be able to explain components, both logical and physical, of cloud computing.**

c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**

d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**

e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. Networks are a collection of multiple processors joined. The cybersecurity expert must possess a thorough understand of how large scale distributed systems work.**

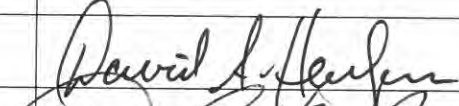
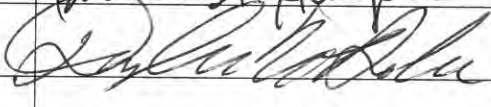


(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. . **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 8/22/16 JW
appx FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4143	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Building Secure Software

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

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Fall

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

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 4143 **Building Secure Software**

Section # None

OFFERED Fall

PRE-REQUISITE **COMS2213 Data Structures**

CO-REQUISITES None

DESCRIPTION This course introduces reverse engineering techniques in general and reverse engineering for software specification recovery, malware analysis, and communications in particular. Tools and hands-on lab exercises will be applied to safely perform static and dynamic analysis of software of unknown origin to fully understand the software's functionality, recover the software specification, and discover data used by the software.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Secure Software Development: A Security Programmer's Guide*; 1st edition;
Cengage Publishing; ISBN-10: 1418065471; ISBN-13: 9781418065478

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION People around the world now depend vitally on computers in all aspects of life. This course will teach students how to prevent vulnerabilities from being in software during the design phase.

OBJECTIVES After completing this course, the learner will be able to:

- demonstrate knowledge in the methods that lead to the development of robust, secure software.
- understand secure programming principles and practices.
- demonstrate 'good' constructive techniques (What process might provide for 'good code.')
- demonstrate common tools utilized in reverse engineering, including but not limited to: disassemblers, debuggers, virtualization-based

sandbox environments, process and file activity monitors, and network activity monitors.

- understand the classes of well-known software defects, how they manifest themselves in various languages, and show that they are capable of authoring programs that are free from defects.
- demonstrate an understanding of reverse engineering techniques and techniques for software specific recovery.
- demonstrate an understanding for malware analysis.
- demonstrate an understanding of reverse engineering communications.

COURSE TOPICS

Topics include:

- reverse engineering techniques
- malware analysis
- static analysis of software
- dynamic analysis of software
- techniques for software specific recovery
- discover data used by software
- methods to develop robust, secure software
- secure programming principles and practices
- good program code
- common tools in reverse engineering
- classes of software
- reverse engineering communications

GENERAL EDUCATION REQUIREMENTS

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus and introduction to secure software	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Reverse engineering techniques	
3	Malware analysis	
4	Malware analysis	
5	Static analysis of software	
6	Dynamic analysis of software	

7	Techniques for software specific recovery		
8	Techniques for software specific recovery		
9	Discover data used by software		
10	Methods to develop robust, secure software		
11	Secure programming principles and practices		
12	Good program code		
13	Common tools in reverse engineering		
14	Classes of software		
15	Reverse engineering communications		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

CSEC 4143 Building Secure Software

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation.**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to demonstrate knowledge in the methods that lead to the development of robust, secure software. 2. Students will be able to understand secure programming principles and practices. 3. Students will be able to demonstrate 'good' constructive techniques (What process might provide for 'good code?')**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must understand how to build secure software because it is instrumental in understanding how to protect a system.**

(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

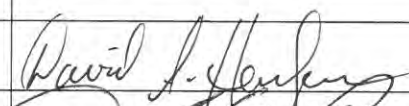
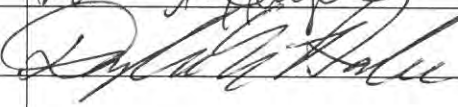
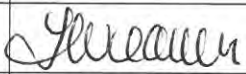

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

appl CC 8/22/16 JW
 appl FS 9/13/16 JW

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4213	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Information Systems Risk Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) IS Risk Management		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Syllabus

Department of Computer & Information Science

CSEC 4213 **Information Systems Risk Management**

Section # 001

OFFERED Spring

PRE-REQUISITE CSEC 2113 Introduction to Information Systems
CSEC 2213 Forensics and Incident Response

CO-REQUISITES None

DESCRIPTION This course provides an overview for Information Security and Assurance to allow students to understand the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Topics include but are not limited to:

- inspection and protection of information assets.
- detection of and reaction to threats to information assets.
- examination of pre- and post- incident procedures.

NOTES None

COURSE **Office:** **Phone:** **Email:**
INSTRUCTOR To be completed by the faculty of record

OFFICE HOURS To be completed by the faculty of record

TEXTBOOK *Information Security and IT Risk Management*; M. Agrawal; Wiley Publishing; ISBN : 978-1-118-33589-5 (paperback); ISBN : 978-1-118-80309-7 (etext)

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION In today's world of rapid information flows, rising volatility, regulatory concerns and oversight, prudent management increasingly requires understanding and measuring risk.

OBJECTIVES

After completing this course, the learner will be able to:

- identify classes of possible threats and the consequences associated with each threat.
- demonstrate an understanding of the required actions to mitigate the threat.
- Review pre- and post- incident procedures.

COURSE TOPICS

Topics include:

- Key issues associated with protecting information assets
- Levels of protection and threats
- Response to security incidents
- Designing a consistent, secure information system
- Intrusion detection
- Reaction to threats
- Pre-incident procedures
- Post-incident procedures
- Mitigate threats

GENERAL EDUCATION REQUIREMENTS

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE

Respect your peers. Students are expected to respect the rights of others.

CONDUCT

Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus and introduction to information systems risk management	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Information systems risk management	
3	Protecting information assets	
4	Levels of protection and threats	
5	Level of protection and threats	
6	Response to security incidents	
7	Designing a secure system	
8	Designing a secure system	

9	Intrusion detection		
10	Intrusion detection		
11	Reaction to threats		
12	Pre-incident procedures		
13	Post-incident procedures		
14	Mitigation of threats		
15	Mitigation of threats		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 4213 Information Systems Risk Management

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to identify classes of possible threats and the consequences associated with each threat. 2. Students will be able to demonstrate an understanding of the required actions to mitigate the threat. 3. Students will be able to review pre- and post-incident procedures.**

c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**

d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**

e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. Data is an organization's most valuable asset that is housed in an information system. The**

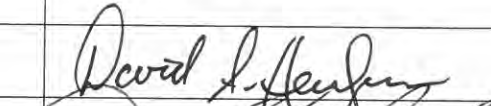

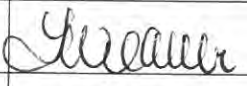

cybersecurity expert must have a thorough understanding of the risks associated with it. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. . **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 8/22/16 JW
appx FG 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4233	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Legal Issues in Cybersecurity		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Legal Issues in Cybersecurity		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Syllabus

Department of Computer & Information Science

CSEC 4233 **Legal Issues in Cybersecurity**

Section # None

OFFERED Spring

PRE-REQUISITE Junior Standing in CS, IS, IT, or Cybersecurity

CO-REQUISITES None

DESCRIPTION

This course will provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data. Both international and U.S. laws that operations in cyberspace must be in compliance, will be introduced.

Specific topics to be covered in this knowledge unit must minimally include:

- International Law
 - Jus ad bellum
 - United Nations Charter
 - Jus in bello
 - Hague Conventions
 - Geneva Conventions
- U.S. Laws
 - Constitution
 - Article I (Legislative Branch)
 - Article II (Presidency)
 - Article III (Judiciary)
 - Amendment 4 (Search and Seizure)
 - Article 14 (Due Process)
 - Statutory Laws
 - Title 10 (Armed Forces)
 - Title 50 (Espionage and Covert Action)
 - Title 18 (Crimes)
 - 18 USC 1030 (Computer Fraud and Abuse Act)
 - 18 USC 2510-22 Electronic Communications Privacy Act
 - 18 USC 2701-12 Stored Communications Act
 - 18 USC 1831-32 Economic Espionage Acts

See next page for course description

This course will provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data. Both international and U.S. laws that operations in cyberspace must be in compliance, will be introduced. Specific topics to be covered in this knowledge unit must minimally include:

International Law: Jus ad bellum, United Nations Charter; Jus in bello, Hague and Geneva Conventions.

U.S. Laws: Constitution, Article I (Legislative Branch), Article II (Presidency), Article III (Judiciary), Amendment 4 (Search and Seizure), and Article 14 (Due Process); Statutory Laws: Title 10 (Armed Forces), Title 50 (Espionage and Covert Action), and Title 18 (Crimes) 18 USC 1030 (Computer Fraud and Abuse Act), 18 USC 2510-22 Electronic Communications Privacy Act, 18 USC 2701-12 Stored Communications Act, 18 USC 1831-32 Economic Espionage Acts.

NOTES None

COURSE **Office: Corley** **Phone:** **Email:**
INSTRUCTOR To be determined by the faculty of record for this course
OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK *Cybersecurity Law*, J. Kosseff; Wiley Publishing; ISBN: 978-1-119-23150-9

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION The ability to secure information within a modern enterprise large or small is a growing challenge. Threats to information security are global, persistent, and increasingly sophisticated. Long gone are the days when managers could hope to secure the enterprise through ad hoc means.

OBJECTIVES After completing this course, the learner will be able to:

- given a cyber operations scenario, students will be able to explain the authorities applicable to the scenario.
- provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data.

GENERAL EDUCATION REQUIREMENTS This course does not meet any of the General Education requirements.

ASSESSMENT The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus and introduction to legal issues in cybersecurity	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	International Law	
3	International Law	
4	U. S. Laws	
5	U. s. Laws	
6	U. s. Laws	
7	Statutory Laws	

8	Laws and cyber operations		
9	Laws and cyber operations		
10	Tools		
11	Techniques		
12	Techniques		
13	Technology		
14	Technology		
15	Technology		

Arkansas Tech University

Course Addition

Assessment Form

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

CSEC 4233 Legal Issues in Cybersecurity

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements for designation. This course is a mandated requirement to qualify for this designation.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to explain the authorities applicable to a scenario, given a cyber operations scenario. 2. Students will be able to provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be knowledgeable in the laws that are applicable**

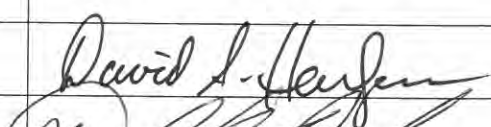
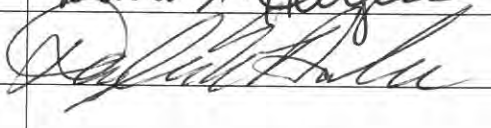
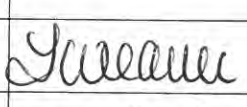

to the field. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appucc 8/22/16 JW
app FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9/14/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4240	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Software Security Analysis and Reverse Engineering Lab		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Software Sec Analysis & Rev En		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Syllabus

Department of Computer & Information Science

CSEC 4240	Software Security Analysis and Reverse Engineering LAB
Section #	None
OFFERED	Spring
PRE-REQUISITE	None
CO-REQUISITES	CSEC 4243 Software Security Analysis and Reverse Engineering
DESCRIPTION	This is a lab designed to support CSEC 4243.
NOTES	None
COURSE INSTRUCTOR	Office: To be determined by the faculty of record for this course
OFFICE HOURS	Phone: To be determined by the faculty of record for this course
TEXTBOOK	Email: To be determined by the faculty of record for this course
BIBLIOGRAPHY	None
JUSTIFICATION	There is no REQUIRED supplemental reading list for this course.
OBJECTIVES	OS-level and hardware protection cannot solve the security problem alone. Secure Software begins with developing trust-worthy software.
COURSE TOPICS	After completing this course, the learner will be able to: <ul style="list-style-type: none">• demonstrate the ability to analyze source code.• demonstrate the ability to analyze binary code.• demonstrate the ability to analyze static code.• demonstrate the ability to analyze dynamic code.• demonstrate an understanding of various testing methodologies (Black Box/White Box/Fuzz).

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

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**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

**PLAGIARISM &
CHEATING**

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative

score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus and introduction to course	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Analyze source code	
3	Analyze source code	
4	Analyze source code	
5	Analyze binary code	
6	Analyze binary code	
7	Analyze binary code	
8	Analyze static code	
9	Analyze static code	
10	Analyze static code	
11	Analyze dynamic code	
12	Analyze dynamic code	
13	Analyze dynamic code	
14	Testing methodologies	
15	Testing methodologies	

Arkansas Tech University

Course Addition

Assessment Form

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

CSEC 4240 Software Security Analysis and Reverse Engineering Lab

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement for this designation. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)**

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to demonstrate the ability to analyze source code. 2. Students will be able to demonstrate the ability to analyze binary code. 3. Students will be able to demonstrate an ability to analyze static code.**

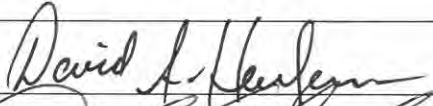
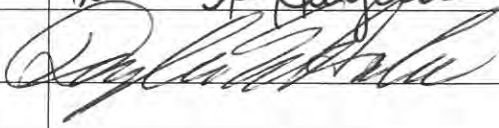


- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **1. Students will be able to demonstrate the ability to analyze code. 2. Students will be able to analyze binary code. 3. Students will be able to demonstrate the ability to analyze dynamic code.**
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program

provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 8/22/16 JW
appx FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		8/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4243	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Software Security Analysis and Reverse Engineering		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Software Security & Reverse En		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
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<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type: _____

Elective Major Minor

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

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

Spring

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 4243	Software Security Analysis and Reverse Engineering
Section #	001
OFFERED	Spring
PRE-REQUISITE	COMS2213 Data Structures
CO-REQUISITES	CSEC 4240 Software Security Analysis and Reverse Engineering Lab
DESCRIPTION	To learn code analysis techniques and apply testing methodologies to detect the presence of loopholes or weaknesses of software and to determine the effectiveness of security controls that are implemented in the software.
NOTES	None
COURSE INSTRUCTOR	Office: To be determined by the faculty of record for this course Phone: Email:
OFFICE HOURS	To be determined by the faculty of record for this course
TEXTBOOK	<i>Practical Reverse Engineering: x86, x64, ARM, Windows Kernel, Reversing Tools, and Obfuscation</i> , B. Dang; Wiley Publishing; SBN: 978-1-118-78731-1
BIBLIOGRAPHY	There is no REQUIRED supplemental reading list for this course.
JUSTIFICATION	OS-level and hardware protection cannot solve the security problem alone. Secure Software begins with developing truth worthy software.
OBJECTIVES	After completing this course, the learner will be able to: <ul style="list-style-type: none">• demonstrate the ability to analyze source code.• demonstrate the ability to analyze binary code.• demonstrate the ability to analyze static code.• demonstrate the ability to analyze dynamic code.• demonstrate an understanding of various testing methodologies (Black Box/White Box/Fuzz).

COURSE TOPICS

- Topics include:
- analyzing source code
 - analyzing binary code
 - analyzing static code
 - analyzing dynamic code
 - testing methodologies

GENERAL EDUCATION REQUIREMENTS

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Homework, Labs, and Assignments	20%
Exams, including Final Exam	80%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

COURSE CONDUCT

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully**: there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week		Exercises
1	Syllabus and introduction to course	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Analyze source code	
3	Analyze source code	
4	Analyze source code	
5	Analyze binary code	
6	Analyze binary code	
7	Analyze binary code	
8	Analyze static code	
9	Analyze static code	
10	Analyze static code	
11	Analyze dynamic code	
12	Analyze dynamic code	
13	Analyze dynamic code	
14	Testing methodologies	
15	Testing methodologies	

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 4243 Software Security Analysis and Reverse Engineering

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to demonstrate the ability to analyze source code. 2. Students will be able to demonstrate the ability to analyze binary code. 3. Students will be able to demonstrate an ability to analyze static code.**

- c. What assessment tool or measure will you use to assess student learning? **Quizzes, tests, assignments, and a research paper.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete quizzes, tests, assignments.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. To be a qualified cybersecurity student, the student must be trained extensively in understanding secure software. This course is accompanied by a lab that will provide a hands-on experience to**

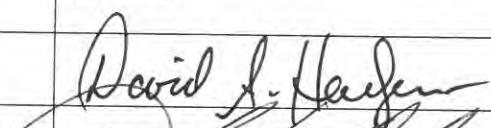
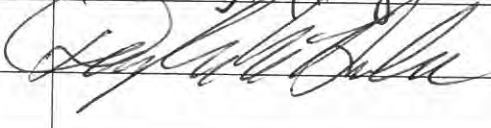
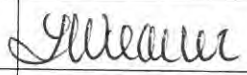

support student learning. (<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Appx CC 8/22/16 JW
Appx FS 9/13/16 JW

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohammed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) CSEC	Course Number: (e.g., 1003) 4293	Effective Term: Fall 2017 <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Cybersecurity Capstone Project / Internship

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

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Spring

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

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

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

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

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

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

Syllabus

Department of Computer & Information Science

CSEC 4293 **Internship**

Section # 001

OFFERED Spring

PRE-REQUISITE Departmental Approval

CO-REQUISITES None

DESCRIPTION An integrative and intensive learning project which culminates the cyber security program during the senior year. Student will build on program course work to develop a strategic evaluation and plan for the management of secure information systems in an organization, either real or hypothetical. Student may use a start-up project as well. At the end of the internship, the student will present their proposals or findings and recommendations to a panel of representatives of an organization, faculty, and fellow students.

NOTES None

COURSE INSTRUCTOR **Office:** **Phone:** **Email:**
To be determined by the faculty of record for this course

OFFICE HOURS To be determined by the faculty of record for this course

TEXTBOOK To be determined by the faculty of record for this course

BIBLIOGRAPHY There is **no** REQUIRED supplemental reading list for this course.

JUSTIFICATION This course will serve as a capstone course that will allow students to immerse themselves by monitoring, defending, and if required, monitor system recovery as a result of a data breach.

OBJECTIVES After completing this course, the learner will be able to:

- monitor a system for intrusion detection.
- implement defense strategies for a system.
- monitor system recovery from a data breach.

COURSE TOPICS Topics include, but not limited to:

- building upon knowledge learned throughout the program

- monitor a system for intrusion detection
- implement defense strategies for a system
- monitor system recovery from a breach

**GENERAL
EDUCATION
REQUIREMENTS**

This course does not meet any of the General Education requirements.

ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Weekly reports to supervisor on status of internship	25%
Presentation of Proposals, recommendations or findings	25%
Evaluations from internship sponsor	50%
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

ATTENDANCE

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled.

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a distracting manner, consuming food or beverage, and/or having conversations with other students that are not part of the class instruction. If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student

who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

Refer to the rules set forth in the student handbook. Students are expected to do their **OWN** work. **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

SCHEDULE

Week			Exercises
1	There is no set schedule; dependent upon actual internship and requirements of the internship.		
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

CSEC 4293 Internship

- a. How does this course fit with the university mission? **This course is a required course for the proposed BS in Cybersecurity. This course supports the University's mission by being innovative and rigorous for students as they are educated to become professionals in the field of Cybersecurity.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in Cybersecurity to be designated as a Center of Excellence. This proposed program is rigorous and meets these requirements. This course is a mandated requirement to qualify for designation as a Center of Excellence.**
(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

Provide up to three student learning outcomes students will achieve after completing this course? **1. Students will be able to monitor a system for intrusion detection. 2. Students will be able to implement defense strategies for a system. 3. Students will be able to monitor system recovery from a data breach.**

- c. What assessment tool or measure will you use to assess student learning? **Students will be required to complete a review of task that were assigned and completed throughout the internship. The organization providing the internship will complete an analysis of the student's strengths/weaknesses.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will complete a review of tasks that were assigned to him/her during the internship. In addition, the organization where the internship was completed with complete documentation that pertains to the students' abilities.**
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included. This course will**

provide the student with a 'real-world' experience so the student can utilize what they have learned as well as increase his/her level of knowledge.

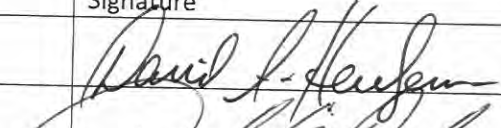
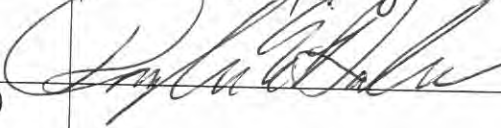


(<https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-operations/requirements.shtml>)

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **To become a Center of Excellence for Cybersecurity for Homeland Security, this is a mandated course that must be included in this degree.**

Appr CC 8/22/16 JW
 Appr FS 9/13/16 2W

**Arkansas Tech University
 PROPOSAL FOR NEW PROGRAM**

TO:	Select Appropriate Committee Curriculum Committee
FROM (Initiating Department):	<u>Department of Computer & Information Science</u>
DATE SUBMITTED:	<u>6.30.2016</u>

Title	Signature	Date
Department Head Dr. David Hoelzeman		<u>7-6-2016</u>
Dean Dr. Neal Barlow		<u>9 Aug 16</u>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		<u>8/10/16</u>
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		<u>1-11-17</u>

Program Title: <u>Associate of Applied Science in Cybersecurity</u>	CIP Code: <u>11.1003</u>
Contact Person: Name: Dr. David Hoelzeman Institution Name: Arkansas Tech University Address: 1811 North Boulder, Corley 232 Russellville, AR 72801 E-mail Address: dhoelzeman@atu.edu Phone Number: 479.880.4376	Proposed Date: <u>Fall 2017</u>
Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)	

The rise in cyber threats has created an unprecedented demand for cybersecurity specialists. Data breaches, malware infections, and software vulnerabilities are common in today's technology and it is critical to fully understand how these attacks occur, how to prevent them, and how to recover. An Associate of Applied Science in Cybersecurity is an introduction to the field. Students seeking the Associate of Applied Science in Cybersecurity will be completing courses in:

- Wireless and cellular security
- Digital logic design
- Introduction to Information Systems
- Computer Programming courses
- Forensics and Incident Response
- Virtualization

List existing degree programs that support the proposed program:

Computer Science
Electrical Engineering
General Education
Information Technology
Mathematics

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

As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.) **Cybersecurity threats are rapidly increasing. The following link is to the Department of Homeland Security's website for cybersecurity.**

<https://www.dhs.gov/cybersecurity-overview>

The U. S. Bureau of Labor Statistics includes information that this field is rapidly increasing.

<http://www.bls.gov/ooh/computer-and-information-technology/home.htm>

In further support, the following website is to the Comprehensive National Cybersecurity Initiative.

<https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative>

Curriculum Outline by Semester: **Please see attached document**

Total number of Semester Hours Required for Graduation:

60

Can the program be completed in 8 semesters?

Yes No

If not, provide justification. N/A

List New Courses (Please attach New Course Proposals):

CSEC 1113 Introduction to Networking
CSEC 1213 Wireless and Cellular Security

CSEC 2113 Introduction to Information Systems
CSEC 2213 Forensics and Incident Response
CSEC 2223 Virtualization

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

General Education Courses

ENGL 1013/1023

MATH 2914

4 hours Science with Lab

3 hours US Hist/Pols

3 hours Social Science

3 hours FAH

3 hours COMM

26 hours total

Major Courses:

CSEC 1113 Introduction to Networking

CSEC 1213 Wireless and Cellular Security

CSEC 2113 Introduction to Information Systems

CSEC 2213 Forensics and Incident Response

CSEC 2223 Virtualization

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

None

Program Admission Requirements:

Mirror of the University's admission policy

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

Please see attached.

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

Dr. Matt Brown – Ph.D. Information Systems

Dr. Roger Fang – Ph.D. Electrical and Computer Engineering

Mr. Roger Frye – ABD Engineering Science

Dr. Nan Harrell – Ph.D. Information Systems with an emphasis in Information Security

Dr. David Hoelzeman – Ph.D. Computer Science

Dr. Rick Massengale - Ph.D. Information Assurance

Dr. David Middleton – Ph.D. Computer Science

Dr. Johnette Moody - DBA Business with emphasis in

Dr. Larry Morell – Ph.D. Computer Science

Dr. Nobuyuki Nezu – Ph.D. Computer Science

Mr. Ron Robison – Masters in Business

Ms. Sarah Robison – Masters in Mathematics

Dr. Jerry Wood (Ph.D. Information Assurance)

Dr. Jerry Wood (Ph.D. Information Assurance)

Total number of faculty required (existing and new)

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

No new faculty will be needed.

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

N/A

Description of Resources

The current are adequate for this degree.

Current Library and instructional facilities

The library and instructional facilities are adequate to support this program.

New Resources Required (include costs and acquisition plan):

None

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

Include:

New administrative costs – **none**; **this program will be housed in the Department of Computer & Information Science and the administrative structure is currently in place.**

New faculty - **none**

New library resources and costs - **none**

New/renovated facilities and costs - **none**

New instructional equipment and costs - **none**

Distance delivery costs - **none**

Other new costs - **none**

Detail Marketing Plan and Costs

Please see attached.

Associate of Applied in in Cybersecurity Degree Proposed Curriculum
6.30.2016

Freshman Fall (13 hours)

ENGL 1013 Composition
Fine Arts & Humanities
US History / Government
Tech 1001 Orientation to the University
CSEC 1113 Introduction to Networking

Freshman Spring (17 hours)

ENGL 1023 Composition II
Social Science
MATH 2914 Calculus I
CSEC 1213 Wireless and Cellular Security
COMS 2104 Foundations of Computer Programming I

Sophomore Fall (14 hours)

ELEG 2130 Digital Logic Design Lab
ELEG 2134 Digital Logic Design
CSEC 2113 Introduction to Information Systems
COMS 2203 Foundations of Computer Programming II -
COMS 2903 Discrete Structures for Technical Majors
1 hour LD Elective

Sophomore Spring (16 hours)

COMM 2173 Business and Professional Speaking (previously SPH 2173)
Science Sequence I
COMS 2213 Data Structures
CSEC 2213 Forensics and Incident Response
CSEC 2223 Virtualization

Arkansas Tech University

Proposal for New Program Assessment Form

Associate of Applied Science in Cybersecurity

Our Mission

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

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

- a. How does this proposal for the new program fit with the university mission? **The Associate of Applied Science in Cybersecurity will provide students with training in the latest detection and protection methods in cybersecurity. This degree is in an introduction into the field of Cybersecurity and will provide a student with the knowledge necessary to assume entry level positions in the field of Cybersecurity. This degree supports the University's mission by being innovative as it trains individuals for entry-level positions.**
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. **The Associate of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in cybersecurity to be designated as a Center of Excellence. This new program is rigorous and meets the requirements to become a Center of Excellence.**
- c. How will this new program enhance learning for students enrolled in the program? **This program will enhance student learning because it offers extensive training in cybersecurity for detection and prevention of intrusion into systems. Students will be involved in 'real-world' situations, through assignments, tests, projects, etc., as they learn. Students will be assessed on how a computer functions and processes at the most basic level, how to detect intrusions, how to prevent intrusions, how to write secure software, cryptography, and how to restore a system that has been compromised.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will be required to complete an internship or capstone project. The coursework is designed so that students will be able to complete tests, quizzes, hands-on assignments, and labs to support learning.**
- e. Provide an example or examples of assessment evidence which supports adding this new program. **Cybersecurity threats are rapidly increasing. The following link is to the Department of Homeland Security's website for cybersecurity: <https://www.dhs.gov/cybersecurity-overview>. The U. S. Bureau of Labor Statistics includes information that this field is rapidly increasing. The link to this site: <http://www.bls.gov/ooh/computer-and-information-technology/home.htm>. To further support this new program, the following website is to the Comprehensive National**

Cybersecurity Initiative: <https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative>. In addition the Advisory Board for the Department of Computer & Information Science met during April of this year and urged the department to offer this degree because graduates are and will continue to be in high demand.

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

Arkansas Tech University				
Academic Cycle: New Program Proposal				
Program: Associate of Applied Science in Cybersecurity				
Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Understand information systems	LO1: Analyze and evaluate information systems	CSEC 2113 – Introduction to	Tests, assignments, projects	High Pass 90-100% Pass 70-89%

		Information Systems		
PO2: Understand wireless security and cellular technologies	LO1: Analyze current industry standards LO2: Assessment of wireless and cellular systems and security risks	CSEC 1213 – Wireless Security and Cellular Technologies	Tests, quizzes, assignments; hands-on projects	High Pass 90-100% Pass 70-89%
PO3: Install and administer virtual machines	LO1: Implement standard procedures to install virtual machines LO2: Monitor networks	CSEC 2223 - Virtualization	Tests, quizzes, assignments, hands-on projects	High Pass 90-100% Pass 70-89%
PO4: Understand Forensics and Incident Response	LO1: Evaluate forensic tools LO2: Analyze variety of operating systems and applications for computer evidence	CSEC 2213 – Forensics and Incident Response	Tests, quizzes, assignments, Hands-on assignments	High Pass 90-100% Pass 70-89%

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

Course Embedded	Department of Computer & Information Science utilizes FCAR (Faculty Course Assessment Report) and CABS (Course Assessment Binder)	Department of Computer & Information Science utilizes FCAR (Faculty Course Assessment Report) and CABS (Course Assessment Binder). Assessment data will be submitted annually.	Review and analyze departmental assessment data.	Course, instructional or program changes.
Indirect and Direct Measures Alignment	Graduates will complete exit survey in the CSEC 4983. A survey will be sent to those providing an internship.	Graduates will complete exit survey in the CSEC 4983. A survey will be sent to those providing an internship.	Analyze survey results	Program and Curriculum changes
Continuous Improvement Plan Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment from Student Learning Outcome results		
D. Program Quality		Evaluate changes from Student and Employer Satisfaction Surveys		
E. Budget		Budget requests supported by student learning and program assessment.		

Cybersecurity Degree

Associate of Applied Science

Cybersecurity Degree
CSEC
Associate of Applied Science
Overview

Purpose:

- To provide an overview of Cybersecurity
- To provide solid foundation for students to pursue Bachelor of Science in Cybersecurity

Curriculum:

- 60 hours

Request for Course Additions:

- Five Courses:
 - CSEC 1113 Introduction to Networking
 - CSEC 1213 Wireless and Cellular Security
 - CSEC 2113 Introduction to Information Systems
 - CSEC 2213 Forensics and Incident Response
 - CSEC 2223 Virtualization

Notification to Other Departments:

- Department of English and World Languages (GenEd)
- Electrical Engineering (ELEG 2130 and ELEG 2134)
- Mathematics (MATH 2914)

The rise in cyber threats has created an unprecedented demand for cybersecurity specialists. Data breaches, malware infections, and software vulnerabilities are common in today's technology and it is critical to fully understand how these attacks occur, how to prevent them, and how to recover. An Associate of Applied Science in Cybersecurity is an introduction to the field. Students seeking the Associate of Applied Science in Cybersecurity will be completing courses in:

- Wireless and cellular security
- Digital logic design
- Introduction to Information Systems
- Computer Programming courses
- Forensics and Incident Response
- Virtualization

Marketing Plan
Cybersecurity Degree
June 28, 2016

Arkansas Tech University engages in a variety of marketing initiatives to inform prospective students about the educational opportunities that it offers. These include advertisements on television, online, in print and through other channels as they become available and constructive in reaching stated objectives. All marketing messages and placements are tailored to reach specific audiences based upon regularly conducted research about the educational needs of prospective students and their awareness of Arkansas Tech.

These marketing efforts are supported by internal and external communication initiatives that leverage internal channels such as www.atu.edu, www.arkansastechnews.com and Arkansas Tech's social media presences as well as external channels such as newspapers, television stations, radio stations and press services. The external communication initiatives aid in constantly elevating the brand of Arkansas Tech, while internal communications represent an important retention tool by creating a better informed and more engaged student population.

As it relates to new academic programs such as the proposed cybersecurity degree in the Arkansas Tech Department of Computer and Information Science, marketing and communication programs are designed to create awareness of the new degree, points of differentiation that make it a good option for prospective students and potential positive outcomes for graduates of the program. Specific tactics may include some or all of the following options: a presence on www.atu.edu, news releases announcing the new program, inclusion in marketing campaigns on behalf of the university and brochures and similar publications that include information about the program. These marketing and communication goals are established and pursued through collaboration between staff from the Office of University Relations and faculty members from the academic discipline.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: MATHEMATICS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Computer & Information Science is proposing an Associate of Applied Science in Cybersecurity . This degree requires math 2914. MATH 2914 is required during the spring of the Freshman year.	

Department Head Signature:

Jamie L. Myers
Date: 8-9-16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Computer & Information Science is proposing an Associate of Applied Science in Cybersecurity . This degree requires ELEG 2130 and ELEG 2134. The course will be required during the fall of the Sophomore year.	

Department Head Signature



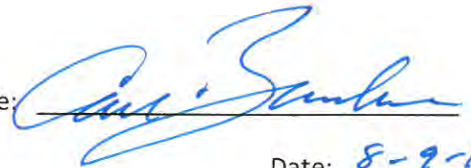
Date: 8/2/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of English and World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Computer & Information Science is proposing an Associate of Applied Science in Cybersecurity . This degree requires the 35 hours of required general education courses.	

Department Head Signature: _____



Date: 8-9-16

Associate of Applied Science
60 credit hours
Italics used for NEW courses

Course Number/Name	Description	Co-Req(s)	Prerequisite(s)	Num of hours	Semester offered	Gen. Ed	New (N) Core (C) Major (M)	Courses that satisfy Gen Ed requirements
ENGL 1013	A review of grammar, introduction to research methods, and practice in writing exposition using reading to provide ideas and patterns. Note: A grade of C or better must be earned in each of the two composition courses used to satisfy the general education requirement of English/Communication. Note: May not be taken for credit after successful completion of ENGL 1043.	None	Score of 19 or above on English section of the Enhanced ACT, 450 or above on the quantitative portion of the SAT, 40 or above on the TSWE, 80 or above on the COMPASS writing section, 83 or above on ACCUPLACER sentence skills section, or a grade of C or better in ENGL 0203 or 0303 or 0404	3	Fall/Spring	Yes	M	ENGL 1013 Composition I
Fine Arts/ Humanities	Dependent on individual course	Varies by course	Varies by course	3	Fall/Spring	Yes	M	ART 2123 Experiencing Art ENGL 2003 Introduction to World Literature ENGL 2013 Introduction to

<p>U. S. History/ Government</p>	<p>Dependent on Individual course</p>	<p>Varies by course</p>	<p>Varies by course</p>	<p>3</p>	<p>Fall/Spring</p>	<p>Yes</p>	<p>M</p>	<p>American Literature ENGL 2023 Honors World Literature ENGL 2173 Introduction to Film ENGL 2183 Honors Introduction to Film JOUR 2173 Introduction to Film MUS 2003 Introduction to Music PHIL 2003 Introduction to Philosophy PHIL 2043 Honors Introduction to Philosophy TH 2273 Introduction to Theatre</p>	<p>HIST 1903 Survey of American History HIST 2003 United States History to 1877 HIST 2043 Honors United States History to 1877 HIST 2013 United States History since 1877 POLS 2003 American Government</p>
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TECH 1001	A course designed to provide information and enhance skills that will enable students to take responsibility for a successful transition to college. The course will expose students to college resources and requirements and promote the development of practical skills for college success.	None	No	1	Fall/Spring	No	M	N/A
CSEC 1113 <i>Introduction to Networking</i>	<p>Computer and communications networks are the very environment in which cyber operations are conducted. An understanding of these networks is essential to any discussion of cyber operations activities.</p> <p>Specific topics to be covered to satisfy this knowledge unit must minimally include:</p> <ul style="list-style-type: none"> • Routing, network, and application protocols including: <ul style="list-style-type: none"> ○ TCP/IP (versions 4 and 6) ○ ARP, BGP, SSL/TLS ○ DNS ○ SMTP ○ HTTP • Network architectures • Network security • Wireless network technologies • Network traffic analysis • Protocol analysis (examining component-to-component communication to determine the protocol being used and what it is doing) • Network mapping techniques (active and passive) 	None	No	3	Fall	No	N C M	N/A

ENGL 1023	<p>A continuation of ENGL 1013 with readings in poetry, fiction, and drama.</p> <p>Note: A grade of C or better must be earned in each of the two composition courses used to satisfy the general education requirement of English/Communication.</p> <p>Note: May not be taken for credit after successful completion of ENGL 1053</p>	None	Minimum grade of C in ENGL 1013 (Composition I) or 1043 (Honors Composition I)	3	Fall/Spring	Yes	M	ENGL 1023 Composition II
Social Science	Dependent on individual course	Varies by course	Varies by course	3	Fall/Spring	Yes	M	AGBU 2063 Principles of Agriculture Macroeconomics AGBU 2073 Principles of Agriculture Microeconomics AMST 2003 American Studies ANTH 1213 Introduction to Anthropology ANTH 2003 Cultural Anthropology ECON 2003 Principles of Economics I ECON 2013 Principles of Economics II ECON 2103 Honors Principles of Economics I GEOG 2013 Regional Geography of the World HIST 1503 World

<p>MATH 2914 Calculus I</p>	<p>This is the first of two courses covering the calculus of functions of a single variable. The content covers differentiation of all single variable functions and introduces integration of functions. Note: A grade of C or better must be earned in this course if being used to satisfy the general education mathematics requirement.</p>	<p>None</p>	<p>Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1914 (Precalculus or MATH 1203 (Plane Trigonometry) or consent of instructor.</p>	<p>4</p>	<p>Fall/Spring</p>	<p>Possible</p>	<p>M</p>	<p>History to 1500 HIST 1513 World History since 1500 HIST 1543 Honors World History to 1500 HIST 1903 Survey of American History HIST 2003 United States History to 1877 HIST 2013 United States History since 1877 HIST 2043 Honors United States History to 1877 POLS 2003 American Government PSY 2003 General Psychology SOC 1003 Introductory Sociology</p>
<p>CSEC 1213 Wireless Security &</p>	<p>An overview of wireless and mobile security providing students with practical and theoretical experiences.</p>	<p>None</p>	<p>CSEC 1113 <i>Introduction to Networking</i></p>	<p>3</p>	<p>Spring</p>	<p>No</p>	<p>N C M</p>	<p>MATH 2914 Calculus I can be used to satisfy the Math general education requirement, N/A</p>

<p>Cellular Technologies</p>	<p>Topics include threat analysis, security infrastructure, security services, wireless network security components.</p> <p>Topics include, but not limited to:</p> <ul style="list-style-type: none"> • Overview of smart phone technologies • Overview of embedded operating systems (e.g., iOS, Android) • Wireless technologies (mobile: GSM, WCDMA, CDMA2000, LTE; and Internet: 802.11b/g/n) • Infrastructure components (e.g., fiber optic network, evolved packet core, PLMN) • Mobile protocols (SS7, RR, MM, CC) • Mobile logical channel descriptions (BCCH, SDCCH, RACH, AGCH, etc.) • Mobile registration procedures • Mobile encryptions standards • Mobile identifiers (IMSI, IMEI, MSISDN, ESN, Global Title, E.164) • Mobile and Location-based Services 	None	<p>MATH 1113 (College Algebra) and either COMS 1403 and 1411 or consent of instructor</p>	4	Fall/Spring	No	C M	N/A
<p>COMS 2104 Foundations of Computer Programming I</p>	<p>An overview of wireless and mobile security providing students with practical and theoretical experiences. Topics include threat analysis, security infrastructure, security services, wireless network security</p>							

	<p>components.</p> <p>Topics include, but not limited to:</p> <ul style="list-style-type: none"> ▪ Overview of smart phone technologies ▪ Overview of embedded operating systems (e.g., iOS, Android) ▪ Wireless technologies (mobile: GSM, WCDMA, CDMA2000, LTE; and Internet: 802.11b/g/n) ▪ Infrastructure components (e.g., fiber optic network, evolved packet core, PLMN) ▪ Mobile protocols (SS7, RR, MM, CC) ▪ Mobile logical channel descriptions (BCCH, SDCCH, RACH, AGCH, etc.) ▪ Mobile registration procedures ▪ Mobile encryptions standards ▪ Mobile identifiers (IMSI, IMEI, MSISDN, ESN, Global Title, E.164) ▪ Mobile and Location-based Services 						
<p>ELEG 2130 Digital Logic Lab</p>	<p>Laboratory must be taken during the same semester as the lecture, ELEG 2134. A study of basic digital logic circuit design and implementation. Circuit schematic development utilizing computerized automated design tools. Computer modeling and simulation of digital systems. Emphasis will be placed on proper laboratory techniques, including data collection, data reduction, and report preparation.</p>	<p>None</p>	<p>0</p>	<p>Fall/Spring</p>	<p>No</p>	<p>C M</p>	<p>N/A</p>
<p>ELEG 2134 Digital Logic</p>	<p>Binary numbers and codes, Boolean algebra, combinational and sequential</p>	<p>None</p>	<p>4</p>	<p>Fall/Spring</p>	<p>No</p>	<p>C M</p>	<p>N/A</p>

Design	logic including: minimization techniques, memory systems, register transfers, control logic design, and state machines.	2104 or consent of instructor.	None	3	Fall	No	N C M	N/A
CSEC 2113 Introduction to Information Systems	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.	None	None	3	Fall	No	N C M	N/A
COMS 2203 Foundations of Computer Programming II	This course is a continuation of Foundations of Programming I. Topics include multi-dimensional arrays, functions, string processing, classes, and records. Students are introduced to object oriented programming using C++.	None	MATH 1113 (College Algebra) or equivalent with a grade of C or better and completion of COMS 2104 (Foundations of Computer Programming I) with a grade of C or better	3	Fall/Spring	No	C M	N/A
COMS 2903 Discrete Structures for Technical Majors	Fundamental mathematical concepts related to computing, including logic and proof techniques; sets, sequences, relations, and functions; combinatorics; algebraic structures and Boolean algebra ; trees and graphs.	None	MATH 1113 (College Algebra) and a C or better In COMS 2104 (Foundations of Computer Programming I) or equivalent	3	Fall/Spring	No	C M	N/A

Lower Level Elective	Any 1000 or 2000 level course will satisfy a general lower level elective.	Varies by course	Varies by course	1	Fall/Spring	Possible	M	Any 1000 or 2000 level course will satisfy a general lower level elective.
COMM 2173 Business & Professional Speaking	An oral communication course for individuals in business, industry and the professions. Human communication theories and behavioral research are used as a framework for generating competencies in interviewing, briefings, conference leadership, and intergroup coordination.	None	None	3	Fall/Spring	Yes	C M	COMM 1003 Introduction to Speech Communication COMM 2003 Public Speaking COMM 2173 Business and Professional Speaking
Science Sequence I	Complete a total of eight hours of science with laboratory	Varies by course	Varies by course	4	Fall/Spring	Yes	C M	Complete a total of eight hours of science with laboratory
COMS 2213 Data Structures	This course involves a study of abstract data structures and the implementation of these abstract concepts as computer algorithms.	None	None	3	Fall/Spring	No	C M	N/A
CSEC 2213 Forensics and Incident Response	This course teaches the fundamentals of incident response and digital forensics. An overview of operating systems will then lead to a systematic approach to incident response will be reviewed, focusing on a six step process (Preparation,	None	CSEC 1113 Introduction to Networking	3	Spring	No	N C M	N/A

<p>CSEC 2223 <i>Virtualization</i></p>	<p>Identification, Containment, Eradication, Recovery, Lessons Learned.) Preservation of data (dd, FTK imager, DumpIt,) Data recovery (Scalpel, Foremost,) forensic analysis (Sleuthkit, SIFT workstation, Volatility, RegRipper, Supertimeline,) Network Forensics (tcpdump, Wireshark, nfsen,) and legal aspects of both investigation and preservation will be discussed.</p>	<p>COMS 2703 (Survey of Operating Systems) And CSEC 1113 <i>(Introduction to Networking)</i></p>	<p>None</p>	<p>3</p>	<p>Spring</p>	<p>No</p>	<p>C N M</p>	<p>N/A</p>
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Virtualization technology has rapidly spread to encompass workstations, servers, infrastructure devices, storage, and networks, and as such has become critical to cyber operations. Specific topics to be covered in this knowledge unit must minimally include, but are not limited to:

- Virtualization techniques
- Virtual machine architectures





Uses of virtualization for:

- Security
- Efficiency
- Simplicity
- Resource savings (space, admin overhead)

appl CC 8/22/16 JW
 appl FS 9/13/16 LW

**Arkansas Tech University
 PROPOSAL FOR NEW PROGRAM**

TO:	Select Appropriate Committee Curriculum Committee
FROM (Initiating Department):	Department of Computer & Information Science
DATE SUBMITTED:	6.30.2016

Title	Signature	Date
Department Head Dr. David Hoelzeman		7-6-2016
Dean Dr. Neal Barlow		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		7-11-17

Program Title: Bachelor of Science in Cybersecurity	CIP Code: 11.1003
Contact Person: Name: Dr. David Hoelzeman Institution Name: Arkansas Tech University Address: 1811 North Boulder, Corley 232 Russellville, AR 72801 E-mail Address: dhoelzeman@atu.edu Phone Number: 479.880.4367	Proposed Date: Fall 2017
Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)	

The rise in cyber threats has created an unprecedented demand for cybersecurity specialists. Data breaches, malware infections, and software vulnerabilities are common in today's technology and it is critical to fully understand how these attacks occur, how to prevent them, and how to recover. A cybersecurity major will understand the techniques used to hack systems as well as the best methods to protect data. The cybersecurity degree includes courses in programming, wireless technologies, mathematics, and networking concentrating on theory and hands-on experience. Coursework includes:

- * Forensics and Incident Response
- * Virtualization
- * Computer Architecture
- * Operating Systems Theory
- * Penetration Testing
- * Applied Cryptography
- * Large Scale Distributed Systems
- * Building Secure Software
- * Risk Management
- * Legal Issues in Cybersecurity
- * Software Security Analysis and Reverse Engineering (with lab)
- * Cybersecurity Capstone Project/Internship

Cybersecurity graduates will be able to:

- * protect an organization's data and assets.
- * implement cybersecurity best practices and risk management.
- * understand and develop software to minimize vulnerabilities.
- * analyze persistent threats and utilize appropriate counter measures.
- * conduct risk and liability assessments of information systems.
- * examine cybercrimes and support recovery of operations.

List existing degree programs that support the proposed program:

Computer Science
Electrical Engineering
General Education
Information Technology
Mathematics

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

As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.) **Cybersecurity threats are rapidly increasing. The following link is to the Department of Homeland Security's website for cybersecurity.**
<https://www.dhs.gov/cybersecurity-overview>

The U. S. Bureau of Labor Statistics includes information that this field is rapidly increasing.
<http://www.bls.gov/ooh/computer-and-information-technology/home.htm>

In further support, the following website is to the Comprehensive National Cybersecurity Initiative.
<https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative>

In addition, the Advisory Board for the Department of Computer & Information Science met during April of this year and urged the department to offer this degree because graduates are and will continue to be in high demand.

Curriculum Outline by Semester: **Please see attached document**

Total number of Semester Hours Required for Graduation:

120

Can the program be completed in 8 semesters?

Yes No

If not, provide justification.

List New Courses (Please attach New Course Proposals):

- CSEC 1113 (Intro to Networking)
- CSEC 1213 (Wireless and Cellular Security)
- CSEC 2113 (Introduction to Information Systems)
- CSEC 2213 (Forensics and Incident Response)
- CSEC 2223 (Virtualization)
- CSEC 3113 (Assembly Programming)
- CSEC 3123 (Cyber Defense I)
- CSEC 3243 (Computer Architecture)
- CSEC 3223 (Programming Embedded Systems)
- CSEC 3233 (Cyber Defense II)
- CSEC 4123 (Cryptography)
- CSEC 4133 (Large Scale Distributed Systems)
- CSEC 4143 (Building Secure Software)
- CSEC 4213 (Information Systems Risk Management)
- CSEC 4233 (Legal Issues in Cybersecurity)
- CSEC 4243 (Software Security Analysis and Reverse Engineering)
- CSEC 4240 (Lab for Software Security Analysis and Reverse Engineering)
- CSEC 4293 (Cybersecurity Capstone Project / Internship)

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

General Education Courses

ENGL 1013/1023

MATH 2914

Science I/II 8 hours Science with Lab

US Hist/Pols

6 hours Social Science

6 hours FAH

3 hours COMM

36 hours total

Major Courses:

COMS 2104 (Foundations of Computer Programming I)

COMS 2203 (Foundations of Computer Programming II)

COMS 2903 (Discrete Structures for Technical Majors)

COMS 2213 (Data Structures)

COMS 3213 (Advanced Data Structures and Algorithm Design)

COMS 3703 (Operating Systems Theory)

CSEC 1113 (Intro to Networking)

CSEC 1213 (Wireless and Cellular Security)

CSEC 2113 (Introduction to Information Systems)

CSEC 2213 (Forensics and Incident Response)

CSEC 2223 (Virtualization)

CSEC 3113 (Assembly Programming)

CSEC 3123 (Cyber Defense I)

CSEC 3243 (Computer Architecture)

CSEC 3223 (Programming Embedded Systems)

CSEC 3233 (Cyber Defense II)

CSEC 4123 (Cryptography)

CSEC 4133 (Large Scale Distributed Systems)

CSEC 4143 (Building Secure Software)

CSEC 4213 (Information Systems Risk Management)

CSEC 4233 (Legal Issues in Cybersecurity)

CSEC 4243 (Software Security Analysis and Reverse Engineering)

CSEC 4240 (Lab for Software Security Analysis and Reverse Engineering)

CSEC 4293 (Cybersecurity Capstone Project / Internship)

ELEG 2130 (Digital Logic Design Lab)

ELEG 2134 (Digital Logic Design)

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

None

Program Admission Requirements:

Mirror of the University's admission policy

<p>Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/ Please see attached.</p>
<p>List the names and credentials of all faculty teaching course in the proposed program.</p> <p>Dr. Matt Brown – Ph.D. Information Systems Dr. Roger Fang – Ph.D. Electrical and Computer Engineering Mr. Roger Frye – ABD Engineering Science Dr. Nan Harrell – Ph.D. Information Systems with an emphasis in Information Security Dr. David Hoelzeman – Ph.D. Computer Science Dr. Rick Massengale - Ph.D. Information Assurance Dr. David Middleton – Ph.D. Computer Science Dr. Johnette Moody - DBA Business with emphasis in Dr. Larry Morell – Ph.D. Computer Science Dr. Nobuyuki Nezu – Ph.D. Computer Science Mr. Ron Robison – Masters in Business Ms. Sarah Robison – Masters in Mathematics Dr. Jerry Wood (Ph.D. Information Assurance)</p>
<p>Total number of faculty required (existing and new) For new faculty members include expected credentials/experience and hire date</p> <ul style="list-style-type: none"> • Two (2) new faculty members <ul style="list-style-type: none"> ○ Hiring to be staggered with hiring of first new faculty member for fall 2018 <ul style="list-style-type: none"> ▪ 0 for first year (2017-2018) and then 1 per year for next 2 years • Credentials for additional faculty include: <ul style="list-style-type: none"> ○ Ph.D. in Computer Security, Information Security, Information Technology, Information Assurance, Computer Science
<p>For proposed graduate programs attach curricula vitae for the faculty teaching the program N/A</p>
<p>Description of Resources The current resources (computer lab, virtual machines, software, etc.) are adequate for the first and second (1st / 2nd) years of this program.</p>
<p>Current Library and instructional facilities The library and instructional facilities are adequate to support this program.</p>
<p>New Resources Required (include costs and acquisition plan): None for first two (2) years of program</p>
<p>New Program Costs (Expenditures for first three years of program operation) Include: New administrative costs – none; this program will be housed in the Department of Computer & Information Science and the administrative structure is currently in place. New faculty 0 for first year (2017-2018) and then 1 per year for next 2 years (2018-2019 & 2019-2020)</p>

New library resources and costs - **none**

New/renovated facilities and costs – **none through second (2nd) year of program**

New instructional equipment and costs – **none through second (2nd) year of program**

Distance delivery costs – **none**

Other new costs - **none**

Detail Marketing Plan and Costs

Please see attached.

BS Cybersecurity Degree Proposed Curriculum
6.30.2016

Freshman Fall (13 hours)

ENGL 1013 Composition
Fine Arts & Humanities
US History / Government
Tech 1001 Orientation to the University
CSEC 1113 Introduction to Networking

Freshman Spring (17 hours)

ENGL 1023 Composition II
Social Science
MATH 2914 Calculus I
CSEC 1213 Wireless and Cellular Security
COMS 2104 Foundations of Computer Programming I

Sophomore Fall (16 hours)

ELEG 2130 Digital Logic Design Lab
ELEG 2134 Digital Logic Design
CSEC 2113 Introduction to Information Systems
COMS 2203 Foundations of Computer Programming II -
COMS 2903 Discrete Structures for Technical Majors
COMS 2733 Introduction to Computer Forensics and Security

Sophomore Spring (16 hours)

COMM 2173 Business and Professional Speaking (previously SPH 2173)
Science Sequence I
COMS 2213 Data Structures
CSEC 2213 Forensics and Incident Response
CSEC 2223 Virtualization

Junior Fall (16 hours)

MATH 3153 Applied Statistics I
CSEC 3113 Assembly Programming
COMS 3213 Advanced Data Structures and Algorithm Design
CSEC 3123 Cyber Defense I
Science Sequence II

Junior Spring (15 hours)

Fine Arts & Humanities
CSEC 3223 Programming Embedded Systems
COMS 3703 Operating Systems
CSEC 3233 Cyber Defense II
CSEC 3243 Computer Architecture

Senior Fall (12 hours)

Social Sciences
CSEC 4123 Cryptography
CSEC 4133 Large Scale Distributed Systems
CSEC 4143 Building Secure Software

BS Cybersecurity Degree Proposed Curriculum
6.30.2016

Senior Spring (15 hours)

CSEC 4213 Information Systems Risk Management

Upper Level Elective

CSEC 4233 Legal Issues in Cybersecurity

CSEC 4243 Software Security Analysis and Reverse Engineering

CSEC 4240 Software Security Analysis and Reverse Engineering LAB

CSEC 4293 CyberSecurity Capstone Project / Internship

Arkansas Tech University
Proposal for New Program Assessment Form
Bachelor of Science in Cybersecurity

Our Mission

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

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

- a. How does this proposal for the new program fit with the university mission? **The Bachelor of Science in Cybersecurity will provide students with training in the latest detection and protection methods in cybersecurity. This degree is rigorous so that it will provide a student with the knowledge necessary to enter the business world or for those interested, to enter a Master's program in Cybersecurity once the Bachelor of Science is completed. This degree supports the University's mission by being innovative and rigorous as individuals are trained to enter the field of cybersecurity.**
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. **The Bachelor of Science in Cybersecurity is not accredited by an accrediting body. However, the Department of Homeland Security provides requirements for programs in cybersecurity to be designated as a Center of Excellence. This new program is rigorous and meets the requirements to become a Center of Excellence.**
- c. How will this new program enhance learning for students enrolled in the program? **This program will enhance student learning because it offers extensive training in cybersecurity for detection and prevention of intrusion into systems. Students will be involved in 'real-world' situations, through assignments, tests, projects, etc., as they learn. Students will be assessed on how a computer functions and processes at the most basic level, how to detect intrusions, how to prevent intrusions, how to write secure software, cryptography, and how to restore a system that has been compromised. As a culmination of this degree, the student will be required to complete an Internship or a capstone project.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will be required to complete an internship or capstone project. The coursework is designed so that students will be able to complete tests, quizzes, hands-on assignments, and labs to support learning.**
- e. Provide an example or examples of assessment evidence which supports adding this new program. **Cybersecurity threats are rapidly increasing. The following link is to the Department of Homeland Security's website for cybersecurity: <https://www.dhs.gov/cybersecurity-overview>. The U. S. Bureau of Labor Statistics includes information that this field is rapidly increasing. The link to this site:**

<http://www.bls.gov/ooh/computer-and-information-technology/home.htm>. To further support this new program, the following website is to the Comprehensive National Cybersecurity Initiative: <https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative>. In addition the Advisory Board for the Department of Computer & Information Science met during April of this year and urged the department to offer this degree because graduates are and will continue to be in high demand.

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

Arkansas Tech University				
Academic Cycle: New Program Proposal				
Program: Bachelor of Science in Cybersecurity				
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)

<p>PO1: Protect an organization's data and assets</p>	<p>LO1: Evaluate appropriate security measures LO2: Implement appropriate security measures and software</p>	<p>CSEC 4293 – Capstone or Internship</p>	<p>Reports from employer providing internship Weekly meetings between advisor and student Feedback from employer</p>	<p>High Pass 90-100% Pass 70-89%</p>
<p>PO2: Implement cybersecurity best practices and risk management.</p>	<p>LO1: Analyze current industry standards and implement appropriate standards LO2: Assessment of systems at system level for risk of security breaches</p>	<p>CSEC 4213 – Information Systems Risk Management CSEC 4293 – Capstone or Internship</p>	<p>Tests, quizzes, assignments; hands-on projects Reports from employer providing internship Weekly meetings between advisor and student Feedback from employer</p>	<p>High Pass 90-100% Pass 70-89%</p>
<p>PO3: Understand and develop software to minimize vulnerabilities.</p>	<p>LO1: Create appropriate software that meets or exceeds industry security standards</p>	<p>CSEC 4243 – Software Security Analysis and Reverse Engineering CSEC 4240 – Lab CSEC 4143 – Building Secure Software</p>	<p>Tests, quizzes, assignments Hands-on assignments Tests, quizzes, assignments</p>	<p>High Pass 90-100% Pass 70-89% High Pass 90-100% Pass 70-89% High Pass 90-100% Pass 70-89%</p>
<p>PO4:</p>	<p>LO1: Monitor networks</p>	<p>CSEC 4243 –</p>	<p>Tests, quizzes, assignments</p>	<p>High Pass 90-100%</p>

Analyze persistent threats and utilize appropriate counter measures.	L02: Evaluate security measures	Software Security Analysis and Reverse Engineering CSEC 4240 – Lab	Hands-on assignments	Pass 70-89%
PO5: Examine cybercrimes and support recovery of operations.	L01: Maintain knowledge level of industry standards L02: Implement steps to recover and secure system	CSEC 2123 – Cyber Defense I	Tests, quizzes, assignments, hands-on projects	High Pass 90-100% Pass 70-89%

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	Department of Computer & Information Science utilizes FCAR (Faculty Course Assessment Report) and CABS (Course Assessment Binder)	Department of Computer & Information Science utilizes FCAR (Faculty Course Assessment Report) and CABS (Course Assessment Binder). Assessment data will be submitted annually.	Review and analyze departmental assessment data.	Course, instructional or program changes.
Indirect and Direct Measures Alignment	Graduates will complete exit survey in the CSEC 4983. A survey	Graduates will complete exit survey in the CSEC 4983. A survey	Analyze survey results	Program and Curriculum changes

	will be sent to those providing an internship.	will be sent to those providing an internship.		
Continuous Improvement Plan Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment from Student Learning Outcome results		
D. Program Quality		Evaluate changes from Student and Employer Satisfaction Surveys		
E. Budget		Budget requests supported by student learning and program assessment.		

Cybersecurity Degree

Bachelor of Science

Cybersecurity Degree

CSEC

Bachelor of Science

Overview

Purpose:

- To train cybersecurity professionals
- To create a Center of Excellence with guidelines provided by Department of Homeland Security

Curriculum:

- 120 Hours

Request for Course Additions:

- Eighteen new courses:
 - CSEC 1113 Introduction to Networking
 - CSEC 1213 Wireless and Cellular Security
 - CSEC 2113 Introduction to Information Systems
 - CSEC 2213 Forensics and Incident Response
 - CSEC 2223 Virtualization
 - CSEC 3113 Assembly Programming
 - CSEC 3123 Cyber Defense I
 - CSEC 3223 Programming Embedded Systems
 - CSEC 3233 Cyber Defense II
 - CSEC 3243 Computer Architecture
 - CSEC 4123 Cryptography
 - CSEC 4133 Large Scale Distributed Systems
 - CSEC 4143 Building Secure Software
 - CSEC 4213 Information Systems Risk Management
 - CSEC 4233 Legal Issues in Cybersecurity
 - CSEC 4240 Software Security Analysis and Reverse Engineering Lab
 - CSEC 4243 Software Security Analysis and Reverse Engineering
 - CSEC 2493 Cybersecurity Capstone Project/Internship

Notification to Other Departments:

- Department of English and World Languages (GenEd)
- Electrical Engineering (ELEG2130 and ELEG2134)
- Mathematics (MATH2914 and MATH3153)

BS in Cybersecurity Program Description

The rise in cyber threats has created an unprecedented demand for cybersecurity specialists. Data breaches, malware infections, and software vulnerabilities are common in today's technology and it is critical to fully understand how these attacks occur, how to prevent them, and how to recover. A cybersecurity major will understand the techniques used to hack systems as well as the best methods to protect data. The cybersecurity degree includes courses in programming, wireless technologies, mathematics, and networking concentrating on theory and hands-on experience. Coursework includes:

- * Forensics and Incident Response
- * Virtualization
- * Computer Architecture
- * Operating Systems Theory
- * Penetration Testing
- * Applied Cryptography
- * Large Scale Distributed Systems
- * Building Secure Software
- * Risk Management
- * Legal Issues in Cybersecurity
- * Software Security Analysis and Reverse Engineering (with lab)
- * Cybersecurity Capstone Project/Internship

Cybersecurity graduates will be able to:

- * protect an organization's data and assets.
- * implement cybersecurity best practices and risk management.
- * understand and develop software to minimize vulnerabilities.
- * analyze persistent threats and utilize appropriate counter measures.
- * conduct risk and liability assessments of information systems.
- * examine cybercrimes and support recovery of operations.

Marketing Plan BS in Cybersecurity

Arkansas Tech University engages in a variety of marketing initiatives to inform prospective students about the educational opportunities that it offers. These include advertisements on television, online, in print and through other channels as they become available and constructive in reaching stated objectives. All marketing messages and placements are tailored to reach specific audiences based upon regularly conducted research about the educational needs of prospective students and their awareness of Arkansas Tech.

These marketing efforts are supported by internal and external communication initiatives that leverage internal channels such as www.atu.edu, www.arkansastechnews.com and Arkansas Tech's social media presences as well as external channels such as newspapers, television stations, radio stations and press services. The external communication initiatives aid in constantly elevating the brand of Arkansas Tech, while internal communications represent an important retention tool by creating a better informed and more engaged student population.

As it relates to new academic programs such as the proposed cybersecurity degree in the Arkansas Tech Department of Computer and Information Science, marketing and communication programs are designed to create awareness of the new degree, points of differentiation that make it a good option for prospective students and potential positive outcomes for graduates of the program. Specific tactics may include some or all of the following options: a presence on www.atu.edu, news releases announcing the new program, inclusion in marketing campaigns on behalf of the university and brochures and similar publications that include information about the program. These marketing and communication goals are established and pursued through collaboration between staff from the Office of University Relations and faculty members from the academic discipline.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: MATHEMATICS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Computer & Information Science is proposing a Bachelor of Science in Cybersecurity . This degree requires math 2914 and MATH 3153. MATH 2914 is required during the spring of the Freshman year. MATH 3153 is required during the fall of the JUNIOR year.	

Department Head Signature:

Jeanie L. Myers

Date: 8-9-16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Department of Computer & Information Science is proposing a Bachelor of Science in Cybersecurity . This degree requires ELEG 2130 and ELEG 2134. The course will be required during the fall of the Sophomore year.	

Department Head Signature:



Date:



Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of English and World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Computer & Information Science is proposing a Bachelor of Science in Cybersecurity . This degree requires the 35 hours of required general education courses.	


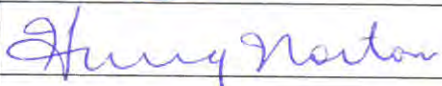

Department Head Signature: 

Date: 8-9-16

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Appr CC 8/27/16 JW
appr FS 9/13/16 JW

TO:	Select Appropriate Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head Dr. Jeff Aulgur		6/27/16
Dean Dr. Hanna Norton		6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) PS	Course Number: (e.g., 1003) 4643	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) Occupational Globalization & Diversity		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Occup Globalization/Diversity		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type:

Elective Major Minor

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

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

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)**

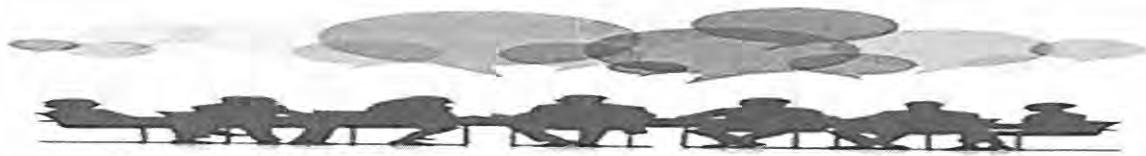
- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 - 1. Arkansas Course Transfer System (ACTS) course number, if applicable N/A
 - 2. Cross-listing N/A
 - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - 4. Prerequisites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

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

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

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

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



TEXT REQUIRED FOR THIS COURSE

Ferdman, B. M., & Deane, B. A. (Eds.). (2014) *Diversity at Work: The Practice of Inclusion*. San Francisco, CA: Jossey-Bass.

SUPPLEMENTAL READINGS AND WEBSITES

Additional readings will be assigned from provided material or Internet resources posted in Blackboard as necessary.

JUSTIFICATION/RATIONALE FOR THE COURSE

This course is designed to prepare students for today's workplace by means of critical thinking and problem-solving skills, the use of advanced technology, and the ability to work within a team environment often found in today's culturally diverse workplace.

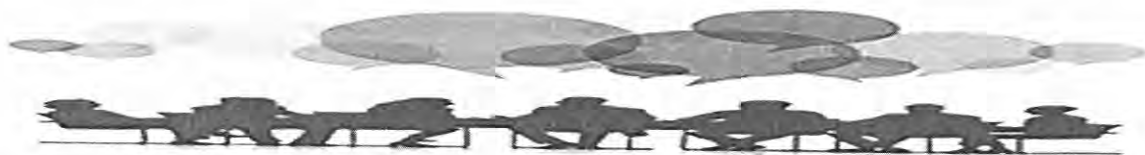
COURSE OBJECTIVES

As the result of participation in this course, students will be able to:

- Discuss and research the importance of cultural diversity and globalization.
- Apply critical thinking skills to improve the understanding and appreciation of individual, cultural and organizational diversity.
- Discuss the many ways in which we are similar and different across the dimensions of diversity.
- Demonstrate an awareness of and sensitivity to attitudes towards difference and the dynamics of relating to one another.
- Assess organizational culture and identify the underlying assumptions that influence how diversity is managed.
- Discuss the evolution from Affirmative Action to Managing Diversity.
- Demonstrate a shared understanding of Cultural Competence, Managing Diversity and Inclusion
- Research, design and present a group project that identifies issues with workplace inclusion and offers programs of support.

HOW COURSE MEETS GENERAL EDUCATION OBJECTIVES

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



Communicate effectively
Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

GRADING SCALE

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

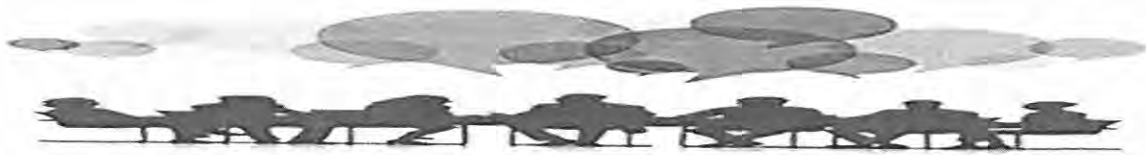
COURSE ASSESSMENT (Tentative)

Chapter Assignments	140
Discussion Board Topics	260
Journal	40
Group Project	100
Quizzes	210
Mid Term	50
Final Exam	<u>100</u>
Total	900

COURSE CONTENT

Weekly Assignments, Discussion Board Forums, Chat Sessions, Quizzes, and Exams

The weekly assignments, discussion board forums, chat sessions, quizzes, and exams will be made available in the Course Content section of Blackboard. The submission due date for each is shown in the Course Schedule below and in the Course Content section of your course. All assignments must be submitted by **11:59 p.m.**, on the assigned due date, unless you have received prior permission from the instructor to submit them late. In the event that the instructor changes the due dates, a notice will be posted in the Announcements section in Blackboard.



Participation in Discussion Board Forums and Chat Sessions

Students will be expected to participate in these collaboration activities. Feel free to express thoughts and ideas pertinent to the discussion. Courteous and civil discourse is expected and abusive or inappropriate comments will not be tolerated. Credit will be awarded throughout the term for continual, substantive participation in the discussion board forum.

COURSE POLICIES

Academic Misconduct

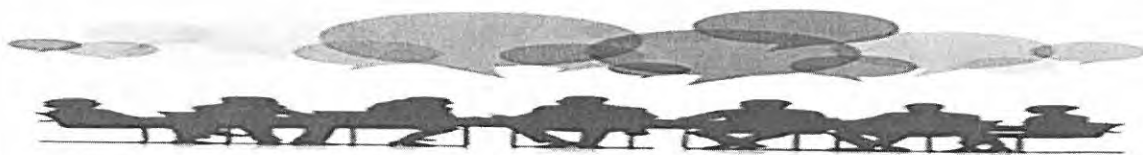
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

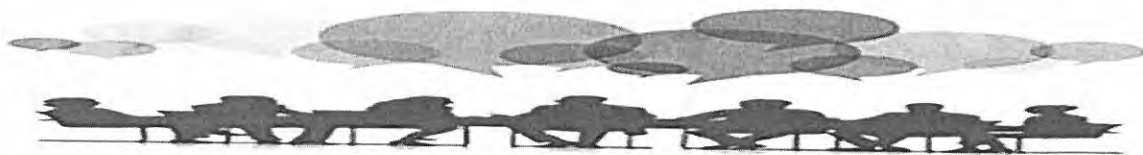
The deadline for dropping this course with a “W” is April 15. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F”. Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a “WP” (withdrawn with passing) or “WF” (withdrawn with failing) and has extended the period for withdrawing with just a “W” until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.



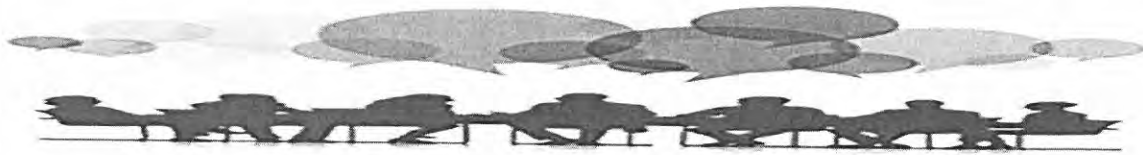
COURSE SCHEDULE (Tentative)

Begins	Bb Module	Learning Activities	Graded Assignments	Due 11:59 p.m.
01/11	Course Info	Read and Save Course Syllabus		
	Introduction	Introduction Activity	Discussion Board	
01/11	Week One Learning Module Perceiving Culture & Practice of Inclusion	Ferdman & Dean (2014): Chap 1	-	
		Gannon (2008): Chap 2		
		Discuss Definition of Diversity	Week One Discussion Board	
			Chapter One Quiz	
01/18	Week Two Learning Module Communicating About Diversity & Inclusion	Ferdman & Dean (2014): Chap 2		
			Week Two Assignments	
			Week Two Discussion Board	
			Chapter Two Quiz	
01/25	Week Three Learning Module The Influence of Diversity on Group Dynamics and Outcomes	Thomas (2003): Chapter 6		
		Watch "A Class Divided" video	Week Three Assignment	
			Week Three Discussion Board	
02/01	Week Four Learning Module Interpersonal Awareness & Intercultural Competence	Ferdman & Deane (2014): Chapter 4 & 5		
			Week Four Assignment	
			Week Four Discussion Board	
02/08	Week Five Learning Module Perceptions & Privilege	Gannon (2008): Chapter 7		
		Thomas (2004): Chapter 7	Week Five Discussion Board	
		Handouts on Privilege	Week Five Quiz	

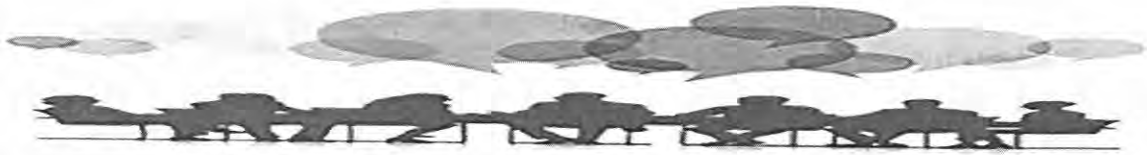


02/15	Week Six Learning Module	Ferdman & Deane (2014): Chapter 6	
	The Work of Inclusive Leadership		Week Six Assignment (Diversity Articles)
			Week Six Discussion Board
			Week Six Quiz
02/22	Week Seven Learning Module	Ferdman & Deane (2014): Chapter 7	
	Leadership-Diversity to Inclusion	Thomas (2004): Chapter 9	Week Seven Discussion Board
			MIDTERM EXAM
02/29	Week Eight Learning Module	Ferdman & Deane (2014): Chapter 9	
	Inclusive Organization Development		Week Eight Assignment
			Week Eight Discussion Board
03/07	Week Nine Learning Module	Ferdman & Deane (2014): Chapter 10	
	Inclusive Leadership Practice and Processes		Week Nine Discussion Board
			Week Nine Quiz
03/14	Week Ten Learning Module	Ferdman & Deane: Chapter 11	
	Creating Inclusive Climates in Diverse Organizations		Week Ten Discussion Board
			Week Ten: Personal Journal
			Complete Course Survey

FALL/SPRING BREAK



03/28	Week Eleven Learning Module	Ferdman & Deane: Chapter 12		
	Models of Global Diversity Management		Week Eleven Discussion Board	
			Choose Team for Group Project	
04/04	Week Twelve Learning Module Group Project	Use this week to choose the organization that will be the subject of your project. Participate in Week Twelve Discussion Board on Group Board Answer all of the required question to start your project!		
04/11	Week Thirteen Learning Module	Ferdman & Deane: Chapter 15		
	The Diversity and Inclusion Journey		Week Thirteen Discussion Board (Group Discussion Board)	
04/18	Week Fourteen Learning Module	Ferdman & Deane (2014): Chapter 17	Group Project Submission	
	Fostering Inclusion from the Outside		Week Fourteen – Group Discussion Board	
			Week Fourteen Quiz	
04/25	Week Fifteen Learning Module	Ferdman & Deane (2014): Chapter 16		
	FINALS WEEK			
			Week Fifteen Discussion Board	
			FINAL EXAM	



DISCUSSION BOARD RUBRIC

I know the following is posted several times in the online course but please pay close attention to the Discussion Board Rubric so there will be no misunderstandings later in the semester.

If you only do the minimum, three posts (your initial post and responding to at least two of your classmates – with little to no grammatical and spelling errors), you will only receive the minimum grade, a “C.”

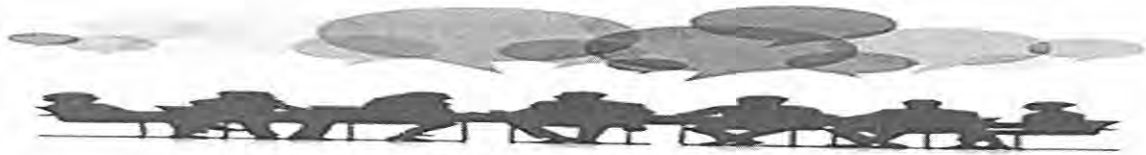
To receive higher grades you must exceed the minimum. If you make four to five postings, with little to no grammatical and spelling errors, you will receive at least a “B” and depending on the content, an “A” if you make five or more postings.

ATTENTION: ONE AND TWO SENTENCE RESPONES ARE NOT ACCEPTED!!!! You must create or add to the dialogue.



Community Development Discussion Forum Grading Rubric

	Exceeds	Meets	Emerging	Not Yet
	6 points	4 points	2 points	0 points
Initial Response to Discussion Board & Responses to Others	Student shows an understanding of the concepts covered in the learning module. Student demonstrates material was read and the ability to apply that material in a practical setting. Student uses firsthand experience and references the readings when responding.	Student shows an understanding of the concepts covered in the learning module. Student demonstrates material was read and the ability to apply the material in a practical setting.	Student shows material for the learning module was read, but does not demonstrate a solid understanding of the material nor the ability to apply the material in a practical setting.	Student does NOT show material for the learning module was read. Student does not respond to the question.
	Student responds to others in a way that advances learning. This includes offering a advice, asking follow up questions, providing an alternate viewpoint, acknowledging shared experiences, etc. Student uses at least two of the above methods to advance learning.	Student responds to others in a way that advances learning. This includes offering a advice, asking follow up questions, providing an alternate viewpoint, a cknowledging shared experiences, etc. Student uses at least one of the above methods to advance learning.	Student responds to others, but does not advance learning in a sustentative way.	Student responds to others using simple statements of agreement (e.g., I agree, You are right, Great post). Student does not respond to others.
Grammar & Following Directions	No grammatical mistakes made.	No more than 2 grammatical mistakes.	No more than 4 grammatical mistakes.	More than 4 grammatical mistakes.
	Student posts above the 3 (1 initial response, 2 responses to classmates) minimum required posts for the week. Student posts initial response early in the week. Student meets all deadlines.	Student meets the minimum required posts for the week. Student posts initial response by Thursday deadline. Student posts all responses by Sunday deadline.	Student meets some requirements and deadlines for the week, but not all.	Student does not meet any requirements or deadlines for the week.



Group Projects

Decide among the group members to use one of your occupations as the subject/example for the group project.

Choose the workplace that has the least diversity or that has issues with diversity and inclusion. This will make it easier for you in the end.

Your assignment is to develop a diversity program for that occupation, using the techniques, models and information from the course readings and from at least three (3) other outside sources (articles, magazines, videos, websites, etc.).

You will submit a PowerPoint presentation with lecture, through Tegrity Lecture Capture, that includes:

- Background on the company (type/industry of business, number of employees, business structure in an organizational chart).
- Statement of the problem
- Miniature Literature Review (Minimum of two (2) slides, using at least five (5) references.
- Introduction/Proposal of program implementation
- Explanation for specific use of technique or model
- Expectation/Assumption
- References

You will have to decide who will do the voice over for the project. I will give you access to the tool in the upcoming weeks.

I want you to be creative. Look on the following page for the group project grading rubric.



Group Project Grading Rubric

	Exceed Standard	Met Standard	Did Not Meet Standard
Content & Knowledge (30 pts)	The presentation contained an abundance of material, which clearly related to the proposed program. External research was used to justify arguments or solutions. There is a clear relation between the references and the proposed program. The presentation has no spelling or grammatical errors. (27-30 pts)	The presentation contained at least five (5) reference materials that relate to the subject matter. At least two sources from the course readings and three external research sources were used to justify the proposed implementation. The presentation has two (2) or less spelling and grammatical errors. (21-26 pts)	The presentation contains less than five (5) reference materials that relate to the subject matter. There is little to no connect of the reading material and/or references to the project. The presentation has three or more spelling or grammatical errors. (0-20 pts)
Creativity (20 pts)	The presentation of the material was original and presented in a creative way that held audience attention. (18-20 pts)	The the presentation of the material was appropriate, but only somewhat held audience attention. (14-17 pts)	The presentation lacked creativity and did not hold audience attention. (0-13 pts)
Teamwork (20 pts)	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project and indicated a high level of mutual respect and collaboration. (18-20 pts)	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful. (14-17 pts) of each other.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other. (0-13 pts)
Contribution (20 pts)	The individual contributed in a valuable way to the project. The individual also volunteered to complete significant tasks for the group. (18-20 pts)	The individual contributed in the group discussion and participated in the decisions toward the project. (14-17 pts)	The individual participated in little or none of the group discussion and did little to no work on the group project. (0-13 pts)
Peer Evaluation (10 pts)	Using the explanations supplied under "Content & Knowledge" and "Creativity," carefully consider the group's presentation and award the group a score between 0-10.		

Arkansas Tech University

Course Addition

Assessment Form

PS 4643

Our Mission

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

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

- a. **How does this course fit with the university mission?** PS 4643 Occupational Globalization and Diversity will provide students the opportunity of thinking critically about the issues of globalization and diversity as it applies to their specific field of study. PS 4643 supports the university's commitment to providing educational foundations for life-long learning to a diverse community of learners by using it as an example of the national and international trends. Through the examination of the practical, ethical and philosophical purposes of inclusion, the course provides students with scientific and qualitative techniques of implementing diversity and inclusion programs.
- b. **If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.** Not applicable
- c. **Provide up to three student learning outcomes students will achieve after completing this course?** Upon completion of the course, the student will 1.) possess an understanding of the importance of cultural diversity and globalization, 2.) apply critical thinking skills to improve the understanding and appreciation of individual, cultural and organizational diversity, and 3.) assess organizational culture and identify the underlying assumptions that influence how diversity is managed.
- d. **What assessment tool or measure will you use to assess student learning?** 1.) Students are given assignments, projects, quizzes/exams and discussion forum topics that relate to material covered in each course module. 2.) Student learning is assessed through textbook readings, supplemental readings, PowerPoint presentations, on-line discussions, and individual and group assignments. 3.) The assessment of student learning with regard to program assessment centers on student performance on the higher order learning outcomes expected in a senior level undergraduate course, including the submission of an individual and group leadership projects. Student learning is further assessed by student self-evaluations at the beginning and end of the course. The individual project and the group project challenge the student by participation in experiential learning.

e. **What will students demonstrate, represent, or produce to provide evidence of their learning?** Students will demonstrate the knowledge of distinguishing between diversity and inclusion methods through in-depth weekly dialogue. Students are able to effectively assess and communicate the diversity and inclusion issues on an institutional, occupational and individual level through individual assignments and a group project.

f. **Provide an example or examples of student learning assessment evidence which supports the addition of this course.** PS 4643 was offered as a Special Topics (PS 4993 – Occupational Globalization & Diversity) elective course during Spring 2016 semester. There were 25 students enrolled in the course. As of 6/17/2016, the course has 10 students enrolled for fall. The end of semester course survey shows the high level of interest in the course, how the course was used to assist students in their current occupations, and informed how the course was a catalyst for change in the students' personal and professional lives. The following are student comments from the end of semester survey:

- "I feel that I have already learned a great deal more about diversity and inclusion in the workplace. The text and discussions have provided a greater insight into differences in cultures and how it affects a person's job."
- "Interesting topics of conversations that force people out of their normal comfort zone of thought and reflection."
- "I like how it is applied to actual work and school settings and environments. I like how everyone is encouraged to be honest and open about how they really feel about the topics at hand. I feel like this course is really here to not only educate individuals, but to actually help people as well."
- "What I like most about this course is the fact that it provides multiple perspectives of the workplace. Different levels of responsibilities, race, age, and gender are all considered throughout this course. This gives me an opportunity to open my mind and think from other people's perspectives on a regular basis."
- "I love that I have learned a lot more how to be more inclusive and diverse in business practices. I do not think that this issue is something that I think about enough. This course has opened my eyes to some things that I could be better at."

g. **How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.** The topic of occupational globalization and diversity is not often advertised or offered as one complete course regarding the specifics. The topics are often covered briefly within several courses that include cases pertaining to that particular field of study. PS 4643 Occupational Globalization and Diversity was created to provide students with a more in-depth examination of inclusion techniques to apply to their fields of study, while also encouraging critical thinking skills on how diversity and globalization affects varying aspects of education, workplace environment, professional development. The course supports the program and learning objectives of the Professional Studies program, as listed in the Professional Studies Program Review. Aligning with the Professional Studies outcomes, at the completion of the course, students will: obtain experience in exercising team membership skills, build

awareness of ethical issues facing students now and on the job (including discrimination and sexual harassment), illustrate the ability to develop a recommended action plan by analyzing research data and formulate a plan for a business to follow, apply newly acquired knowledge to the solution of hypothetical personnel problems, demonstrate the ability to conduct research by presenting a clear analysis and findings report of data gathered from the research, and illustrate the ability to develop a recommended action plan by analyzing research data and formulate a plan for a business to follow. The course is not limited to these specific outcomes. Similar courses are found at: University of Arkansas – SCWK 3193: Human Diversity and Social Work; Arkansas State – SW 3363: Cultural Diversity, MGMT 3173: Special Topics in Human Resources; University of Central Arkansas – MGMT 3315: Diversity and Multicultural Communications, EDUC 3322: Diverse Learners in Inclusive Settings.


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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head Dr. Jeff Aulgur		7/25/16
Dean Dr. Hanna Norton		7/25/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Program Title: Bachelor of Professional Studies	Requested changes will be effective Summer I for next catalog year
Outline change in program:	
<ol style="list-style-type: none"> 1. Add PS 4643 Occupational Globalization and Diversity as an upper-division elective option in the Professional Core (applies to all concentration options). 2. Add PS 4543 Workplace Supervision and PS 4643 Occupational Globalization and Diversity as required upper-division courses in the Professional Core of the Applied Leadership concentration. All other upper-division elective options in the Professional Core are required courses in the Applied Leadership concentration. <i>Delete footnote 4.</i> 3. Add a new concentration in Child Development (matrix provided below). 	

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

The change will not have a material impact on the Department of Professional Studies with respect to staffing, programs, or space allocation. The potential impact on other programs is decreased SSCH as BIOL/PHSC 3213 Science Education in the Elementary School and MATH 2033 Mathematical Concepts I are removed from the Professional Studies curriculum with the phase-out of the Early Childhood Education concentration. Conversely, the SSCH for PSY 3063 Developmental Psychology I and ENGL 4723 Teaching People of Other Cultures will increase with the addition of the Child Development concentration. The proposed concentration in Child Development was developed in collaboration with the Department of Curriculum and Instruction to provide a seamless transition for graduates of the Associate of Science in Early Childhood Education program to the Bachelor of Professional Studies degree with a concentration in Child Development.

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

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

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

Curriculum Matrix for Catalog
Curriculum in Professional Studies Child Development Concentration

<p>Freshman Fall Semester</p> <p>Change:</p> <p>Electives from 3 hours to 6 hours</p> <p>Delete:</p> <p>3 hours Technical Courses</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester</p> <p>Add:</p> <p>ECE 2113: Basic Child Growth and Development</p> <p>Delete:</p> <p>ECED 2003: Introduction to Early Childhood Education</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Change:</p> <p>Electives from 6 hours to 9 hours</p> <p>Delete:</p> <p>3 hours Technical Courses</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add:</p> <p>PSY 3063: Development Psychology</p> <p>Delete:</p> <p>MATH 2033: Mathematical Concepts I</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add:</p> <p>ECE 2313: Theories of Early Childhood SEED 3552: Child and Adolescent Development One hours Elective</p> <p>Delete:</p> <p>ECED 3023: Foundations of Early Childhood Education ECED 3033: Child Development</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>
<p>Senior Fall Semester</p> <p>Change:</p> <p>Electives from 3 hours to 9 hours</p> <p>Delete:</p> <p>6 hours Technical Courses</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add:</p> <p>ENGL 4723: Teaching People of Other Cultures 9 hours Electives</p> <p>Delete:</p> <p>BIOL/PHSC 3213: Science Education in the Elementary School 9 hours Technical Courses</p> <p>Total Hours: 15</p>

Arkansas Tech University

Registrar's Office

Proposal for Change in Program

Assessment Form

Our Mission

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

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

a. **How does the program change fit with the university mission? The Bachelor of Professional Studies program embodies all three core elements of the university's mission.** The proposed changes in the Professional Core of the Bachelor of Professional Studies program are designed to increase the emphasis on scholastic development and professionalism with the following changes 1) Adding PS 4643 Occupational Globalization and Diversity as an upper-division elective option in the professional core to offer students the opportunity to explore diversity and globalization in the professional workforce. 2) Add PS 4543 Workplace Supervision and PS 4643 Globalization and Diversity as required upper-division electives in the professional core of the Applied Leadership concentration as all other upper-division elective options in the professional core are required courses within the Applied Leadership Concentration. 3) Add a new concentration in Child Development to meet the educational needs of Professional Studies majors whose career paths include day care center owners, day care center directors, and employment opportunities in Head Start early childhood programs. The proposed changes to the Bachelor of Professional Studies program of study enhance the program's academic intent of developing well-rounded and well-educated individuals who will have the knowledge, skills and attributes to become a force multiplier for their employers or potential employers.

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

c. **How will the program change impact learning for students enrolled in this program?** Students pursuing any of the concentrations offered other than Early Childhood Education will not be impacted. Students enrolled in the Early Childhood Education concentration will have an opportunity to complete their program of study or migrate to the newly adopted concentration in Child Development.

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d. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** As identified in the Bachelor of Professional Studies Continuous Improvement Plan, proof of learning is captured through a qualitative and quantitative assessment process for the following learning outcomes: 1.) Communicate in a group setting with organization or agency stakeholders; 2.) Apply research, identify and comprehend the research process, identify and evaluate ethical issues in research, develop an action research plan and a needs assessment process; 3). Conduct a formal needs assessment; 4) Analyze research data and formulate a business plan. The Continuous Improvement Plan assesses evidence of student learning in the following courses: PS 3143 Applied Professional Research, PS 3003 Project Design and PS 4003 Capstone Project.

e. **Provide an example or examples of student learning assessment evidence which supports the changes in the program.** A) Add PS 4643 Occupational Globalization and Diversity as an upper-division elective option in the Professional Core (applies to all concentration options). In 2015-2016, the Department of Professional Studies revised the Professional Core to include six (6) hours of upper-division electives from existing departmental options (PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, and PS 4543 Workplace Supervision). The addition of PS 4643 as an elective option in the Professional Core increases student choice in tailoring his or her core to meet personal education goals. Additionally, PS 4643 offers Professional Studies students an opportunity to explore cultural diversity. B) Add PS 4543 Workplace Supervision and PS 4643 Globalization and Diversity as required upper-division electives in the Professional Core of the Applied Leadership Concentration. All other upper division elective options in the Professional Core (PS 4143, PS 4243, PS 4343, PS 4443) are required courses in the Applied Leadership concentration. C) Add a new concentration in Child Development. The Bachelor of Professional Studies program has offered a concentration in Early Childhood Education since the program became available 100% online in 2011. Before recent changes in teacher education curriculum in Arkansas, as well as limitations to the pathway to alternative teacher certification, the concentration in Early Childhood Education provided a viable path to alternative teacher certification. This previous path no longer exists in Arkansas. As an alternative to the concentration in Early Childhood Education, the Department of Professional Studies proposes the addition of a concentration in Child Development. The proposed concentration will continue to meet the educational needs of Professional Studies majors whose career paths include day care center owners, day care center directors, and employment opportunities in Head Start early childhood programs. To focus on child development, the proposed concentration includes PSY 3063 Developmental Psychology I, ECE 2113 Basic Child Growth and Development, ECE 2313 Theories of Early Childhood Education, SEED 3552 Child and Adolescent Development, EDMD 3013 Integration Instructional Technology, and ENGL 4723 Teaching People of Other Cultures. If the program changes are approved, the Early Childhood Education concentration will be closed to new enrollments with the start of the 2017 summer term.

f. **How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program,**

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provide comparative examples from regional educational institutions. Arkansas Tech University's Department of Curriculum and Instruction offers an Associate of Science degree in Early Childhood Education in a 100% distance learning format. The existing Bachelor of Professional Studies degree with a concentration in Early Childhood Education provides a seamless path to the baccalaureate degree for a graduate of the AS-ECE program. The Department of Professional Studies consulted the Department of Curriculum and Instruction to ensure the proposed concentration in Child Development continued to offer continuity in degree programs. An exploration of degree completion programs in Arkansas indicated a comparable online option in Child Development does not exist. The University of Memphis offers a Bachelor of Professional Studies degree with a program of study in Child Development & Family Studies. The University of Memphis program is not designed as a degree completion program, as it requires 48 hours of coordinated study in Child Development and Family Services, Family and Society, Counseling, Historical Context, Social Services and Public Policy, and Educational Context. Northwestern State University of Louisiana offers an online Bachelor of Science in Family and Consumer Sciences with a Concentration in Child Development and Family Relations. Students seeking this degree from Northwestern State University of Louisiana must complete 59 hours with the 120 semester hour Family and Consumer Science curriculum. Comparable programs of study were not identified in Oklahoma or Missouri.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)** Please see attached Professional Studies program outcomes and curriculum map for 2016 – 2017.

The Department of Professional Studies, in cooperation with the Office of Assessment and Institutional Effectiveness, completed an Assessment Peer Review Degree/Program Continuous Improvement Report in 2014. The results of the peer review process indicated a need to revise the assessment protocols for the Professional Studies program to include, but not limited to,

- updating the Continuous Improvement Plan annually,
- measuring formative and summative learning,
- deploying direct and indirect measures of assessment,
- discussions of student strengths and weaknesses, and
- the rationale for making or not making changes.

Major revisions to the Professional Studies curriculum were approved in fall 2015, and these changes will be deployed with the 2016-2017 university catalog. The Department of Professional Studies is developing new program assessment protocols for implementation in the 2016-2017 academic year to match the revised curriculum. The formal program review process and a separate formative assessment (the Professional Studies Student Survey) will serve as the program assessment for the 2015-2016 academic year. The faculty will finalize new program outcomes as the conclusion of the program review process. The following program outcomes are tentative and under review.

Program Outcome 1: The graduate maximizes professional communication skills in a group setting with the organizational or agency stakeholder's present (Bloom's Taxonomy Level 4: Apply).

Program Outcome 2: The graduate evaluates empirical research by producing an academic literature review of peer-reviewed scholarly sources (Bloom's Taxonomy Level 5: Evaluating).

Program Outcome 3: The graduate proposes a real-world business solution by conducting a formal needs assessment, developing an action plan, and offering a viable course of action (Bloom's Taxonomy Level 6: Creating).

Program Outcome 4: The graduate constructs a research proposal through academic study and personal development, culminating with the presentation of his or her findings (Bloom's Taxonomy Level 6: Creating).

Program Outcome 5: The graduate interprets the professional and corporate work environments as a member of an enterprise leadership team through an active case study (Bloom's Taxonomy Level 4: Analyze).

Program Outcome 6: The graduate analyzes stakeholder challenges and constructs an academic research project displaying his or her ability to write and communicate in a professional manner (Bloom's Taxonomy Level 5: Creating).

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Professional Studies Program 2016-2017 Program Assessment

	Stakeholder	Action Word	Learning Statement	Criterion	Bloom's
Program Outcome 1	The graduate	maximizes	professional verbal communication skills	in a group setting with organization or agency stakeholders present.	6 - Creating
Program Outcome 2	The graduate	evaluates	empirical research	by producing an academic literature review of peer-reviewed scholarly sources.	5 - Evaluating
Program Outcome 3	The graduate	proposes	a real-world business solution	by conducting a formal needs assessment, developing an action plan and proposes a course of action.	6 - Creating
Program Outcome 4	The graduate	constructs	a research proposal	through academic research and development and presenting results and findings.	6 - Creating
Program Outcome 5	The graduate	interprets	the professional and corporate work environments	as a member of a corporate leadership team through active case study.	5 - Evaluating
Program Outcome 6	The graduate	analyzes	potential courses of action	(intent is to display written communication)	4 - Analyzing

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Required Course						
PS 3013 Professional Studies Seminar	I	I	I	I	I	I
PS 3133 Principles/Personnel Management				R	R	R
PS 3023 Professional Communication	R	R		R	R	R
PS 3143 Applied Prof Research		R	R	R	R	R
PS 3003 Project Design	R	M	M	M		M
PS 4003 Capstone Project	M				M	

I - Introduce
R - Reinforce
M - Master

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Summative Assessment

The department created the tentative curriculum map below to show the graduate’s path to mastery of the program outcomes identified below. The curriculum map reflects approved curriculum changes to the program’s professional core (to begin 2016-17 AY) and not the core curriculum as presented elsewhere in the program review. Each program objective is delivered through a process of introduction, reinforcement, and mastery. The goal of the summative assessment is to measure the level of success or proficiency that has been obtained at the end of the program of study, by comparing it against a benchmark determined by the department. The summative assessment will employ both qualitative and quantitative measurements.

Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
PS 3013 PS Seminar	I	I	I	I	I	I
PS 3133 Principles/Personnel Management				R	R	R
PS 3023 Professional Communication	R	R		R	R	R
PS 3143 Applied Professional Research		R	R	R	R	R
PS 3003 Project Design	R	M	M	M		M
PS 4003 Capstone Project	M				M	

I – Introduce

R – Reinforce

M – Master

Formative Assessment

The goal of formative assessment is to gather feedback that can be used by the department to guide improvements in the ongoing teaching, learning, and advising contexts. The Department of Professional Studies deployed the Professional Studies Student Survey in December 2015 to assess student perceptions in five domains: Comfort, Community, Facilitation, Interaction and Collaboration, and Advising. The response rate for the survey was 19.8% (152/767) over a seven-day period. This high response rate indicates a student population engaged in the educational process. For each of the questions below, the highest response category on the Likert Scale is shown.

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a. **Comfort**

1. I feel comfortable introducing myself in online courses.

75% Strongly Agree

2. I can effectively communicate in an online course.

70% Strongly Agree

3. I feel comfortable asking other students for help in online courses.

38% Somewhat Agree

4. I do not have difficulties with expressing my thoughts in my online courses.

60% Strongly Agree

5. I am comfortable expressing my opinions and feelings in an online course.

57% Strongly Agree

6. I feel comfortable in the online learning environment provided.

77% Strongly Agree

b. **Community**

7. I can easily make acquaintances in my online courses.

35% Somewhat Agree

8. My peers know me quite well in my online course.

35% Neither Agree or Disagree

9. I feel that students depend on me in my online courses.

42% Neither Agree or Disagree

10. I spend a lot of time with my peers in my online courses.

32% Neither Agree or Disagree

11. I feel emotionally attached to other students in my online courses.

32% Strongly Disagree

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c. Facilitation

12. Instructors integrate collaboration tools into my online courses.

48% Strongly Agree

13. Instructors promote collaboration between students in online courses.

51% Strongly Agree

14. I receive frequent feedback from my instructors in my online courses.

41% Strongly Agree

15. My instructors participate in discussions in my online courses.

32% Somewhat Agree

16. My instructors are responsive to my questions in my online courses.

54% Strongly Agree

17. I feel my instructors have created a safe environment in which I can freely express myself in my online course.

67% Strongly Agree

18. I know some of my faculty members well in my online courses.

33% Neither Agree or Disagree

d. Interaction and Collaboration

19. I discuss my ideas with other students in my online courses.

7% Somewhat Agree

20. I value the contributions of my peers in my online courses.

47% Strongly Agree

21. I share information with other students in my online courses.

40% Somewhat Agree

22. I collaborate with other students in my online courses.

40% Somewhat Agree

e. Advising

23. My advisor advocates for my success as a student.

68% Strongly Agree

24. I would first contact my advisor for a quick answer related to Arkansas Tech.

57% Strongly Agree

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25. I would contact my advisor about such topics as:

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15% Course Selection; 15% Degree Requirements; 12% Graduation; 11% Enrollment

26. I am satisfied with my overall advising experience in the Department of Professional Studies.

75% Strongly Agree

Free Text Responses

The Professional Studies Student Survey offered a free text response question for each of the five domains. The design of each free text question afforded the student an opportunity to further discuss each topic addressed in the Likert-item questions.

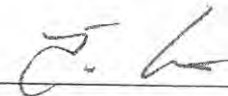
- Please share any additional comments regarding your level of comfort as an online student at Arkansas Tech University. (Comfort)
- Do you have any additional comments regarding your sense of community as an online student at Arkansas Tech? (Community)
- Do you have any comments regarding your instructors' facilitation of your online courses? (Facilitation)
- Do you have any comments regarding the level of interaction and collaboration in your online courses? (Interaction and Collaboration)
- Do you have any other information you would like to share regarding your advising experience in the Department of Professional Studies? (Advising)

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Curriculum and Instruction	This department x supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Professional Studies proposes a new concentration in Child Development for the Bachelor of Professional studies degree. The 17-hour concentration consists of the following:</p> <p><u>Department of Curriculum and Instruction</u> ECE 2113 Basic Child Growth and Development ECE 2313 Theories of Early Childhood SEED 3552 Child and Adolescent Development EDMD 3013 Integrating Instructional Technology</p> <p><u>Department of Behavioral Sciences</u> PSY 3063 Developmental Psychology I</p> <p><u>Department of English and World Languages</u> ENGL 4723 Teaching People of Other Cultures</p>	

Department Head Signature: _____



Date: 8/5/16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English and World Languages	This department x supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Professional Studies proposes a new concentration in Child Development for the Bachelor of Professional studies degree. The 17-hour concentration consists of the following:</p> <p><u>Department of Curriculum and Instruction</u> ECE 2113 Basic Child Growth and Development ECE 2313 Theories of Early Childhood SEED 3552 Child and Adolescent Development EDMD 3013 Integrating Instructional Technology</p> <p><u>Department of Behavioral Sciences</u> PSY 3063 Developmental Psychology I</p> <p><u>Department of English and World Languages</u> ENGL 4723 Teaching People of Other Cultures</p>	

Department Head Signature:




Date: 08-05-16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department x supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Professional Studies proposes a new concentration in Child Development for the Bachelor of Professional studies degree. The 17-hour concentration consists of the following:</p> <p><u>Department of Curriculum and Instruction</u> ECE 2113 Basic Child Growth and Development ECE 2313 Theories of Early Childhood SEED 3552 Child and Adolescent Development EDMD 3013 Integrating Instructional Technology</p> <p><u>Department of Behavioral Sciences</u> PSY 3063 Developmental Psychology I</p> <p><u>Department of English and World Languages</u> ENGL 4723 Teaching People of Other Cultures</p>	

Department Head Signature: 


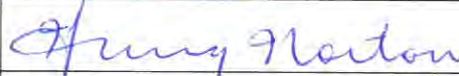


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Arkansas Tech University
PROPOSAL FOR NEW CERTIFICATE PROGRAM

JUL 26 2016
 Registrar's Office

TO:	Check Appropriate Committee: <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Graduate Council
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	

Title	Signature	Date
Department Head Dr. Jeff Aulgur		7/25/16
Dean Dr. Hanna Norton		7/25/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/9/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Program Title: Certificate in Professional Leadership	CIP Code: 52.0213	Proposed Date: Summer 2017
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Reason for proposed program implementation:

The certificate in Professional Leadership offers a 15-hours stand-alone solution for individuals currently employed in professional, corporate, management, industrial, and nonprofit positions but whose formal academic background may not have emphasized this skillset. The certificate also offers an opportunity for individuals who have earned some college credit but who have not received a baccalaureate degree to enhance his or her leadership abilities. For these potential students, the certificate in Professional Leadership would serve as a gateway to the Bachelor of Professional Studies degree. Finally, a certificate in Professional Leadership provides current students with an opportunity to enhance their employability before graduation, regardless of the field of study.

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The *Harvard Business Review* (March 2014), published an article entitled "The Seven Skills You Need to Thrive in the C-Suite." The seven skills are:

- Leadership
- Strategic Thinking
- Technical and Technology
- Team- and Relationship Building
- Communication and Presentation.
- Change-Management
- Integrity

The certificate in Professional Leadership provides students with the knowledge, skills, and attributes employers demand across all professional, industrial and corporate environments.

Provide the following:

- a. **Curriculum outline - List of courses in new program – Underline required courses and mark distance technology courses with an asterisk***

PS 3133 Applied Principles of Personnel Management*

PS 3023 Professional Communication*

PS 4443 Professional Leadership*

PS 4543 Workplace Supervision*

PS 4343 Community Development* **OR**

PS 4643 Occupational Globalization and Diversity*

- b. **Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)**

15 semester credit hours

- c. **New courses and new course descriptions**

PS 4643 Occupational Globalization and Diversity is proposed as a new course in the curriculum of the certificate program in Professional Leadership as well as an upper-division elective option in the Professional Core for the Bachelor of Professional Studies degree. The proposed course is currently offered as a Professional Studies special topics course.

- d. **Program goals and objectives**

1. The graduate maximizes written communication skills for management and leadership.
2. The graduate analyzes real-world business solutions based on critical analysis.
3. The graduate constructs professional presentations (written and visual) by conducting formal needs assessment, developing an action plan and proposing a course of action.
4. The graduate interprets the professional and corporate work environment through virtual small-group analysis and solution exercise.
5. The graduate analyzes potential courses of action with consideration to work environment, diversity, and community.

- e. **Expected student learning outcomes**

1. Ability to lead and work in a team structure (professional, industrial or nonprofit). Supports Goals 4 and 5.
2. Ability to make decisions and solve problems from the front-line to the executive suite. Supports Goal 2.
3. Ability to plan, organize and prioritize work (as an individual and for a team). Supports Goal 4.
4. Ability to create and edit written reports, letters, memorandum, and white papers. Supports Goals 1 and 3.
5. Ability to lead in a diverse work environment through assessment, education, and solution implementation. Supports Goals 2, 4 and 5.

JUL 26 2016

Registrar's Office

6. Ability to produce and deliver professional visual presentations in multiple formats. Supports Goal 3.
7. Ability to lead a front-lines staff or effectively supervise front-line leaders. Supports Goals 4 and 5.
8. Ability to deploy research, project management, negotiation, and analytic skills. Supports Goals 1 and 2.
9. Ability to transition from a front-line leadership role to strategic leadership. Supports Goals 4 and 5.

f. Documentation that program meets employer needs

In a white paper entitled "The Human Factor: The hard time employers have finding soft skills," Burning Glass (2015) identified communication, writing, and organizational skills as commonly requested across all jobs families and skill levels. These are the top three requested baseline skills overall and are in the top five for every occupational domain. Burning Glass further identified supervisory skills across the job market, but specifically in finance, hospitality, sales, manufacturing, and production. In a survey of over 600 employment recruiters, Bloomberg (2015) identified the following skills as less common in academic programs but highly desired by employers: strategic thinking, creative problem-solving, leadership skills, and communication skills. The Center for Creative Leadership (CCL), in a study of 400,000 people across 7,500 companies, found that nearly 70 percent of employers reported that "relational skills are critical for leadership success." According to CCL, "the inability to develop and maintain relationships is listed as their biggest weakness and the biggest hindrance to a company." The certificate in Professional Leadership is designed with current employer needs in demand and to develop individuals to serve in a capacity greater than the sum of their parts in his or her respective organization.

g. Student demand (projected enrollment) for proposed program

Conservatively, it is anticipated at least 25 percent of students matriculating with a Bachelor of Professional Studies degree will want to simultaneously earn the certificate in Professional Leadership (approximately 50 certificates annually). It is expected the immediate response from those not enrolled in a program of study at Arkansas Tech University will be minimal but will develop over time through marketing and outreach efforts. Through internal institutional awareness, it is expected students in a wide array of disciplines will seek to earn the certificate in Professional Leadership to enhance employment opportunities.

h. Program approval letter from licensure/certification entity, if required

Not applicable

JUL 26 2016

Registrar's Office

i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program.

Arkansas Northeastern College offers a Team Leadership Technical Certificate, designed for individuals seeking to enhance their leadership and management skills. Comparable certificate programs do not exist in the state of Arkansas. For comparative purposes, Florida State University offers a 15 credit hour Leadership Studies Certificate with the stated intent of preparing students for leadership in multiple contexts. Western Kentucky University offers a 14 credit hour certificate in Organizational Leadership to allow students to enhance the understanding of leadership theory and practice while applying it directly to the student's academic or professional area of interest. The University of Georgia offers an 18 credit hour undergraduate certificate in Leadership and Service, which is designed to enhance the leadership skills and orientation to service through the study and practice of leadership.

j. Scheduled program review date (within 10 years of program implementation)

The certificate in Professional Leadership program review will occur concurrently with the next next program review of the Bachelor of Professional Studies program review during the 2022-2023 academic year.

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

Arkansas Tech University

Registrar's Office

Proposal for New Program Assessment Form

Our Mission

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

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

- **How does this proposal for the new program fit with the university mission?** The certificate in Professional Leadership offers a 15-hours stand-alone solution for individuals currently employed in professional, corporate, management, industrial, and nonprofit positions but whose formal academic background may not have emphasized this skillset. The certificate also offers an opportunity for individuals who have earned some college credit but who have not received a baccalaureate degree to enhance his or her leadership abilities. For these potential students, the certificate in Professional Leadership would serve as a gateway to the Bachelor of Professional Studies degree. Finally, a certificate in Professional Leadership provides current students with an opportunity to enhance their employability before graduation, regardless of their field of study.
- **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** Not applicable.
- **How will this new program enhance learning for students enrolled in the program?** The Harvard Business Review (March 2014) published an article identifying the seven skills individuals need for success in the corporate environment: leadership, strategic thinking, technical and technology skills, team- and relationship building, communication and presentation, change management, and integrity. In alignment with this construct, the certificate in Professional Leadership offers the following program goals. 1) The graduate maximizes written communication skills for management and leadership. 2) The graduate analyzes real-world business solutions based on critical analysis. 3) The graduate constructs professional presentations (written and visual) by conducting a formal needs assessment, developing an action plan, and proposing a course of action. 4) The graduate interprets the professional and corporate work environment through virtual small-group analysis and solution exercises. 5) The graduate analyzes potential courses of action with consideration to work environment, diversity, and community.

1. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** Individuals completing the certificate in Professional Leadership will demonstrate the:

JUL 26 2015

Registrar's Office

1. Ability to lead and work in a team structure (professional, industrial or nonprofit). Supports Goals 4 and 5.
2. Ability to make decisions and solve problems from the front-line to the executive suite. Supports Goal 2.
3. Ability to plan, organize and prioritize work (as an individual and for a team). Supports Goal 4.
4. Ability to create and edit written reports, letters, memorandum, and white papers. Supports Goals 1 and 3.
5. Ability to lead in a diverse work environment through assessment, education, and solution implementation. Supports Goals 2, 4 and 5.
6. Ability to produce and deliver professional visual presentations in multiple formats. Supports Goal 3.
7. Ability to lead a front-lines staff or effectively supervise front-line leaders. Supports Goals 4 and 5.
8. Ability to deploy research, project management, negotiation, and analytic skills. Supports Goals 1 and 2.
9. Ability to transition from a front-line leadership role to strategic leadership. Supports Goals 4 and 5.

<ul style="list-style-type: none"> • Provide an example or examples of assessment evidence which supports adding this new program. In a white paper entitled "The Human Factor: The hard time employers have finding soft skills," Burning Glass (2015) identified communication, writing, and organizational skills as commonly requested across all jobs families and skill levels. These are the top three requested baseline skills overall and are in the top five for every occupation family. Burning Glass further identified supervisory skills across the job market, but specifically in finance, hospitality, sales, manufacturing, and production. In a survey of over 600 employment recruiters, Bloomberg (2015) identified the following skills as less common in academic programs by highly desired by employers: strategic thinking, creative problem-solving, leadership skills, and communication skills. The Center for Creative Leadership (CCL), in a study of 400,000 people across 7,500 companies, found that nearly 70 percent of employers reported that "relational skills are critical for leadership success." According to CCL, "the inability to develop and maintain relationships is listed as their biggest weakness and the biggest hindrance to a company." The certificate in Professional Leadership is designed with current employer needs in demand and to develop individuals to serve in a capacity greater than the sum of their parts in his or her respective organization.
<ul style="list-style-type: none"> • How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. Arkansas Northeastern College offers a Team Leadership Technical Certificate, designed for

JUL 26 2016

individuals seeking to enhance their leadership and management skills. Comparable certificate programs do not exist in the state of Arkansas. For comparative purposes, Florida State University offers a 15 credit hour Leadership Studies Certificate with the stated intent of preparing students for leadership in multiple contexts. Western Kentucky University offers a 14 credit hour certificate in Organizational Leadership to allow students to enhance the understanding of leadership theory and practice while applying it directly to the student's academic or professional area of interest. The University of George offers an 18 credit hour undergraduate certificate in Leadership and Service, which is designed to enhance the leadership skills and orientation to service through the study and practice of leadership.

- **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.)**

Professional Leadership 2017-2018 Program Assessment

	Stakeholder	Action Word	Learning Statement	Criterion	Bloom's
Program Outcome 1	The graduate	maximizes	written communication skills or management and leadership	in an individual or virtual group setting.	6 - Creating
Program Outcome 2	The graduate	analyzes	real-world business solutions	based on critical analysis and by conducting a formal needs assessment, developing an action plan and proposing a course of action.	6 - Creating / 4 - Analyzing
Program Outcome 3	The graduate	constructs	professional presentations (written and visual)	through academic research and development and presenting results and findings.	6 - Creating
Program Outcome 4	The graduate	interprets	the professional and corporate work environment	through virtual small-group analysis and solution exercises.	5 - Evaluating / 4 - Analyzing
Program Outcome 5	The graduate	analyzes	potential courses of action	with consideration to work environment, diversity, and community.	4 - Analyzing

Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
PS 3133 Principles/Personnel Management		I	I	I	I
PS 3023 Professional Communication	I	I	I	I	I
PS 4443 Professional Leadership	M	R	M	M	M
PS 4543 Workplace Supervision	R	M	R	M	M
PS 4343 Community Development	R	R	R	R	R
PS 4643 Occupational Globalization/Diversity	R	M	R	R	M

I - Introduce
R - Reinforce
M - Master

RECEIVED

JUL 26 2016

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Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, October 11, 2016, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Johnette Moody
Dr. Jon Clements	Dr. Jason Patton
Dr. Melissa Darnell	Dr. Michael Rogers
Dr. Marcel Finan	Dr. Jeremy Schwehm
Mr. Ken Futterer	Dr. Monty Smith
Dr. Debra Hunter	Dr. James Stobaugh
Dr. Sean Huss	Dr. Bruce Tedford
Dr. Shelia Jackson	Dr. Jack Tucci
Dr. Chris Kellner	Dr. Susan Underwood

Dr. V. Carole Smith, Dr. James Walton, and Dr. Dana Ward were absent. Dr. Chris Giroir, Ms. Aubrey Holt, Dr. Jason Warnick, Dr. David Blanks, Dr. Jeff Robertson, Dr. Sandy Smith, Dr. Linda Bean, Dr. Tim Carter, Dr. David Ward, Mr. David Mudrinich, Mr. Dustin Simpson, Dr. Cynthia Hukill, Dr. Julie Mikles-Schluterman, Dr. Thomas Nupp, Dr. Joseph Stoeckel, Dr. Malcolm Rainey, Dr. Bruce Chehroudi, Dr. Erica Wondolowski, Dr. Mohamed Abdelrahman, Mr. Wesley Duke, and Ms. Pat Chronister were visitors.

CALL TO ORDER

President Huss called the meeting to order, and asked for a motion in regard to the minutes of September 13, 2016.

APPROVAL OF
MINUTES

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

Dr. Finan asked that the minutes be amended to include Dr. David Hoelzeman in the listing of guests.

Motion carried to approve the minutes as amended.

President Huss then called for a motion to amend the agenda to shift items C, D, and E of New Business to follow item A of New Business to allow Dr. Abdelrahman to participate in those discussions.

Motion by Mr. Futterer, seconded by Dr. Finan, to amend the agenda as requested. Motion carried.

VPAA UPDATE

President Huss invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman distributed a draft policy for supplemental compensation (Attachment A). He explained that while many other institutions do not permit faculty to receive overloads from grants, he would support a limited overload amount, if the granting agency allowed it. He expressed his desire to identify policies to incentivize research, and invited feedback. Dr. Kellner indicated the proposed supplemental compensation policy could be viewed as a penalty, as faculty have often used compensation from grants to offset the lower salary structure of the institution. Dr. Abdelrahman stated this is what other institutions use, and noted the 20% maximum was for during the academic year, with summer overloads permitted up to 33% of the base salary.

Dr. Patton asked if this included consulting services, and Dr. Abdelrahman stated that was a separate policy which Legal Counsel would be drafting.

NEW BUSINESS:
CURRICULAR
ITEMS

President Huss called for a motion in regard to the curricular proposals.

Motion by Mr. Futterer, seconded by Dr. Brant, to consider the curricular proposals as a unit by college. Motion carried.

Motion by Dr. Jackson, seconded by Dr. Clements, to approve the curricular proposals from the College of Arts and Humanities as presented:

College of Arts and Humanities

Department of Art

1. Delete the following courses from the course descriptions:
 - a. ART 3123: Art History, Renaissance;
 - b. ART 4103: Art History, Modern 1789-1945; and
 - c. ART 4123: Art History, Medieval;
2. Add GAME 2003: Digital 3-D Foundations, to the course descriptions;
3. Modify the Curriculum in Fine Arts, Graphic Design, and Art for Teacher Licensure, as follows: delete ART 3123: Art History, Renaissance, and ART 4103: Art History, Modern 1789-1945, from the Art history electives in footnote 2; and
4. Modify the Curriculum in Game and Interactive Media Design, as follows: delete 3 hours of electives; add GAME 2003: Digital 3-D Foundations; and allow the option of ART 2303: Figure Drawing, ART 3303: Drawing Studio I, or ART 4233: Illustration Studio.

Department of Behavioral Sciences

1. Delete the following courses from the course descriptions:
 - a. RS 3023: Principles and Techniques of Rehabilitation Services;
 - b. RS 4024: Field Placement in Rehabilitation Science;
 - c. RS 4034: Field Placement Related to Vocational Rehabilitation;
 - d. RS 4044: Field Placement Related to Aging;
 - e. RS 4054: Field Placement Related to Corrections;
 - f. RS 4064: Field Placement Related to Social Services;
 - g. RS 4074: Field Placement for Psychology and Sociology Majors; and
 - h. RS 4094: Rehabilitation Science Field Placement in Addictions;
2. Add the following courses to the course descriptions:
 - a. IPBL 4893: Collaborative Solutions;
 - b. RS 3183: Mental Health Issues in Rehabilitation Settings;
 - c. RS 3203: Interviewing Skills;
 - d. RS 4023: Case Management Strategies;
 - e. RS 4104: Service Learning in Rehabilitation Science;
 - f. RS 4194: Field Placement I; and
 - g. RS 4294: Field Placement II;
3. Add the note: A grade of C or better required for Rehabilitation Science majors, to RS 2003: Introduction to Rehabilitation Services, and change the title to Introduction to Rehabilitation Science;
4. Add the note: A grade of C or better required for Rehabilitation Science majors, to RS 3123: Ethics in Human Services, and change the title to Ethics and Professional Development;
5. Add the note: A grade of C or better required for Rehabilitation Science majors, to RS 4012: Internship in Rehabilitation Services;
6. Add minors in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services;
7. Modify the Curriculum in Rehabilitation Science, as follows:

- a. Delete the following:
 1. RS 3013: The World of Work;
 2. RS 3023: Principles and Techniques of Rehabilitation Services;
 3. RS 3073: Organization and Structure in the Rehabilitation-Human Services Setting;
 4. RS 4024: Field Placement in Rehabilitation Science;
 5. RS 4034: Field Placement Related to Vocational Rehabilitation;
 6. RS 4044: Field Placement Related to Aging;
 7. RS 4054: Field Placement Related to Corrections;
 8. RS 4064: Field Placement Related to Social Services;
 9. RS 4074: Field Placement for Psychology and Sociology Majors;
 10. RS 4084: Field Placement Related to Child Welfare Services; and
 11. RS 4094: Rehabilitation Science Field Placement in Addictions;
 - b. Add the following:
 1. RS 3203: Interviewing Skills;
 2. RS 4023: Case Management Strategies;
 3. RS 4123: Survey of Counseling Theories;
 4. RS 4104: Service Learning in Rehabilitation Science;
 5. RS 4194: Field Placement I; and
 6. RS 4294: Field Placement II;
 - c. Allow PSY 3003: Abnormal Psychology, or RS 3183: Mental Health Issues in Rehabilitation Settings;
 - d. Allow PSY 3063: Developmental Psychology I, or PSY 3813: Lifespan Development;
 - e. Delete the 12 hours of primary emphasis area and 6 hours of secondary emphasis area;
 - f. Add a minor in one of the following areas: Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services;
 - g. Change Footnote 2 to read select a minor in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Services, or Recreation Services;
 - h. Change Footnote 3 to read Students who choose to complete a 12 hour internship (RS 4012) will do so either their last or next to last semester and will not take RS 4104 (Service Learning) and RS 4194 (Field Placement 1) and RS 4294 (Field Placement 2); and
 - i. Add Footnote 4 to read a grade of C or better required for Rehabilitation Science majors;
8. Modify the Curriculum in Sociology, as follows: change the requirement in the introduction section and matrix FROM: RS 2003: Introduction to Rehabilitation Services; and ANTH 1213: Introduction to Anthropology or ANTH 2003: Cultural Anthropology; TO: RS 2003: Introduction to Rehabilitation Services, or CJ/SOC 2003: Introduction to Criminal Justice; and ANTH 1213: Introduction to Anthropology, or ANTH 2003: Cultural Anthropology; and
 9. Modify the Curriculum in Ozark-Ouachita Studies, as follows: delete SOC 2023: Sociology of the Ozark-Ouachita Region; and add GEOG 3203: Arkansas Geography.

Department of History and Political Sciences

1. Delete POLS 2013: Introduction to Political Science, from the course descriptions;
2. Delete POLS 4163: Public Choice Theory, from the course descriptions;
3. Add the following courses to the course descriptions:
 - a. GEOG 3203: Arkansas Geography;
 - b. GEOG 4703: Urban Geography Seminar;

- c. HIST 3273: Digital History;
 - d. PHIL 2023: Buddhist Philosophy;
 - e. PHIL 3043: Clinical Bioethics; and
 - f. PHIL 3073: Philosophy of Law; and
4. Modify the Curriculum in Political Science as follows:
 - a. POLS2403: Comparative Government;
 - b. change POLS2403: Comparative Government, or POLS2413: International Relations, to POLS 2153, or POLS2413: International Relations;
 - c. Delete the Research Methods, Political Theory, International Relations, and America Politics blocks;
 - d. Change Political Science Electives to 21 hours with 18 hours upper-level courses required to include one of the following tracks: Law School, Public Policy/Administration, International Relations/Studies, Strategic Studies American Politics, Campaigns, and Elections, and Political Science Graduate School; and
 - e. Update footnotes to reflect changes.

Department of Music

1. Add MUS 1751: Orientation to Music, to the course descriptions; and
2. Modify the Curriculum in Music and Music Education for Teacher Licensure with options in Instrumental Music, Keyboard Instrumental, Keyboard Vocal, and Vocal, as follows: delete TECH 1001: Orientation to the University, and add MUS 1751: Orientation to Music.

Following the motion, Dr. Underwood stated the added course, MUS 1751, appeared to use TECH 1001 content, and asked if the department would have access to those materials. Dr. Cynthia Hukill, Department Head of Music, indicated her understanding was that had been coordinated. Dr. Chris Giroir, Department Head of College Student Personnel, stated he was not aware of prior coordination, but he would be willing to work with the Music Department.

Motion carried, with the stipulation the Music Department will contact the College Student Personnel Department to coordinate common course materials and content.

Motion by Mr. Futterer, seconded by Dr. Jackson, to approve the curricular proposals from the College of Education as presented:

College of Education

1. Add the following to the course descriptions:
 - a. LEAD 1003: Introduction to Leadership;
 - b. LEAD 2003: Ethics in Leadership;
 - c. LEAD 3003: Leadership Skills Development and Group Dynamics;
 - d. LEAD 4003: Leadership Internship and Capstone Seminar; and
 - e. LEAD 4103: Special Problems in Leadership;
2. Add the minor in Leadership Studies (Interdisciplinary Studies).

Department of Curriculum and Instruction

1. Remove the Prerequisite: Admission to Stage II of the Teacher Education Program from ELED 3113: Human Development and Learning Theories;
2. Remove the Prerequisite: Admission to Stage II of the Teacher Education Program from SPED 3023: Development & Characteristics of Diverse Learners;
3. Modify the Curriculum in Elementary Education as follows: delete MATH 2163: Introduction to Statistical Methods; and add MATH 3033: Methods of Teaching

Elementary Mathematics.

Motion carried.

Motion by Dr. Jackson, seconded by Dr. Schwehm, to approve the curricular proposals from the College of Engineering and Applied Sciences as presented:

College of Engineering and Applied Sciences

Department of Agriculture

1. Modify the Curriculum in Agriculture Business-Business Option as follows: delete AGBU 4043: Appraisal of Farm Real Estate, and add 3 hours of Agriculture Electives.

Department of Emergency Management

1. Add a concentration in Emergency Medical Services to the Curriculum in Emergency Management.

Department of Parks, Recreation, and Hospitality Administration

1. Change the course number for HA 4116: Internship, to HA 4114;
2. Change the course number for RP 4042: Field Seminar in Interpretive Methods, to RP 4043;
3. Modify the Curriculum in Hospitality Administration Event Management, Foodservices, and Lodging Management Emphasis as follows: change the course number for HA 4116: Internship, to HA 4114, and add two hours of HA electives;
4. Modify the Curriculum in Recreation and Park Administration Interpretation Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship; and add 2 hours approved RP electives;
5. Modify the Curriculum in Recreation and Park Administration Natural Resource Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship; add 2 hours approved RP electives; and add RP 4043: Field Seminar in Interpretive Methods, RP 4991: Special Problems and Topics, RP 4992: Special Problems and Topics, and RP 4993: Special Problems and Topics, to the list of approved RP electives listed in footnote 3;
6. Modify the Curriculum in Recreation and Park Administration Recreation Sport Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship; delete HA 1923: Introduction to Food and Beverage Management, and HA 4253: Club Management, from the list of approved electives; add 2 hours approved electives; and RP 4993: Special Problems and Topics, to the list of approved electives listed in footnote 2; and
7. Modify the Curriculum in Recreation and Park Administration Therapeutic Recreation Emphasis as follows: change RP 4116: Internship, to RP 4114: Internship, and RP 4112: Internship, or RP 4116: Internship.

Motion carried.

FACULTY PLAN OF WORK

President Huss invited Dr. Abdelrahman to address the Senate. Dr. Abdelrahman referenced the evaluation procedures outlined in the *Faculty Handbook*, which call for the faculty member and department head to develop a plan for professional improvement for the upcoming year. He stated this should not delve into the number of hours spent in each area, but should instead set a baseline for expectations for both the faculty member and department head. President Huss added the intent was for setting professional goals, not to penalize a faculty member during the evaluation process.

Mr. Futterer expressed concern with the definition of a full teaching load as 80% of the faculty member's load, stating most faculty consider teaching the full load, with service and scholarship as additional work outside of the regular load. Dr. Abdelrahman stated the definition was more for each course equating to 20%. He noted the 20% for service and scholarship would be flexible and differ between individual faculty and disciplines. Mr. Futterer clarified, for evaluation purposes, a faculty member could elect to assign a different weight for teaching, such as 60% with 40% weight to service and scholarship. Dr. Abdelrahman agreed, stating the evaluations would be more flexible, but the weights should always add to 100%. Dr. Abdelrahman thanked the Senate, and excused himself from the meeting.

EMPHASIS ON
EXTERNAL
FUNDING

President Huss asked to hold the discussion on external funding until November when Dr. Abdelrahman would be able to return to address it.

EVALUATION
CRITERIA
DISCREPANCIES

President Huss asked to hold the discussion on evaluation criteria discrepancies until November when Dr. Abdelrahman would be able to return to address it.

PROFESSIONAL
DEVELOPMENT
ACTIVITIES

President Huss invited Dr. Jason Warnick, Director of the Center for Excellence in Teaching and Learning (CETL), to address the Senate. Dr. Warnick stated, to ensure broader faculty support for future professional development sessions, activities and presentations would first be approved by the CETL advisory group. He also indicated he would be polling faculty for topics and areas of interest, and noted the session with the most positive feedback from faculty had been the day with "conference style" sessions. The comments from the senators regarding professional development included the sessions were too lengthy, internal faculty could be used in lieu of inviting external speakers, and requiring mandatory attendance was discouraging. Dr. Warnick asked for continued feedback and ideas.

OLD BUSINESS:
FACULTY
GRIEVANCE

President Huss distributed the draft of the changes to the Faculty Grievance Committee, including suggested changes from Ms. Jennifer Fleming, Title IX Coordinator (Attachment B). President Huss and Dr. Kellner stated they would present a draft at the November meeting with changes incorporated that the senators could review and vote on.

PROMOTION AND
TENURE

Dr. Schwehm reported the committee was addressing the changes to the promotion and tenure policy discussed in September, and would again seek feedback from the faculty at large. He stated the committee hoped to return a draft to the Senate in November.

EVALUATION OF
ADMINISTRATORS

President Huss reported he would speak with Dr. Bowen before the November meeting.

FINAL EXAM AND
GRADE SCHEDULE

Dr. Rogers reported a survey would be sent to the faculty, asking for input on a reasonable time frame for the submission of final grades after the last final exam period has concluded.

TRAVEL PROCESS
FOR STUDENTS

President Huss reported improving the function and policies of the Travel Office was the top priority for Ms. Bernadette Hinkle, Vice President for Administration and Finance.

SECURITY
CAMERAS

Dr. Kellner stated he would have a report for the November meeting.

LEVELS OF LIFE
INSURANCE

President Huss indicated Ms. Hinkle was aware of the interest in differing levels of life insurance, and he hoped to have an update soon.

SHARED
GOVERNANCE
STATEMENT

President Huss reported the AAUP conference had been eye-opening for those who attended. He expressed a simple statement in the *Faculty Handbook* would not be sufficient to achieve the culture desired, and distributed a list of methods for increasing shared governance

(Attachment C). He explained, to be successful, the institution needed to clearly define the roles of the faculty, the administration, and the Board of Trustees. President Huss stated he would be setting up a presentation through Skype with Dr. Joerg Tiede of the AAUP, including a Q&A session to take place in November.

PHASED
RETIREMENT

President Huss stated he had spoken with Dr. Bowen about a possible phased retirement policy, and she expressed such policies are effective for campuses with an excess of faculty. Dr. Clements added it would also be more beneficial to institutions with greater salary differences between junior and senior faculty.

POST-TENURE
REVIEW

President Huss asked to reserve the discussion of post-tenure review until the promotion and tenure policy draft returned to the Senate.

OPEN FORUM

Dr. Patton requested Legal Counsel be invited to the upcoming meeting to address compensation from consulting services.

Dr. Rogers asked for further discussion on the minimum class enrollment policy and how that number was determined. President Huss responded he would look into it.

Dr. Underwood stated the application process for Professional Development Grants was overly tedious. The senators shared instances of grant applications being denied for technicalities. President Huss stated he would investigate this further.

ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Ms. Chronister asked for volunteers for an informal group reviewing potential e-portfolio software programs. She stated two members of the Promotion and Tenure Committee, Dr. Larry Morell and Dr. Kim Troboy, were included as well as Mr. Ken Wester, Director of Information Systems. Mr. Ken Futterer volunteered to join.

Dr. Stobaugh announced open forums with the Financial Aid Director candidates would be later that week. He also mentioned there would be food trucks at the old Taco Villa building near Thone Stadium during the home football game.

President Huss reported Dr. Beth Giroir, Interim Assistant Vice President for Student Success, had asked the Faculty Senate to send a representative to view the Ellucian software demos for student recruitment and student success modules. Dr. Schwehm responded he would be attending on behalf of the General Education Committee, and would also represent the Senate.

ADJOURNMENT

The meeting adjourned at 4:45 p.m.

Respectfully submitted,



Sean Huss, Ph.D., President

Attachment A

Arkansas Tech University Sponsored Programs Employee Supplemental Compensation Policy - Draft

Arkansas Tech University maintains the following Supplemental Compensation Policy in relation to external grants, contracts, and sponsored programs. This policy applies to all employees of Arkansas Tech University who receive compensation from any external grant, contract, or sponsored program.

Per the Office of Management and Budget's (OMB) Uniform Guidance, section 200.430(a)(1), any compensation paid to employees from a federal award must be reasonable for the services rendered and apply to the established written policy of the University and consistently applied to both federal and non-federal awards and activities.

Compensation During the Academic Year

It is the policy of the University to allow supplemental compensation to faculty working on an external grant, contract, or sponsored program during the academic year, so long as the following items are met:

- The faculty member's Department Head and Dean approve the additional allowance.
- The award allows additional compensation to be paid to the faculty member. Many federal awards, such as various NSF grants, specifically forbid additional compensation to faculty members above their institutional base salary during the academic year.
- On federal awards, the faculty member must either have responsibilities across departmental lines or be involved in work at a separate or remote operation. In both cases, the faculty member must be performing work above and beyond his or her regular responsibilities to request additional compensation. See OMB Uniform Guidance, section 200.430(h)(3).
- On federal awards, the faculty member must receive written approval from the granting agency to earn additional compensation or the additional compensation must be specifically outlined in the approved award budget. See OMB Uniform Guidance, section 200.430(h)(ii).
- The employee is not paid in excess of the state approved line item maximum.
- The duties pertaining to the external award are above and beyond the expected duties and responsibilities of the faculty member.
- Per OMB Uniform Guidance, section 200.430(h)(2), the employee may not be paid above the University proportionate share of their institutional base salary rate. For example, a faculty member that is paid an institutional base salary of \$50,000 during the academic year from the University and is devoting the equivalent of one month's time during the academic year to an external project, may not be paid more than \$5,555 in additional compensation from the external awarding agency during the academic year. $(\{\$50,000 \text{ base salary} / 9 \text{ academic months}\} \times 1 \text{ month devoted to project})$. The University maximum for additional compensation on any award (federal, state, or private), excluding summer terms, is the equivalent of 20% of the faculty member's academic year salary. Any amount above 20% must be approved in writing by the Vice President for Academic Affairs and the President.

Compensation During Summer Months

It is the policy of the University to allow supplemental compensation to faculty working on an external grant, contract, or sponsored program during the summer months, so long as:

- The work is actually being performed during the summer months and not the academic year.
- The employee is not paid in excess of the state approved line item maximum.
- Per OMB Uniform Guidance, section 200.430(h)(2), the employee may not be paid above the University proportionate share of their institutional base salary rate. For example, a faculty member that is paid \$50,000 during the academic year from the University and is devoting the equivalent of two months' summer time to an external project, may not be paid more than \$11,111 in additional compensation from the external awarding agency during the summer months. $(\{\$50,000 \text{ base salary} / 9 \text{ academic months}\} \times 2 \text{ summer months devoted to project})$. The University maximum for additional compensation is the equivalent of 3 months during the summer.

Course Release Time

Any faculty member requesting a course release so that he or she may devote time to a sponsored project in lieu of instruction, must have permission from their Department Head, Dean, and Vice President for Academic Affairs. Permissible course release places additional burden on the sponsoring department to locate an acceptable replacement to perform instruction no longer being completed by the faculty member, so first priority for any departmental salary savings must be to pay the replacement's salary and benefits. Any additional savings not utilized by the replacement's salary or benefits may be transferred to other salary and wage accounts within the department. The savings may not be transferred into maintenance and operations. Examples of permissible salary and wage accounts include, but are not limited to, extra labor, non-work study, and/or professional salaries.

Below are examples of similar policies and practices at universities around the state:

<p><u>UA – Fayetteville</u></p> <p>Does not allow state or federal funds to be used to pay additional compensation, unless approved by the granting agency. Even if approved by the granting agency, UA-F requires faculty to complete an Extra Compensation Form that must be approved by their Post-Award Office. Any additional payment is subject to the state line-item maximum of that faculty member's position. UA-F caps their additional salary at 20% of a faculty member's annual salary, unless the appropriate vice chancellor and chancellor approve any excess of 20%. Anything exceeding 125% of line-item maximum, upon receiving multiple necessary approvals, must be paid through private funds, not state or federal funds.</p> <p>http://vcfa.uark.edu/policies/fayetteville/hmrs/4070.php http://vcfa.uark.edu/policies/fayetteville/hmrs/4070-addendum.pdf</p>
<p><u>UCA</u></p> <p>Does not allow employees to have overloads on a sponsored program, unless it has been specifically documented in the grant or contract award or approved in writing by the sponsoring agency. The faculty member's work also needs to be across departmental lines or involve research at a separate or remote location; and/or the work being performed must be in addition to their regular departmental load. An additional compensation form must also be completed and approved by the Director of Sponsored Programs, the Director of Human Resources, and the VP of Budget and Finance.</p> <p>http://uca.edu/sponsoredprograms/files/2012/06/overload_policy_for_external.pdf</p>
<p><u>ASU</u></p> <p>Does not allow additional salary payments to faculty members on sponsored programs unless the faculty member has extra responsibilities across disciplinary boundaries; or the faculty member is consulting with a non-ASU entity; and the work performed is in addition to the faculty member's regular departmental load. In any of the three mentioned cases, the additional compensation must be specified in the agreement or approved in writing by the sponsoring agency.</p> <p>http://www.astate.edu/dotAsset/cfd5ff63-d23d-4165-8c91-797cb8b45d2b.pdf</p>
<p><u>UALR</u></p> <p>Does not allow additional compensation to be charged to federal awards except in unusual cases authorized by the awarding agency. The requests to the agency must clearly be labeled "additional compensation" and not salaries, overload, personnel services, stipend payments, etc. The additional compensation must also be clearly beyond a faculty member's written definition of work covered by the institutional base salary, be commensurate with the institutional base salary rate, and fall within the salary structure and pay range established by UALR.</p> <p>http://ualr.edu/policy/home/ed-programs/extra-compensation-from-sponsored-projects-603-11/</p>
<p><u>UA – Monticello</u></p> <p>Federal funds may not be used to pay extra compensation unless specifically authorized by the sponsoring agency. All requests must be approved by the Chancellor. The maximum amount which may be paid to an employee is 20% of his or her annual salary. Any exceptions require the approval of the President.</p> <p>http://uam-web2.uamont.edu/pdfs/FinAdmin/OP/OperatingPro%20410_5.pdf</p>

Attachment B

Sean Huss

From: Jennifer Fleming
Sent: Tuesday, October 04, 2016 4:48 PM
To: Sean Huss
Attachments: Faculty Grievance Committee Changes to Handbook.pdf

Dr. Huss,

I appreciate the opportunity to review the proposed changes to the Faculty Grievance Committee for the Faculty Handbook. I have included a couple of thoughts for consideration. Please let me know if I need to clarify anything or if there is anything else in which I could be of assistance.

Thanks,

Jennifer Fleming

Coordinator of Affirmative Action and Title IX

President's Office

Administration Building, Room 212

Arkansas Tech University

p. 479-498-6020 f. 479-880-4430

affirmative.action@atu.edu

<http://www.atu.edu/affaction/>

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The following addition/alterations to the handbook are aimed to set forth procedures, timelines and reduction of time conflicts for meetings that will expedite the Faculty Grievance process, as requested by Faculty Senate and the President.

- A) **Request:** a set time be put aside for University-wide Committee meetings. This should be a set hour Monday, Wednesday AND Friday, e.g. 4 p.m., such that each of the committees be able to meet without conflict with teaching, departmental, or other committee work. This would need to be communicated to the Deans and Department heads, and flexibility given in teaching schedules such that faculty on these committees be able to attend, or faculty realize that they cannot be elected to a specific committee because they are unable to commit to that time. This may also limit the number/identity of committees to which a faculty member be elected. 4 p.m. is a time at which fewer classes/labs are scheduled (certainly based on Finals week) and once set, departments would be able to plan schedules in future semesters.

B) Replacement/Amendment to "Chapter II, B. Initial Appointments and Tenure," item #6 (page 13)

Insofar as the faculty member alleges that the decision against renewal was based on inadequate consideration, the Faculty Grievance Committee, which reviews such faculty allegation, will determine whether the decision was the result of adequate consideration in terms of the relevant standards of the institution. *It is easier to state what the standard "adequate consideration" does not mean than to specify in detail what it does. It does not mean that the Grievance committee should substitute its own judgment for that of members of the department on the merits of whether the candidate should be reappointed or given tenure. The conscientious judgment of the candidate's departmental colleagues must prevail if the invaluable tradition of departmental autonomy in professional judgments is to prevail. The term "adequate consideration" refers essentially to procedural rather than to substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation by the department over the import of the evidence in the light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard "adequate consideration."*

If the Faculty Grievance Committee believes that adequate consideration was not given to the faculty member, it will request reconsideration by the recommending or deciding authority, indicating the respects in which it believes the consideration may have been inadequate. The Faculty Grievance Committee will provide copies of its findings to the faculty member, the recommending or deciding authority, and the President or other appropriate administrative officer. The Faculty Grievance Committee is a duly elected standing committee whose membership is determined by the faculty (Chapter III).

- C) **Establishment of Procedures and Timelines for Faculty Grievances and Appeals (for insertion into the Faculty handbook, Replacement (amendment) of Chapter II, Section M. Page 19)**

Grievance Procedures

The Faculty Grievance Committee provides a forum to which faculty may submit grievances or appeals on a variety of matters adversely affecting faculty morale. Any faculty member who feels that there is cause for grievances in any matter not covered by the procedures described in this document may petition the elected Faculty Grievance Committee for a hearing.

The procedures set forth shall govern all types of faculty grievances or appeals, unless in direct contradiction to specific procedural requirements for a) non-renewal of a probationary appointment; b)

e) discrimination based on a protected class category.

termination of appointment by the Institution; c) sexual harassment/misconduct; d) appeals against promotion and tenure decisions. In the latter cases, faculty should refer to specific procedures and deadlines in the appropriate sections of the Handbook.

The general procedures and timelines for faculty grievance and appeals (hereinafter termed “complaint”) by the Faculty Grievance committee (hereinafter termed “FGC”) are outlined below. It should be noted that for the purposes of the workings of the FGC, “working days” will mean days during Fall and Spring semesters in which the university is open for instruction. The FGC will make every effort to complete its work during the academic year. Where this is not possible, or complaints are received outside the contracted academic year, a proposed timeline shall be agreed by parties involved and recommendations forwarded to the president for approval. A list of members of the FGC that may be available for consultation outside normal contract times may be requested by the Chair of the FGC prior to the Spring graduation ceremony.

1. Where possible the faculty member (grievant) should first pursue their dispute through their immediate supervisor as soon as possible after which the alleged violation or grievance occurred. If unresolved, the grievant should file with the Chair of the FGC a complaint, written or email, under this section no later than thirty days after a) the alleged violation/grievance occurred, b) the matter was discovered by the grievant, or c) after failure to resolve the matter through the administrative process through their immediate supervisor.

The grievant should preserve a documented timeline of events and any pertinent communications relating to the grievable matter, for submission to the FGC.

Failure to file a complaint in a timely manner shall result in the dismissal of the complaint, and the grievant informed by the Chair of the FGC of the dismissal.

2. ⁴The grievant will submit to the Chair of the FGC a written statement that shall include the factual basis for the complaint, the individual(s) against whom the complaint is filed, where appropriate reference to the provision of the Faculty Handbook, University policies or Faculty Committee function that indicates ability of the FGC to act, and any evidence that the grievant views pertinent to their complaint. ⁵The grievant and the FGC Chair may discuss the appropriateness of the complaint and the provision upon which it is based, and the next steps required for processing of the complaint.

3. Within five working days of receipt of the complaint, the FGC Chair shall present the petition to the FGC by email or in person through calling a face-face meeting. The FGC will have the right to decide whether or not the facts as presented in the original petition merit detailed investigation. Submission of a petition will not automatically end in investigation or detailed consideration thereof. If appropriate, the FGC, or Chair will appoint an ad hoc grievance subcommittee of no less than three members to investigate the grievance. No member of the subcommittee may investigate proceedings involving matters in which they may have an initial direct or indirect involvement. Persons selected to serve on the committee who deem themselves disqualified for bias or interest may request recusal from the matter.

The subcommittee will conduct such preliminary investigations as it deems necessary to hold hearings in an orderly and fair manner. The subcommittee may seek further information from and interviews with the grievant and other individuals as deemed necessary to expedite the resolution of the complaint. The subcommittee shall accept documentation from the grievant and person(s) alleged to infringe the rights of the grievant, if offered. All responsibility for questioning witnesses, securing evidence and determining the order of proof will be vested in the subcommittee.

Summary of Comments on Faculty Grievance Committee Changes to Handbook.pdf

Page: 2

-
- Number: 1 Author: jfleming Subject: Callout Date: 9/29/2016 8:45:43 AM
e) discrimination based on a protected class category.
-
- Number: 2 Author: jfleming Subject: Sticky Note Date: 9/29/2016 8:55:09 AM
In some cases where an immediate supervisor is either 1) responsible for the complaint or 2) unable or has no authority to remedy the complaint, you might like to include the intermediate supervisor (one directly below the VP). This would allow a second opportunity for resolution before the complaint would need to be heard from the grievance committee or hearing.
-
- Number: 3 Author: jfleming Subject: Sticky Note Date: 9/29/2016 9:18:18 AM
Based only on my own personal experience with discrimination/sexual harassment/misconduct complaints, we always want to be transparent to all parties involved. This appears at first glance that only the FGC Chair will have knowledge of the complaint and supporting documentation and a decision will be made during this stage as to whether or not the FGC will proceed. Something you may want to consider is whether or not you would like the person accused of the transgression to have notice the FGC is considering the complaint? This may not be an issue, as it stands, with only one person having knowledge at this stage, but it might be something to consider if there is any concern as to a colleague having knowledge of another colleague being accused of a transgression without their knowledge.
-
- T Number: 4 Author: jfleming Subject: Highlight Date: 9/29/2016 9:07:56 AM
-
- T Number: 5 Author: jfleming Subject: Highlight Date: 9/29/2016 9:07:21 AM
-

4. The subcommittee shall present their accumulated evidence and recommendations to the full FGC, or a quorum thereof within 60 working days from the initial filing of the complaint with the Chair of the FGC, unless a longer period of time is needed due to unforeseen circumstances, or a need to gather more evidence, and approved by the FGC. Constitution of a quorum of the FGC shall be viewed as no less than a majority of the members of the committee. Strict judicial rules of evidence shall not apply, and adjudication be made by the majority of the present members of the committee. The number (only) of yes, no and abstention votes will be recorded in the minutes of the meeting.
5. The committee may seek to bring about a settlement of the issue satisfactory to the parties. If in the opinion of the FGC such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the grievant and to the appropriate administrative officer, or officers and appropriate faculty, and the grievant will, upon request, be provided an opportunity to present the case to them.

All email, written and oral communiqués and the deliberations of the subcommittee and subsequently the FGC will be kept confidential within the confines of the committees as necessary to conduct the matters under consideration.

6. Where appropriate, within five working days of the decisions by the FGC, the Chair will forward in writing a copy of the conclusions and recommendation of the FGC to the President of Arkansas Tech University, following procedures described in the “Regulations on Academic Freedom and Tenure.”

Page: 3

-
- Number: 1 Author: jfleming Subject: Sticky Note Date: 9/30/2016 2:35:09 PM
Just a consideration to review in this process is how the person accused is represented, notified, and allowed the opportunity to respond.
-

Attachment C

ITEMS TO INCREASE SHARED GOVERNANCE ON CAMPUS:

1. Work needed on Faculty Handbook:
 - Add language to the handbook defining shared governance
 - Add a section to the handbook that clearly defines and specifies the roles of faculty, administration, and the governing board
 - Reexamine the term “faculty” in terms of non-tenure track and adjunct clarification
 - Add a section that clarifies academic freedom, with a specific statement on extramural and intramural speech
 - Add a section in Faculty Evaluation and Promotion/Tenure that recognizes the importance of and gives additional weight to participation in shared governance as a form of service
 - Add a section that clarifies whether or not the Faculty Handbook is, in fact, a contract
 - Identify any and all sections that may be affected by the previous changes and update the handbook accordingly

2. Work on existing committee structures and expand communication
 - Review existing committee structure to remove all administrative appointments from committees that are of primary faculty concern (this is mostly done...just a few left)
 - Review existing relationships with the Academic Advising Center (this would be an area of faculty primacy)
 - Work to make certain that all committees include either faculty members elected (at larger or by college) OR appointed by the Faculty Senate (no administrative appointments)
 - Work on establishing a Liaison Committee between faculty and members of the Board of Trustees

3. Faculty Senate Changes
 - Clarify ownership of the agenda and procedures for placing an item on the Faculty Senate agenda for discussion/vote
 - Establish a Faculty Senate Executive Committee
 - Establish clearer and more direct lines of communication from Faculty Senate to ALL faculty members (using Blackboard or some other platform)
 - Distribute minutes and agenda items more broadly to faculty prior to meetings
 - Clarify duties and responsibilities for members of the Faculty Senate (like reading materials before a vote, etc.)
 - Require a short report (a paragraph or short email) from the chairs all other committees on campus be submitted to the Faculty Senate prior to each meeting, so that there is communication across committees
 - Or appoint a member of the faculty senate to each committee with reporting out during the regular faculty senate meeting
 - Make certain a member of the faculty senate or a faculty senate appointed faculty member sits on all newly generated “ad hoc” committees
 - Consider adopting a formal Parliamentary position in the elected hierarchy of the faculty senate
 - Faculty Senate Chair should report out to the general faculty on all upcoming matters or issues at the beginning of the term meetings and representatives in each college should do the same at college meetings, with an opportunity for Q & A.

4. Any other ideas or complaints that we, as a faculty, identify as a need or issue to be addressed...but this will require faculty buy in and faculty engagement

**Arkansas Tech University
REQUEST FOR COURSE DELETION**

*Teacher Ed appr 9/15/16
appr CC 9/27/16
appr FS 10/11/16*

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	June 28, 2016

Title	Signature	Date
Department Head	<i>Mary Ward</i>	6/15/16
Dean	<i>W</i>	6/15/16
Teacher Education Council (if applicable)	<i>Mary F. Lued</i>	9/29/16
Graduate Council (if applicable)		
Registrar	<i>G. Beaman</i>	8/17/16
Vice President for Academic Affairs	<i>W. S. [unclear]</i>	1-11-17

Course Subject: (e.g., ACCT, ENGL) ART	Course Number: (e.g., 1003) 3123
If this course is cross-listed, list course subject and number. _____	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Art History Renaissance	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Deletion

Assessment Form

ART 3123

Our Mission

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


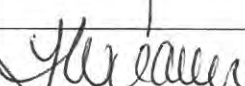

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Explain the rationale for the course deletion. There are too many UL Art History Elective options for students and through assessment it has come to light that this is preventing students from repeating an UL art history course in a timely matter to improve their grade or to obtain a passing grade. The rotation of courses taught also exceeds the 2 year schedule for repetition required by Arkansas Tech and the 3 year rotation required by the NASAD accrediting institution.

Teach Ed appr 9/8/16
appr CC 9/27/16
appr FC 10/11/16

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	June 28, 2016

Title	Signature	Date
Department Head		6/15/16
Dean		6/15/16
Teacher Education Council (if applicable)		9/27/16
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) ART	Course Number: (e.g., 1003) 4103
If this course is cross-listed, list course subject and number. _____	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Art History Modern 1789-1945	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Deletion

Assessment Form

ART 4103

Our Mission

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

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Explain the rationale for the course deletion. There are too many UL Art History options for students and through assessment it has come to light that this is preventing students from repeating an UL art history course in a timely matter to improve their grade or to obtain a passing grade. The rotation of courses taught also exceeds the 2 year schedule for repetition required by Arkansas Tech and the 3 year rotation required by the NASAD accrediting institution.

apprcc 9/27/16
 appr FS 10/11/16

**Arkansas Tech University
 REQUEST FOR COURSE DELETION**

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	June 28, 2016

Title	Signature	Date
Department Head		6/15/16
Dean		6/15/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) ART	Course Number: (e.g., 1003) 4123
If this course is cross-listed, list course subject and number. _____	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Art History, Medieval	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Deletion

Assessment Form

ART 4123

Our Mission

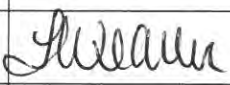

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning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

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Explain the rationale for the course deletion. There are too many UL Art History options for students and through assessment it has come to light that this is preventing students from repeating an UL art history course in a timely matter to improve their grade or to obtain a passing grade. The rotation of courses taught also exceeds the 2 year schedule for repetition required by Arkansas Tech and the 3 year rotation required by the NASAD accrediting institution.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

Appr CC 9/27/16
Appr FS 10/11/16

TO:	Select Appropriate Committee	
FROM (Initiating Department):	ART	
DATE SUBMITTED:	June 28, 2016	
Title	Signature	Date
Department Head		6/15/16
Dean		6/15/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
GAME	2000 2003	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Digital 3-D Foundations		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Digital 3-D Foundations		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation Research	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? \$36 Art

If selected other list fee type:

fee not presented to

Elective

Major

Minor

BOT

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

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

once a year spring

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

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

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

no

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

Game Lab in Norman

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

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

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

GAME 2003 Digital 3D Foundations

Fall 2016

Instructor: Dustin Simpson

Email: dsimpson@atu.edu

Office Hours: TBA

Course Description

A practical introduction to all aspects of 3d development for film and game, including modeling, texturing, animation, rigging, and rendering. 3 credit hours, ~~\$45 art fee~~, Spring only

Prerequisite: ART 2213 Digital Skills

Fee not presented to BOT

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

Recommended Supplies:

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

Justification of the Course

This course provides students with a practical foundation knowledge of all aspects of 3d development for film and games. This course will utilize various industry software(s) including: Autodesk Maya, Adobe After Effects, and Adobe Photoshop. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

Upon successful completion of this course a student will be able to...

Create simple 3D models.

- Create primitive objects.
- Create and edit splines.
- Use geometry altering modifiers.
- Use polygon editing tools.
- Use vertex, edge, and face sub object selections to reshape polygon models.

Apply UV coordinates, materials, and textures to simple 3d models.

- Apply materials to 3d objects.
- Apply UV mapping coordinates to simple objects.
- Export UV maps out to external image editing software(s).
- Operate image editing software(s) to texture simple objects.

Use 3D cameras and lights within a 3d scene.

- Create cameras and lights.
- Demonstrate effective camera framing.
- Demonstrate the ability to manipulate light color, intensity, and placement.
- Describe the difference between Directional, Omni, and Spot Lights.

Animate objects and cameras.

- Create, move, duplicate, and delete key frames within 3d software.
- Apply key frame tangent types (Smooth, Linear, Bezier, or similar).
- Manipulate animation curves within the graph editor.
- Demonstrate use of animation playback controls.

Build simple rigs.

- Explain parent/child hierarchical relationships.
- Differentiate between forward kinematic and inverse kinematic rigs.
- Setup layers/groups to organize components of a rig.

Render animations.

- Demonstrate ability to render still images and image sequences.
- Adjust rendered image(s) size and format.
- Operate software(s) to compress image sequences into final video format.

General Education Goals

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

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

Grading

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

Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving

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

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

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

Course Outline

Week 01 – Jigsaw Puzzle

- Maya User Interface
- Establishing project folders
- Save, Save As and Open Files

- Viewport Navigation
- Translate, Rotate, Scale Tools

Week 02 – Pong Match

- Create primitive objects
- Create extended objects
- Using the Grids and Snaps
- Animating movement with keyframes
- Animating visibility with keyframes
- Rendering Image Sequences
- Compositing Image Sequences into Video

Week 03 – Setting the Scene: Lights, Cameras, and Materials

- Creating Cameras, Lights, and Materials
- Explore advanced camera, light, and material settings
- Navigate the Material Editor
- Define Light Types (Distant, Area, Spot)
- Define map types (Ambient, Diffuse, Specular, Glossiness, Opacity, Displacement)

Week 04 - Logo Animation

- Create Text
- Turning 2D Splines into 3D Objects
- Create smooth animation transitions
- Create ocean waves with bump and procedural maps

Week 05 – Chess Animation (Part 1)

- Use the lathe/revolve tool
- Perform Boolean operations (Add, Subtract, Intersect)
- Use spline creation and editing tools
- Adjust surface normal smoothness

Week 06 – Chess Animation (Part 2)

- Use graph editor to refine animation
- Learn about different animation tangents (Smooth, Bezier, Linear)

- Use architectural shaders to enhance surface appeal
- Apply background images

Week 07 – Simple Rig & Walk Cycle

- Explore Hierarchical, Parent/Child Relationships
- Define Forward Kinematic Rigs
- Define Inverse Kinematic Rigs
- Use layers to organize rig components

Week 08 – Treasure Chest

- Introduce polygon modelling techniques
- Identify polygon sub object components (Vertex, Polygon, Edge, Face)
- Explore polygon modelling tools (Extrude, Cut, Split, Edge, Cap)

Week 09 – Rube Goldberg Machine

- Explore Rigid Body Dynamics
- Perform Simulations
- Distinguish between Dynamic, Kinematic, and Static Rigid Bodies

Week 10 – Bowling Animation

- Using reference to enhance your animations
- Animating for realism
- Introduction to the 12 Principles of Animation

Week 11 to 16 – Final Project: Hollywood Meets Minecraft

- Apply all learned skills to produce a short parody film

Grading Scale

Based on total points and protocol

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

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

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:

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

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

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

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

Classroom Policies

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

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

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

Academic Integrity

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

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

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

Statement on Disabilities:

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

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

Arkansas Tech University

Course Addition

Assessment Form

GAME 2003

Our Mission

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

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

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

The course provides a stronger foundation in the subject area to improve student success in UL courses.

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

N/A

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

Students demonstrate basic skills in using polygon editing tools by creating simple 3-D models.

Students will demonstrate basic skills in applying UV coordinates, materials, and textures to simple 3-D models.

Students will demonstrate basic skills 3-D animation of objects and cameras in their projects.

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

Student projects

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

Digital 3-D objects and animations

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

This course is based on the lack of preparatory classes that would specifically prepare GAME students for more challenging 3-D courses already in the curriculum. The course is a natural preparation course for students to be more successful in the UL 3-D modeling and animation courses by laying a foundation for the basic 3-D skills and will help those UL courses to be more focused on advanced techniques.

The learning assessment evidence comes from the experience of the newly hired Game professor who has found that students need a strong foundation in Digital 3-D techniques in order to create more advanced projects in the UL Game courses. This course will take the place of an elective and will not replace another course.

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

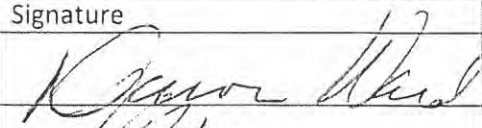
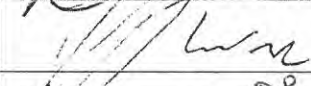
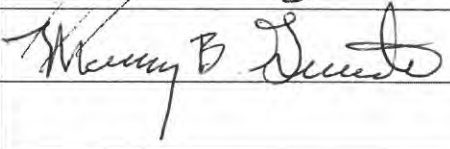


Most technology courses have an introductory or foundations course so this course fits well within that construct, the program in Game Design at SAU offers this course as a 3D foundation, ART 2193 - Introduction to 3D Modeling Tools. Using the Maya Environment as well as other applications that are open source, students will be introduced to user interfaces, tools, shortcuts and menus necessary for game creation, and begin the process of polygon and nurb building by practicing 3Ddesign techniques.

A similar version is offered at Becker College, GAME2125 Digital 3D Modeling 3 cr. (previously GAME3120 3D Modeling) this course covers the principles and techniques involved in creating 3 dimensional media. Students will learn the step by step process of 3D graphics including modeling with NURBs, polygons, and subdivisions using sophisticated 3D software such as Maya. They will also acquire skills in texture design and UV Mapping skills, lighting, scene setup and rendering. Prerequisite: ARTS1100

Teacher Ed appx 9/8/16
 appx CC 9/27/16
 appx FS 10/11/16

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	8/12/2016

Title	Signature	Date
Department Head		8/15/16
Dean		8/15/16
Teacher Education Council (if applicable)		9/21/16
Graduate Council (if applicable)		
Registrar		8/15/16
Vice President for Academic Affairs		1-11-17

Program Title: Curriculum Fine Arts, Graphic Design, and Art for Teacher Licensure	Requested changes will be effective Summer I for next catalog year
Delete ART 3123: Art History, Renaissance, and ART 4103: Art History, Modern 1789-1945, from the Art history electives in footnote 2.	
What impact will the change have on staffing, on other programs and space allocation? N/A	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	

Proposal for Change in Program

Assessment Form

Curriculum in Fine Arts, Graphic Design, and Art for Teacher Licensure

Our Mission

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

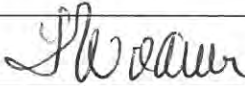
ART 3123: Art History, Renaissance, and ART 4103: Art History, Modern 1789-1945, are being deleted as options from the Art history electives.

- a. How does the program change fit 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. How will the program change impact learning for students enrolled in this program? N/A
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? N/A
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. N/a
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. N/A
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) N/A

appr ec 9/27/16
 appr FS 10/11/16

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	June 28, 2016

Title	Signature	Date
Department Head		6/15/16
Dean		6/15/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		1-11-17

Program Title:	Requested changes will be effective Summer I for next catalog year
BA Game and Interactive Media Design	
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of new course 2XXX Digital 3D Foundations) ₂₀₀₃</p> <p>Move ENGL 2043 and ART 3253 from Junior Fall semester to Sophomore Fall semester Move Social Science Elective from Sophomore Fall semester to Junior Spring semester Move Fine Art/Humanities Elective from Sophomore Fall to Junior Fall semester Move GAME 4263 3D Modeling from Junior Spring to Junior Fall semester</p> <p>Move ART 2303 Figure Drawing from Sophomore Spring to Junior Spring and add the following options in addition to ART 2303: New catalog listing to read, ART 2303 or ART 4233 Illustration Studio or ART 3303 Drawing Studio I.</p> <p>Move GAME 4803 Game Design Theory from Senior Fall to Junior Spring.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? None, the curriculum allowed for an additional course for the new game instructor to design and it will use the new lab facilities.</p>	

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

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 BA in Game and Interactive Media Design	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:14</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>ENGL 2043 Creative Writing or ^{Comm 3163}SPH Write Perform</p> <p>ART 3253 Digital Illustration</p> <p>Delete: Social Science</p> <p>Fine Art/Humanities</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: ²⁰⁰³ GAME 2-XXX Digital 3-D Foundations (NEW – see course addition)</p> <p>Delete: ART 2303 Figure Drawing</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>GAME 4263 3D Modeling</p> <p>Fine Art/Humanities</p> <p>Delete:</p> <p>ENGL 2043 Creative Writing or ^{COMM3163}SPH Write Perform</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>GAME 4803 Game Design Theory</p> <p>ART 2303 Figure Drawing or ART 4233 Illustration Studio, or ART 3303 Drawing Studio I</p> <p>Social Science</p> <p>Delete: GAME 4263 3D Modeling</p> <p>Elective (6 hours)</p> <p>Total Hours:15</p>

Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Elective (3hours)	
Delete:	Delete:
GAME 4803 Game Theory	
Total Hours:15	Total Hours:13

Total Program hours = 120

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission
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Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? This course will provide a stronger foundation in Digital 3D which will promote student success in this innovative program.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
c. How will the program change impact learning for students enrolled in this program?
The change will provide basic instruction in 3D Digital software and give students basic skills to build upon for Game Development in 3D software as well as a strong foundation to build upon in their 3D modeling and animation courses.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Student projects, skill assessment as already in place with our other digital studio courses.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This program change reflects input from the new Game professor whose experience in teaching game design has shown that preparing students for the UL 3D courses helps students understanding of the very complex software and would specifically prepare GAME students for more challenging 3D courses already in the curriculum. The course is a natural preparation course for students to be more successful and to learn more advanced techniques in the UL 3D courses.
The learning assessment evidence is based on the incoming Game professors who has found that the skills needed for UL Game Development, 3D Modeling and 3D Animation need to be introduced earlier in the curriculum. The course will take place of an elective and will not replace another course. The additional rearranging of courses proposed in this change was to separate the 3D modeling and 3D animation into different semesters as to not overwhelm the student and to do that several classes were moved in the matrix.

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

Most technology courses have an introductory or foundations course so this course fits well within that construct, the program in Game Design at SAU offers this course as a 3D foundation, ART 2193 - Introduction to 3D Modeling Tools. Using the Maya Environment as well as other applications that are open source, students will be introduced to user interfaces, tools, shortcuts and menus necessary for game creation, and begin the process of polygon and nurb building by practicing 3Ddesign techniques.

A similar version is offered at Becker College, GAME2125 Digital 3D Modeling 3 cr. (previously GAME3120 3D Modeling) this course covers the principles and techniques involved in creating 3 dimensional media. Students will learn the step by step process of 3D graphics including modeling with NURBs, polygons, and subdivisions using sophisticated 3D software such as Maya. They will also acquire skills in texture design and UV Mapping skills, lighting, scene setup and rendering. Prerequisite: ARTS1100

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

Course outcomes for the new course: Digital 3D Foundations – syllabus attached. Further mapping of assessment will be created when the new professor is in place and has met with Christine Austin to develop an assessment plan for the GAME program and all of its courses. A preliminary assessment plan was approved last year for all the other courses when the new Game and Interactive Media program was approved.

Students demonstrate basic skills in using polygon editing tools by creating simple 3-D models.

Students will demonstrate basic skills in applying UV coordinates, materials, and textures to simple 3-D models.

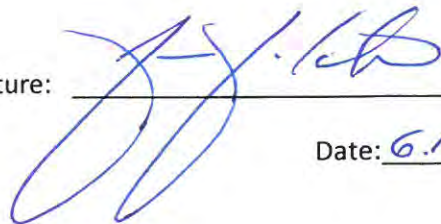
Students will demonstrate basic skills 3-D animation of objects and cameras in their projects.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



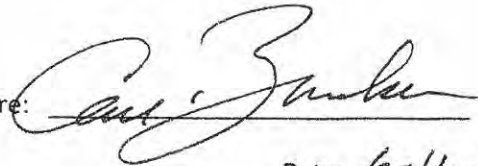
Date: 6.15.16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:



Date: 6-16-16

app CC 9/27/16
app FS 10/11/16

**Arkansas Tech University
REQUEST FOR COURSE DELETION**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	07/01/16

Title	Signature	Date
Department Head		8/10/16
Dean		8/10/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/16/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 3023
If this course is cross-listed, list course subject and number. _____	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Principles and Techniques of Rehabilitation Services	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	

Arkansas Tech University

Course Deletion

Assessment Form

RS 3023: Principles and Techniques of Rehabilitation Services

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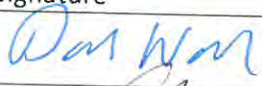
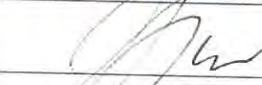
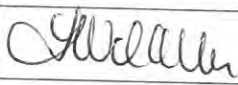

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Explain the rationale for the course deletion. RS 3023: Principles and Techniques of Rehabilitation Services will be split into RS 3203: Interviewing Skills, and RS 4023: Case Management Strategies.

appr CC 9/27/16
appr FS 10/11/16

**Arkansas Tech University
REQUEST FOR COURSE DELETION**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	07/01/16

Title	Signature	Date
Department Head		9/10/16
Dean		8/10/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/16/16
Vice President for Academic Affairs		1-11-17

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

NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.

Delete the following courses from the course descriptions:

RS 4024: Field Placement in Rehabilitation Science;

RS 4034: Field Placement Related to Vocational Rehabilitation;

RS 4044: Field Placement Related to Aging;

RS 4054: Field Placement Related to Corrections;

RS 4064: Field Placement Related to Social Services;

RS 4074: Field Placement for Psychology and Sociology Majors; and

RS 4094: Rehabilitation Science Field Placement in Addictions.

Arkansas Tech University

Course Deletion

Assessment Form

- RS 4024: Field Placement in Rehabilitation Science;
- RS 4034: Field Placement Related to Vocational Rehabilitation;
- RS 4044: Field Placement Related to Aging;
- RS 4054: Field Placement Related to Corrections;
- RS 4064: Field Placement Related to Social Services;
- RS 4074: Field Placement for Psychology and Sociology Majors;
- RS 4084: Field Placement Related to Child Welfare Services; and
- RS 4094: Rehabilitation Science Field Placement in Addictions.

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Explain the rationale for the course deletion. The request to delete the field placement courses is based on incorporating Service Learning courses RS 4104: Service Learning-new course, and RS 4194: Field Placement 1, and RS 4294: Field Placement 2, into the program. Service Learning courses are becoming the "gold standard" in undergraduate Rehabilitation Programs (i.e., East Central University in Oklahoma requires two service learning courses for their students.


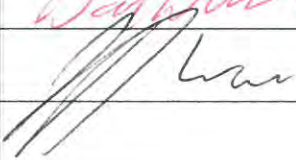


Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 9/27/16
appx FS 10/10/16
RECEIVED

SEP 08 2016

Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences Department
DATE SUBMITTED:	9/7/16

Title	Signature	Date
Collaborative Solutions to Contemporary Problems: Responding to Climate Change		
Department Head David Ward		9/7/16
Dean Jeff Woods		9/7/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/19/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
IPBL	4993 4893	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Collaborative Solutions		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Collaborative Solutions		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input 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 checked="" 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?

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? -- It will require use of space for hosting a symposium.

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

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

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

RECEIVED

SEP 08 2015

Registrar's Office

4893

IPBL ~~4993~~: Collaborative Solutions: Responding to Climate Change
Arkansas Tech University

SPRING 2017

COURSE GUIDE AND TENTATIVE SCHEDULE

Course Subject: IPBL

Course Number: ~~4993~~ 4893

Catalog Course Title: Collaborative Solutions

Catalog Description:

Cross-listing: NA

Offered: spring only

Prerequisites: upper division standing

Co-requisites: NA

Description: This is a problem-solving course in which students from a variety of disciplines will be engaged in a high impact exercise of exploring a contemporary problem and proposing a solution. Each year the contemporary problem to be explored will change.

Notes (e.g., information not in description such as course may be repeated for credit):

Contact Hours: lecture three hours

Fees: NA

Instructor Information: The instructor for this course will depend on the topic. For the first year it is Dr. Caroline Hackerott, PhD

Office: 107E Dean Hall

Office Hours: M: 1:00 – 4:00 PM CST, W 9:00 – 11:30 AM CST, and Th 8:00 – 9:00 AM CST. I am also available by appointment outside of these hours. If I am on the phone or meeting with someone during my office hours, your call will be transferred to the main office. Ms. Tammy will be happy to take a message and I will respond as quickly as possible. I will be using Skype for my online students during these hours as well. If you have not used Skype before, you will need to create an account. Once you have established an account, you will "invite" me to become one of your contacts. Please include a message that identifies which course you are taking with me in your invite. Skype allows us to not only have face-to-face discussions, but also allows us to share computer screens and instant message each other. It is available for PC and Macs, all tablets, and smart phones.

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

SKYPE: caroline.hackerott

email: chackerott@atu.edu

You can contact me via email and expect a reply within 48 hours. On the weekends or if I am traveling, expect the response time to lengthen to 72 hours. Failure to include your name AND class you are taking in the subject line may result in your email being filtered as junk. If your email is filtered, I may not see it and will not respond. If the expected time period passes without a response, please re-send your email with the appropriate information in the subject line. If I am unable to access my email while traveling, I will let you know in advance. **I WILL COMMUNICATE WITH YOU THROUGH YOUR ATU.EDU EMAIL ADDRESS ONLY.**

Campus phone: 479.880.4192

Texts and Materials: I will be providing texts and instructional materials through our class Blackboard shell (bblearn.atu.edu).

Required Texts:

1. You will be required to use APA 6 formatting in all written assignments. You may wish to purchase an APA writing guide or you may access APA 6 guidelines at the following link:<https://owl.english.purdue.edu/owl/resource/560/01/>
2. There will be no additional required text due to quickly developing body of knowledge in this area of concern. Each unit will be supported by multiple research articles and other resources including web-based materials, guest speakers, and documentaries. Your peers may also provide additional materials.

Supplemental Reading List:

For each topic or unit, I may assign additional readings. In an effort to keep student costs at a minimum and to immerse you in the current research, I will post selected journal articles and book chapters to our Blackboard shell.

Justification for the course: There is a need for courses that allow students to work in interdisciplinary groups and encourages problem solving.

Course Objectives:

Following completion of this course, students will be able to

- Identify the underlying root causes and risks to natural, built, and human systems associated with global climate change.
- Evaluate and apply multiple theories from many disciplines to the problems associated with climate change to predict potential scope of consequences.
- Collaborate to create empirically supported potential solutions to meet the demands of the predicted consequences.
- Evaluate the feasibility of proposed solutions and balance the full costs of proposed solutions against the costs associated with alternative solutions or inaction.
- Strengthen skills in writing and applying APA 6 writing style to all written work. Appropriate in-text citations, empirical support, and graduate collegiate writing skills mandatory. No plagiarism will be accepted.
- Strengthen skills in presenting and verbal communication.

IMPORTANT: Do this the first week of class:

1. Familiarize yourself thoroughly with the course syllabus and the course website at bblearn.atu.edu (also referred to simply as Blackboard)—materials will be found there electronically. I will not distribute hard copies of anything. If you have trouble logging into the site, email campussupport@atu.edu or call them at 479.968.0646 OR 1.866.400.8022. You can also access online assistance at www.atu.edu/etech/elearning-brochure.php. To log into Blackboard, just use your ATU @atu.edu email address and password. The Blackboard course shell will be our PRIMARY communication tool. I will NOT accept "I forgot to check Blackboard" as an excuse for ANYTHING. Make it a daily habit.
2. Go to your ATU student email account **NOW**. I will use **ONLY** the ATU account for your email. Students have experienced problems with forwarding their email to another account so it is recommended that you avoid doing so as you may not receive important information. You should also check your email settings to insure that mass emails I send out to the entire class do not go into your junk/spam mail.
3. Start a three-ring binder notebook for this course or create an electronic file for the course on your computer. Get organized from the beginning.
4. Look at the readings list below and start securing materials today. **THIS IS AN UPPER DIVISION LEVEL CLASS. YOU CAN NOT SIMPLY "WING IT" AND RELY ON OTHERS TO KEEP YOU INFORMED. YOU WILL FAIL IF YOU DO NOT KEEP UP. YOU ARE EXPECTED TO BE A FULL PARTICIPANT IN OUR LEARNING ENVIRONMENT AND WILL BE HELD ACCOUNTABLE FOR YOUR LEVEL OF PREPAREDNESS. YOUR SUCCESS RELIES ON YOUR EFFORT. THERE WILL BE PROJECTS THAT INVOLVE INTELLECTUAL EXCHANGE AMONG YOU AND YOUR PEERS. THIS IS PART OF PARTICIPATING IN A SCHOLARLY CONVERSATION. YOU WILL ESTABLISH POSITIVE PEER RELATIONSHIPS, LEARN MUCH MORE, AND BE MORE SUCCESSFUL IN THIS CLASS AND YOUR GRADUATE PROGRAM IF YOU BUILD A STRONG FOUNDATION BY KEEPING UP.**
5. For many students, time is at a premium. You must prioritize. To be successful in the class you will need to reserve a MINIMUM of 12 hours each week for reading and writing. Schedule this time NOW and protect it. For those students who are under-prepared or lack confidence in their writing skills, explore support services NOW.

Please read all the assigned reading prior to class for that day. Take notes on the readings and come prepared to contribute to class. Doing so will not only promote intellectual growth but serve your community well for those who become practitioners. You will be expected to be an active member of your assigned work groups. Failure to prepare will negatively impact your entire team.

Assessment/Grading:

I monitor participation closely. Class participation is a key facet of this class and the grading process. It is very easy to "blow things off" in graduate school because your professors will not hound you. Missing deadlines and procrastinating will create a very difficult situation for you. This course requires a high level of collaboration, cooperation and coordination. For peer exchange projects, those

you work with will assist me in evaluating your contribution to each project. I will not administer make-up exams or extend deadlines. **If missing a deadline is due to an ATU-sponsored event or illness/hospitalization/death and you have verifiable documentation of such, I will consider extension requests on a case-by-case basis. There may be no opportunity for "extra credit". The grading scale is firm. I will not round up. For example, if you accumulate 79.8% of the available points, you have earned a C. You now know this. Take it seriously from the beginning. Tears only make me cry with you.**

A: 90 -100% of points available	1620 – 1800 points
B: 80 - 89% of points available	1440 – 1619 points
C: 70 – 79% of points available	1260 – 1439 points
D: 60 – 69% of points available	1080 – 1259 points
F: less than 60% of points available	less than 1080 points

It is my expectation that all work will be performed at the collegiate level. Your work is expected to reflect collegiate level critical thinking and learning. All assignments will be due as listed and turned in through Blackboard. Assignments turned in after the assigned time, will be considered late and will be subject to a 25% earned point reduction for the first 24 hours after a deadline and a 50% earned point reduction between 24 and 48 hours after a deadline. **Assignment upload links will become inactive 48 hours after the posted due date and time. Once a link becomes inactive, you may not submit an assignment. As the instructor, I have made the commitment to review each of your assignments and provide feedback that I hope you find valuable. In order for me to provide this feedback to every student, I will not negotiate this policy.** I will not accept any assignment submitted outside of Blackboard. I strive to maintain just and transparent assessment processes. ATU faculty have received instructions that all assessment **MUST** be performed and tracked through Blackboard. Using Blackboard ensures that you have a verifiable record of your performance should you feel that I have made an error in my assessment. For these reasons, Blackboard is the **ONLY** method of submission I will accept.

Class and Symposium Participation: (150 pts) You should read every assignment prior to coming to class. Take notes on topics that you want to discuss further or on questions that you have. Active, informed discussion (not personal opinion or personal experience) will result in the highest grades for class participation. You will be exchanging your written work with your peers for peer review/feedback. This exchange requires that you understand the concepts and skills that we are covering in class. This exchange is intended to be respectful and positive in order to improve the work of all members of the class. Failure to maintain the highest levels of respect and regard for all members of our class may result in disciplinary action that may include removal and failure of the course. In March our class will host a symposium in which two professionals will speak on the topic. You will be required to assist with the organization of the symposium as well as the discussion.

Presentation: (100 pts) You will be making a professional presentation of your final project to your peers, as well as to significant community members at a public forum.

Quizzes. (150 pts) Throughout the semester, we will have 3 short quizzes. These quizzes are intended to help you assess your preparation for upcoming assignments. One will be over the information contained within our syllabus and course guide (50 pts). Another will be covering plagiarism. The third quiz will review APA 6 formatting (50 pts).

Written Assignments. You will prepare multiple written assignments. Each will serve as foundational pieces of your final project, a well-prepared abbreviated introduction and literature review upon. **EVEN THOUGH THIS CLASS IS TAUGHT IN THE CLASSROOM, ALL ASSIGNMENTS WILL BE UPLOADED THROUGH BLACKBOARD. I WILL NOT ACCEPT ANY ASSIGNMENT BY HARD COPY OR VIA EMAIL.** If you do not understand how to use Blackboard, you will need to work with Tech Services. If you do not have a computer of your own, you will need to use those available at the library. Computer skills are required for successful completion of this course.

1. Reference list and annotated bibliography: 200 pts
2. Statement of research question/research outline: 150 pts
3. Introduction (Final draft): 250 pts
4. Literature Review (Final draft): 250 pts
5. Final combined document: 350 pts

You will need to keep up with your reading. I believe the assigned readings are well-written, accurate and comprehensive. I take my role as an educator seriously. When I lecture, it is my intention to provide information beyond what is provided in the readings. I am hopeful that you find that the learning experiences I have designed expand your understanding of the processes of emergency

management research. Your success will depend on BOTH the information in the readings and that provided in class through other formats.

I know this course requires significant reading, research, and writing. Complaining about the workload will not lessen it. I have done my best to break up major assignments into more manageable pieces. Feedback from my previous students have indicated that the more frequent deadlines have helped them stay on task and complete their projects successfully. By breaking up these assignments, I have the opportunity to provide feedback to you intended to support your learning and assist you in meeting performance expectations. If nothing else makes you feel better, remember for everything you turn in— I get to review one for every student in the class. Consider it student revenge.

You can check your progress on the Blackboard class website. If you need assistance, contact me.

It is my expectation that all work will reflect your status as an upper level student. This assumes that spelling, grammar, and writing content and construction are at this level. All references should be appropriately cited. Assignments prepared below high collegiate level will be returned without credit. More than 10 misspellings, grammatical mistakes, or faulty construction will result in the assignment being returned to the student without credit. Failure to cite your source even once will result in the assignment being returned to you ungraded and without credit. You will have 24 hours to address the issues and the assignment may be turned in again. The assignment will be evaluated and a minimum of a 10% grade reduction assessed. All assignments will be due as listed and turned in through Blackboard. Assignments turned in after the assigned time, will be considered late and will be subject to 25% grade reduction for every day late up to 2 days (48 hours). Assignments turned in more than 2 days (48 hours) late **will not be accepted**.

COURSE POLICIES

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 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>.

ACADEMIC INTEGRITY

1. Violations of academic integrity are not tolerated. Violations will be treated within the ATU Academic Integrity System.
2. **I am committed to the maintenance of the highest standards of integrity and ethical conduct of all of us. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violated academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course; receiving a notation of violation of academic integrity on your transcript and being removed from the Emergency Management program.**
3. Plagiarism is not tolerated. You must write in your own words and cite other people's works, ideas and contributions appropriately. The need to cite or credit your sources is equally important in oral presentations and posters. If you are still uncertain about these expectations, meet with me or call me. ANY plagiarism will result in a zero for the assignment; no second chances, no excuses. For more information, refer to our course syllabus and the ATU student handbook. Dishonesty of any kind on quizzes or exams will also result in an automatic zero on that assignment. A second violation will be grounds for failing the entire course.

4. Should inclement weather occur, please check the University web page and listen to area television and radio stations for instructions including closings. For online courses, I will notify you of any long-term issues that may impact our schedule and activities.
5. You may use a laptop or similar device in class but *only for the purpose* of taking notes or participating in classroom exercises. I would suggest you bring a laptop or tablet to class for these purposes. Violations will result in being denied the privilege of using a laptop/tablet in class.
6. Turn off your cell phone or put it on silent. Please place your phone at the top of your desk/writing area. Do not answer your cell phone in class. Do not text in class.
7. Any situation not covered here will be addressed in accordance with the ATU student code of conduct and other relevant University policies.

TENTATIVE SCHEDULE

We could easily do several semesters on research methods and design. What you will be experiencing this semester is a “taste” of the many dimensions that must be considered when conducting quality research. There is critical conceptual content regarding the development of your research agenda and evaluating others' research. The progression of processes from question development through summation and reporting is a key concept in and of itself. My hope is that you will acquire an intellectual passion not only for understanding research design and methods but also for applying this knowledge as a practitioner, academic, volunteer or humanitarian. Toward that end, I offer you these topics and readings for this semester. **THIS SCHEDULE IS SUBJECT TO CHANGE.** I will make adjustments to this schedule to reflect your experiences and goals. It is also possible that we may have an opportunity to add guest lecturers. In the past, significant extreme events have also occurred during the semester providing unique learning opportunities. I am still finalizing readings and will strive to post reading assignments a week in advance. You will need to check Blackboard on a regular (daily) basis to ensure you are up to date. You may also set Blackboard to “alert” you when changes are made.

WEEK	DATE	TOPIC	IN-CLASS ACTIVITIES	READINGS
1		Introduction What is research?		Introductions
2		Library resources	Online anti-plagiarism training. https://www.indiana.edu/~istd/ . USE THE 2016 TUTORIAL. Print out your certificate of completion and upload it to Blackboard. DUE: 11:59 PM CST, 9.4.16 (50 pts) Begin pulling topical research articles	9.1.16: Field trip to the library. Bring your laptop if you have one.
3-4		Climate Change as a Scientific Endeavor Meteorology Geology Physics Environmental Science Sociology Political Science Public Health Agriculture “Popular” Science	Development of a personal definition of the problem with research support Presentation and “defense” of personal definition Consensus building to adopt 4 definitions from which to explore climate change (4 teams throughout the class)	Additional resources
5-6		Climate Change as a Political Construct	How does the definitional perspective impact policy, politics, and doctrine? How can policy, politics, and doctrine impact the definition of climate change? How does the US national perspective impact foreign relations and global role? Team assignment: Apply your definitional perspective to both the national and international political context.	Additional resources
7-8		Climate Change as an Economic construct	How does climate change impact economic production? What is the impact of environmental regulation on the US economy? How does/might climate change influence global economic factors? Business Agriculture International Relations	Additional resources

9-10		Climate Change as a Social Construct	Emergency Management Sociology Consequences Social Vulnerability Complex Emergency Economic/Environmental migration/refugee Fresh water issues (Miami)	
11-12		Science-based solutions	Engineering	Additional resources
13-15		Presentations		

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

- a. How does this course fit with the university mission? -- IPBL 4993 Collaborative Solutions provides an interdisciplinary team of students with a semester-long study of a contemporary social problem, such as climate change, sustainable energy sources and refugee crises, in which there is a student led effort to find and propose solutions. IPBL stands for Interdisciplinary Project Based Learning.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. – not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? Problem-solving skills, team work skills, and communication skills
- d. What assessment tool or measure will you use to assess student learning? Pre and post assessments; in addition, student teams will propose a plan of action in a final project and present this in a public forum. In these we plan to measure students' problem solving skills, communication skills and ability to work in a group.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? In their plan of action paper, students will demonstrate their team work and problem solving skills. This involves all team members participating and expressing satisfaction with the sharing of the work load. Good quality problem solving skills includes the proposal of solutions that address the issues and demonstrate that all variables were considered. They will demonstrate written and verbal communication skills with their presentation of the final project. This includes a professional presentation and language, as well as correct writing style, grammar, and punctuation.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. High impact courses such as this have been widely studied and shown to have positive impacts on student learning and success (Kuh, GD. 2008. High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities). The National Association of Colleges and Employers (NACE) just reported that the top three attributes

that employers are looking for in college graduates are the ability to communicate, work in a team and solve problems.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Other universities in the state are focusing on high impact kinds of courses. The University of Arkansas, Fayetteville includes a series of high impact courses and experiences in their Center for Learning and Student Success. This includes learning communities, service learning, and collaborative assignments and projects. The University of Arkansas at Little Rock have learning communities. There is also an emphasis in our comparison schools on interdisciplinary courses. The Honors College University of Arkansas, Fayetteville has a series of interdisciplinary courses, while Arkansas State University has an Interdisciplinary Studies program.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appx CC 9/27/16
appx FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head	<i>Don Wood</i>	6/27/16
Dean	<i>Carl Guehr</i>	7-1-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Glenn</i>	7/6/16
Vice President for Academic Affairs	<i>[Signature]</i>	1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RS	3173 3183	<input type="radio"/> Spring <input checked="" type="radio"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Mental Health Issues in Rehabilitation Settings		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Mental Health Issues in RS		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> N		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> N How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

ARKANSAS TECH UNIVERSITY
RS ~~3175~~ 3183
MENTAL HEALTH ISSUES N REHABILITATION SCIENCE

Paul Hickerson, PhD, CRC, LPC

Office: 336 D Witherspoon Hall

Office Phone: (479) 968-0457

E-mail: phickerson@atu.edu

Office Hours: By Appointment

COURSE JUSTIFICATION/RATIONALE:

To introduce students to the basic principles and theoretical models needed to be effective in helping to improve the quality of life of people with significant psychiatric disorders and co-occurring disabilities.

COURSE DESCRIPTION:

This course is a survey of various mental health diagnoses/conditions and their influence and treatment within the field of rehabilitation services. The objective of the course is to serve as an overview of:

1. The nature of psychiatric illness/disorder.
2. The principles and methodologies of psychiatric rehabilitation.
3. The settings in which the principles of psychiatric rehabilitation might be applied.

COURSE OBJECTIVES:

1. Students will identify and understand the symptomatology of various disorders likely to be found in rehabilitation settings.
2. Students will understand various techniques useful in psychiatric rehabilitation settings.
3. Students will develop skills needed to research both diagnosis and treatment of varied co-morbid conditions.

REQUIRED TEXT:

Psychiatric Rehabilitation, (3rd Edition)

Carlos Pratt

Kenneth Gill

Nora Barrett

Melissa Roberts

Pub date: Sep 24, 2013

Elsevier Science & Technology

ISBN: 978-0-12-387002-5

BLACKBOARD DISCUSSIONS:

It is mandatory for each student to participate in the discussion topics will be posted weekly on BB. Five (5) points can be earned each week for a total of 25 points. Points will be assigned

based on level of participation. **Single word/sentence responses will not contribute to point accumulation.**

WRITING ASSIGNMENTS:

Each student will complete three (3) writing assignments throughout the duration of this course. Each essay shall be comprised of a **minimum of six (6) pages** of narrative (**not including the cover page, abstract page, and bibliography/resource page**). Each paper shall be worth 25 points. For each day the first two papers are late, 5 points will be deducted. The final paper must be submitted no later than the final day of class, with no late papers accepted.

Papers **must be written in APA format** (see apastyle.org regarding APA) and **submitted in MS Word format. Assignments are to be submitted via BB. If this is not a possibility, students are to submit their assignments to: phickerson@atu.edu**

Papers are subject to being evaluated by turnitin.com.

Throughout the length of this course, the text is to be used as an introduction to the topics that will be covered. To receive the maximum number of points, each student must seek additional information via Tech library databases, and cite the additional information (in each student's own words) in the body of the paper. At least **five (5) additional sources** (i.e., scholarly articles, texts, etc.) must be cited in each paper, and listed in the bibliography sections.

The topics are as follows:

Writing Assignment 1: A survey of any topic/issue related to the experience, symptoms, etiology, and treatment of mental illness/disorders.

Writing Assignment 2: A survey of any topic/issue related to the goals, values, guiding principles, and methods of psychiatric rehabilitation.

Writing Assignment 3: A comprehensive survey of the application of psychiatric rehabilitation principles and methodology in any one (1) of the following areas (student's choice):

- Health and Wellness
- Psychiatric Day Programming
- Assertive Community Treatment and Case Management
- Co-occurring Disorders and Integrated Treatment
- Employment
- Supported Education
- Residential Services and Independent Living
- Self-help and Peer-delivered Services
- The Role of the Family in Psychiatric Rehabilitation
- Psychiatric Rehabilitation in Acute Care and Hospital Settings

TESTS:

Three exams worth 100 points will be administered during this course.

GRADES:

Grades will be based on writing assignment scores (total of 75 points), three exams (total of 300 points) and participation in posted discussions (total of 25 points). Grades will be assigned according to the following percentages/scores: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F.

ACADEMIC HONESTY POLICY:

You are expected to work to the best of your ability. Copying, plagiarizing, and cheating will not be tolerated. You must give appropriate credit to ideas borrowed from other sources. University policy states that, “academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, please see the professor before turning in your assignment to discuss your concerns.

In order to ensure academic honesty, promote accurate citing of references, and encourage the learning process, the professor has enabled the “Turnitin” function within Blackboard. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to determination.

ACCOMMODATIONS:

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

SCHEDULE OF ASSIGNMENTS:

Week 1: Read Chapters 1, 2, and 3; Access Black Board to participate in discussion(s).

Week 2: Research online articles related to the previous week’s readings through the Tech library. **First writing assignment due Friday (6/12).** Participate in BB discussion(s).

Week 3: Read Chapters 4 and 5; Research online articles related to readings; Participate in BB discussion(s).

Week 4: Second writing assignment due Wednesday (6/24); Read chosen chapter; Participate in BB discussion(s)

Week 5: Research online articles related to your chosen chapter; Participate in BB discussion(s); **Final writing assignment due Thursday (7/2).**

Arkansas Tech University

Course Addition

Assessment Form

RS 3183

Our Mission

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

3183

Provide an answer for each question. Your answers are to be typed single spaced.
RS 3173 Mental Health Issues in Rehabilitation Setting
a. How does this course fit with the university mission? This course will nurture scholastic development and professionalism. The skills learned in this course will enable students to continue learning after they leave the institution.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Students will identify and understand the symptomatology of various disorders likely to be found in rehabilitation settings. 2. Students will understand various treatment techniques useful in psychiatric rehabilitation settings. 3. Students will develop skills needed to research both diagnosis and treatment of varied co-morbid conditions.
d. What assessment tool or measure will you use to assess student learning? Exams, discussion questions, and writing assignments.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete writing assignments demonstrating the stated competencies listed under objectives above.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students and graduates during the past two years has indicated a need for more in-depth coverage of psychiatric issues in rehabilitation related settings.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is consistent with courses offered in RS curriculum around the country.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

appr CC 9/27/16
appr FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head		6/27/16
Dean		7-1-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		7-1-17

[Handwritten mark]

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RS	3023 3203	<input type="radio"/> Spring <input checked="" type="radio"/> Summer

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

Interviewing Skills

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

Interviewing Skills

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 N

Is this course repeatable for additional earned hours? Yes N How many total hours? _____

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

~~RS 3023~~ **3203**
Interviewing Skills

Erica Wondolowski, PhD, CRC
365 Witherspoon Hall
Class Time: TBA

Office Phone: (479) 968-0601
E-mail: ewondolowski@atu.edu
Office: 336 C Witherspoon Hall

Office Hours: TBA

COURSE DESCRIPTION:

This course is designed to facilitate basic mastery of core communication skills (micro skills) necessary to build meaningful and effective helping relationships. Students will need to think, be creative, and practice in order to transfer the micro skills they learn to outside the classroom. Rehabilitation Science is an applied program of study. RS 3023 is a pre-requisite methods course which prepares students for field placement activities such interviewing and interpersonal communication, and is geared for students who plan on providing direct client/patient services in their future careers and/or for all students who have an interest in helping and/or want to improve their interpersonal communication skills. This course is intended to challenge students to increase their self-awareness, sensitivity, and competence to communicate in authentic and sensitive ways to better connect and communicate with others from diverse backgrounds. In addition, this course will provide an introduction to person-centered counseling theory which will be used as a model throughout this course for building helping relationships and communicating effectively. The core principles (i.e. empathy, unconditional positive regard, and genuineness) of the person-centered approach will be emphasized.

Note: A grade of C or better is required for Rehabilitation Science majors.

OBJECTIVES:

A variety of instructional methods including discussion, lecture, guest speakers and multimedia learning opportunities will be utilized to assist students to develop the following competencies:

1. Develop a basic mastery of understanding and applying micro skills
2. Develop awareness of their natural style of communicating
3. Be able to articulate their strengths and opportunities for growth and how they relate to communicating effectively and developing helping relationships
4. Be able to demonstrate and/or communicate empathy for others and establish rapport and describe why these skills are important
5. Be well grounded with an understanding of ethical principles, why they are important, and how they are applied to professional settings
6. Gain greater awareness of multicultural/diversity issues in an applied manner
7. Identify and challenge own biases and be able to articulate why self-awareness in terms of your attitudes and beliefs may impact your relationship with others
8. Understand and demonstrate a strength-based/wellness approach to helping others and be able to articulate why this technique is helpful

9. Think about and use micro skills in personally meaningful ways, develop observational skills, and ability to recognize and adapt approach as needed to communicate more effectively with diverse individuals
10. Develop an accepting and compassionate attitude of helping

MATERIALS AND RESOURCES

Required Texts: Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (Eighth Edition). Belmont, CA: Brooks and Cole.

Other Materials:

Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the Professor.

COURSE STRUCTURE:

This course is experiential and individualized in nature and will involve a considerable amount of self-introspection and courage. This course will involve the following: reading, thinking, lecture, in and out of class assignments, group discussion, role-playing, peer feedback, video recording and analyzing interview sessions, quizzes, journaling, movie/video clips, papers; all are intended to assess your progress toward meeting both your own personal goals and the overall goals for this course as specified above.

ACADEMIC HONESTY POLICY:

Students are expected to work to the best of *their* ability. Copying, plagiarizing, and cheating will not be tolerated. They must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If unsure whether they may have plagiarized, the student should **please see the Professor before** turning in the assignment to discuss any concerns. Please also refer to the following info graphic for a listing of different types of plagiarism: http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png

NOTE: Students **MUST use quotation marks around any statement that is not their own paraphrased work.**

In order to ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their

submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

COURSE POLICIES:

Following are the course policies that will be followed during all work including classroom interactions, quizzes, papers, projects, and exams:

1. The Professor reserves the right to make any changes she considers academically advisable. Changes will be announced in class, it is your responsibility to keep up with any changed policies, schedules, and assignments.
2. Refrain from the use of excessive profanity or derogatory statements about disability status, sexual orientation, ethnicity, religion, race, gender, age, etc.
3. Respect your peers (i.e. by not interrupting them while they are talking, judging them about their opinions, monopolizing the discussion, or using your cell phone during class).
4. Sharing of personal experiences is encouraged in the classroom. However, the class is not considered a form of therapy for individuals. Therefore, please share personal information as examples and only to your comfort level. **ATU COUNSELING SERVICES: 126 DEAN HALL, (479) 968-0329.**
5. The Professor and students are expected to maintain confidentiality and are asked NOT to discuss personal accounts shared by the Professor, students, or guest speakers outside the classroom setting.
6. Assignments are due on the dates noted in the course syllabus **before the start of class.** They should be placed in the designated Blackboard "drop box" as an **attachment only unless otherwise instructed.**
 - a. ****FOR USERS WHO USE SAFARI BROWSERS, THERE HAVE BEEN ISSUES WITH FILES NOT ATTACHING WITHIN THE DROPBOXES. IT IS RECOMMENDED THAT YOU DO NOT USE THIS BROWSER.**
 - b. ****ALL STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEIR FILES HAVE ATTACHED. IF PROBLEMS ARE EXPERIENCED, AN E-MAIL TO THE PROFESSOR WITH THE DOCUMENT ATTACHED IS ACCEPTABLE.**
7. Turn off cell phones or set them to vibrate if you must be available. If you get a call that you need to take, take it outside of the classroom. Leave and return quietly with as little disruption as possible.
8. The use of computers during class to take notes and to follow along with the Professor is encouraged. However, the use of computers for personal reasons (i.e., Facebook, Twitter, surfing the internet, responding to e-mail) during class is highly inappropriate and disrespectful to other students and the Professor. The Professor will use her discretion in deducting participation points for those students who are using computers in a disrespectful manner when class is in session.
9. You are responsible for checking your assignment grades regularly via the Blackboard system.
10. Emails will be returned within 24 hours excluding Friday 5pm-Monday 8am.

ELECTRONIC MAIL & BLACKBOARD INFORMATION

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible to check Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

BLACKBOARD HELP DESK INFORMATION:

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

STUDENT ACCOMMODATIONS:

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU’s Disability Services office. The office is located at Suite 171 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

Reasonable Accommodations: If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

IN CASE OF EMERGENCIES

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

ASSIGNMENTS & POINTS

Opportunity	Points	Total Max Points
In and Out of Class Assignments (4)	5 points each	20 points
Baseline Interview and Paper	20 points	20 points
Chapter Quizzes (5)	10 points each	50 points
Midterm Self-Assessment	30 points	30 points
Skills and Helping Process Analysis Paper	30 points	30 points
Final Interview	40 points	40 points
Attendance and Class Participation	10 points	10 points
		200 points

GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	180 - 200 points	=	4.0
80 % - 89 %	or	160 - 179.99 points	=	3.0
70 % - 79 %	or	140 - 159.99 points	=	2.0
60 % - 69 %	or	120 - 139.99 points	=	1.0

If you fall below 60% please contact the professor to discuss your academic status.

NOTE: Successful completion of this course requires a 2.0/ "C" or better.

GUIDELINES FOR WORK:

- All work must be scholarly - you are expected to critically examine issues, integrate concepts discussed in class/within the text, and reflect on impacts to yourself and society.
- All work must be typed, double spaced, with one-inch margins and using 12pt Times New Roman font
- Written in APA Format. This includes in third person with a title and references page. Title pages should contain an author's note. You will not be required to include an Abstract. Information pertaining to an APA tutor will be shared on Blackboard. For more information please see the Owl Purdue Writing Lab at <http://owl.english.purdue.edu/owl/resource/560/01/>
- Free of grammatical and spelling errors
- In accordance with page minimums. All page lengths given are **minimum page requirements**; you are more than welcome to exceed them.
- Submitted electronically and prior to 11:59p on the Sunday of the week indicated on the syllabus, unless otherwise specified.

Points will be deducted from work that does not follow these guidelines

ASSIGNMENTS

IN AND OUT ASSIGNMENTS

In and Out assignments will be given during the semester to emphasize the importance of attendance and participation. These assignments are designed to enhance learning of concepts and to transfer helping/communication skills to our daily lives. These assignments will be collected or turned in via Blackboard four times during the semester. Each assignment is worth five (5) points each.

BASELINE INTERVIEW AND PAPER

Demonstrate the initial interviewing style by completing and submitting a baseline interview video recording (see Appendix A & B). The baseline video recording plays a vital role in understanding this course to date and in assessing student growth in developing micro skills. Students and their partner will meet to address: (1) who owns the problem, (2) stages of change, (3) cultural competency considerations, (4) their ability to listen, respond and provide good responses, (5) the type of questions they ask and why, (6) the ability to address difficult issues and anger, (7) completing a social history form while in the interview, and (8) establish rapport with the client.

1. Each student will be the interviewer. Students will partner with another student who will role-play a client with an issue and/or concern. Students and their partner both will take a turn as the interviewer and as the client.
2. Review Informed Consent Form (Appendix B) with the client and obtain client signature and date giving permission from your client to allow you to video record your conversation for learning purposes.
3. Identify the issue(s)/concern(s) presented by the client (i.e. relational, school, financial, employment, family, significant other, etc.).
4. Record an interview using the students' natural communication style to learn as much as they can about the issue and/or concern from the interviewee.

For the baseline interview video recording, the student should:

1. **Tape the interview either via a webcam or a personal camcorder. There may also be resources available to students within the University. If the student is struggling to identify a recording device, please contact the professor ASAP.**
2. **Burn the interview to a CD/DVD ROM or copy it onto a Flash Drive and submit it to the professor at the beginning of class on the day that it is due, along with the completed Social History and signed Informed Consent Form.**

PART II- Reflection Paper

Write brief reflection paper. Students should share their thoughts and feelings about their experience during the interview. Explain what stood out for them during the interview. Discuss their reactions to the client feedback. Describe how they think they generally relate to others and how they think others perceive their natural style of communicating. What are do they think they would say? Give examples of diverse individuals (i.e. age, religion, race/ethnicity, gender, socio-economic status, disability, sexual orientation, etc.) that they think they generally relate well with and others that may be more challenging for them. Describe what they think are their strengths when communicating with others and areas that present opportunities for growth for them. Paper should be a minimum of two pages (double-spaced) in length.

1. Keep completed Client Feedback Form to track their progress.
2. **Submit their baseline interview recording on a disc/flash drive to the professor in person (see above) and their reflection paper to the Blackboard dropbox labeled "Baseline Interview Reflection Paper."**

CONTENT QUIZZES

Quizzes will be multiple choice, short-answer and essay questions. There will be a total of five (5) quizzes during the semester. Each content quiz will be based on the reading and other material presented up until that point in the class. These quizzes are set up to reward reading of class material prior to discussing the material in class, aid class discussion, and facilitate retention of the material. The quizzes will be short answer, fill in the blank, and essay in format.

MIDTERM SELF-ASSESSMENT

This assignment will allow students to demonstrate their recognition of microskills both from a conceptual and practical skill standpoint. Students will transcribe and analyze their baseline interview video recording (see Appendices C & D).

SKILLS AND HELPING PROCESS ANALYSIS PAPER

Students will write a response paper to the movie, Good Will Hunting. This assignment will challenge their observational skills, conceptual and applied understanding and practical use of the microskill hierarchy. Students will identify and analyze micro skills, the process of the counseling relationship and client change, counselor and client variables, issues of diversity, and ethical principles as depicted in the movie and as they relate to the content and goals of this course. Paper should be at least four pages (double-spaced) in length using APA style protocols.

FINAL INTERVIEW AND REFLECTION PAPER

This assignment will allow students to demonstrate their level of mastery of using microskills, ability to critically analyze the process of their helping interview, and their sensitivity to diversity by completing an interview session that they will transcribe and analyze. Students should seek to improve based upon feedback from the baseline interview, as well as apply skills and approaches discussed in the text and within the class. This interview should be no longer than 10 minutes in length, but no less than 8-9 minutes.

Students will also write a reflection paper that includes a self-analysis of their progress in developing micro skills over the course of the semester and a definition of their own personal style of helping (see Appendix C). Reflect on what the student did well, what they could have done better and what they have learned about their own personal interviewing style. Please see Blackboard for an example. This will be handed in by the end time for the final exam via Blackboard.

ATTENDANCE AND CLASS PARTICIPATION:

Attendance is extremely important to your success. The first three unexcused absences will not result in any lost points, but each additional absence will result in a full percentage point deduction from your final grade. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may alleviate the deduction if the documentation is verifiable and **submitted within 1 week of the missed class**. Attendance will be taken at the beginning or end of class, at the Professor's discretion. If you must miss class - please notify me immediately. It is your responsibility to obtain the information covered in the class that you missed from a peer. Additionally, all missed assignments **must be submitted within 1 week of your first day back to school**.

EXTRA CREDIT:

In this class, the Professor will offer no formalized extra credit options. On a case-by-case basis, students may be extended the courtesy of alternate assignments *if* the Professor determines the assigned work has not provided an adequate measure of their learning and/or effort in the class.

LATE ASSIGNMENTS:

There will be a 10% deduction each day that an assignment is late. This penalty will immediately

go into effect if the deadline of 11:00am (or otherwise designated) for submission is not met. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may alleviate the deduction if the documentation is verifiable and **submitted within 24 hours of the due date and time.**

COURSE SCHEDULE AND DUE DATES:

Week/Date	Assigned Readings	Topics & Discussion	Assignments & Exams
1	NONE	Introduction/Overview Review Baseline Interview	
2	Chapter 1	Toward Intentional Interviewing, Counseling, and Psychotherapy	
3	Chapter 2	Ethics, Multicultural Competence, and the Positive Psychology Wellness Approach	
4	Supplemental Readings	Body Language	Baseline Interview Reflection Paper & Movie Due
5	Chapters 3 & 4	Attending Behavior and Empathy Observation Skills	Quiz 1 (Ch.1-3)
6	Chapter 5	Questions: Opening Communication	In & Out Assignment 1 Due
7	Chapter 6	Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening	Quiz 2 (Ch. 4-6)
8	Chapter 7	Reflecting Feelings: A Foundation of Client Experience	In & Out Assignment 2 Due
10	Chapter 8	How to Conduct a Five-Stage Counseling Session Using Only Listening Skills **Review Guidelines For Skills And Helping Process Analysis Paper Assignment**	Midterm Self-Assessment Due
11	Chapters 9 & 10	Focusing the Counseling Session: Exploring the Story From Multiple Perspectives Empathic Confrontation and the Creative New: Identifying and Challenging Client Conflict	Quiz 3 (Ch.7-8, & 11)
12	Chapters 12 & 14	Self-Disclosure and Feedback: Immediacy and Genuineness in Counseling and Therapy Skill Integration, Decisional Counseling, Treatment Planning, and Relapse Prevention	Skills and Helping Process Analysis Paper Due

13	Chapter 11	Reflection of Meaning and Interpretation/Reframe: Helping Clients Restory Their Lives	In & Out Assignment 3 Due
14	Chapter 13	Concrete Action Strategies for Client Change: Logical Consequences: Instruction/Psychoeducation, Stress Management, and Therapeutic Lifestyle Changes	Quiz 4 (Ch. 9-10)
15	Chapters 15 & 16	How to Use Microskills and the Five Stages with Theories of Counseling and Psychotherapy Determining Personal Style and Future Theoretical/Practical Integration	In & Out Assignment 4 Due
16	Chapter 16	Determining Personal Style and Future Theoretical/Practical Integration Review for final interview	Quiz 5 (Ch. 12-15)

FINAL INTERVIEW AND REFLECTION PAPER DUE:

Please note that this syllabus is subject to change with notice

APPENDIX A: BASELINE INTERVIEW

PART I- Baseline Interview Video Recording

The purpose of this first video recording is to give you an idea of your natural communication style. This initial baseline interview video will also serve as a baseline comparison with your future interviews, including your Final Interview and Analysis, as you continue to assess your progress and mastery of applying micro skills and other important concepts emphasized throughout this course. You will transcribe your interview and analyze your video recorded session later in the semester which will allow you to assess your progress.

5. You will be the helper and/or interviewer. You will partner with another student who will role-play a client with an issue and/or concern. You and your partner both will take a turn as the helper and/or interviewer and as the client.
6. Review Informed Consent Form with your client and obtain client signature and date giving permission from your client to allow you to video record your conversation for learning purposes. After interview is over, have client complete Client Feedback Form.
7. Mutually decide on a real issue and/or concern (i.e. relational, school, financial, employment, family, significant other, etc.).
8. Record a **10 minute** interview using your natural communication style to learn as much as you can about the issue and/or concern from the interviewee.

PART II- Reflection Paper

3. Write brief reflection paper. Share your thoughts and feelings about your experience during the interview. Explain what stood out for you during the interview. Discuss your reactions to the client feedback. Describe how you think you generally relate to others and how you think others perceive your natural style of communicating. What are do you think they would say. Give examples of diverse individuals (i.e. age, religion, race/ethnicity, gender, socio-economic status, disability, sexual orientation, etc.) that you think you generally relate well with and others that may be more challenging for you. Describe what you think are your strengths when communication with others and areas that present opportunities for growth for you. Paper should be a minimum of two pages (double-spaced) in length.
4. Keep completed Client Feedback Form to track of your progress.
5. **Submit your baseline interview recording on a disc to the professor in person and your reflection paper to the D2L drop box labeled baseline interview reflection paper.**

Instructions for Baseline Interview Video Recording

For your baseline interview video recording, this is what I want you to do:

3. **You can either tape your interview via your webcam or your own personal camcorder or you can also borrow a flip recorder from the technology center on the first floor.**
4. **Burn the interview to a CD/DVD ROM and submit it to the professor at the beginning of class on the day that it is due.**

APPENDIX B: INFORMED CONSENT FORMS

3203

RS 3023 - INTERVIEWING SKILLS
ARKANSAS TECH UNIVERSITY

CONFIDENTIAL

INFORMED CONSENT FOR "ASSESSMENT AND TREATMENT"

Name _____ Date of Birth _____

ID# _____

I understand that as a student of the RS 3023 - Interviewing Skills course, I am required to engage in at least four (4) videotapings where I am to perform as either the "client" or the interviewer. During this time, I will be required to engage in mock interviews that may result in the uncovering of personal concerns. The goal of the "assessment and treatment" process is to allow me to assist in the learning process of my peer and fellow professional-in-training. These tapings will take place over the course of several weeks. **I understand that if I no show or cancel my taping with less than 24 hours notice, this will count against my grade.**

I understand that all information shared with the professional-in-training will be shared with the course professor, but can otherwise be considered confidential with no information being released without my consent. Access to "treatment" records (recordings and related materials) is done only on a need to know basis. In all other circumstances, consent to release information is given through written authorization. Verbal consent for limited release of information may be necessary in special circumstances. I further understand that there are specific and limited exceptions to this confidentiality which include the following:

- A. When there is risk of imminent danger to myself or to another person, the professional-in-training is ethically bound to take necessary steps to prevent such danger.
- B. When there is suspicion that a child or elder is being sexually or physically abused or is at risk of such abuse, the professional-in-training is legally required to take steps to protect the child, and to inform the proper authorities.
- C. When a valid court order is issued for medical records, the professional-in-training and the University are bound by law to comply with such requests.

I understand that my professional-in-training is supervised by University faculty. If I have any questions regarding this consent form or about the RS 3023 - Interviewing Skills course offered at Arkansas Tech University, I may discuss them with my professor. I have read and understand the above. I consent to participate in the exercise.

Name (Please Print)

Date

Signature

3203

RS 3023 - INTERVIEWING SKILLS

Rehabilitation Science Program

Arkansas Tech University

Informed Consent to Videotape Counseling Interviews

Arkansas Tech University Program of Rehabilitation Science ("Program") supports the teaching and training of students. Because the Program provides a teaching-training function, permission is frequently requested of its students to audiotape and/or videotape the interviews that are conducted by the professionals-in-training. Video recording the sessions are a significant component of counselor training. However, no recording is ever done unless the "client"/student has given permission to do so. Therefore, we use this consent form to obtain your permission to videotape.

Your signature below indicates that you give _____ (name of your professional-in-training) permission to be videotaped (circle) and that you understand the following:

1. I can request that the tape recorder or video recorder be turned off at any time and may request that the tape or any portion thereof be erased. I may terminate this permission to tape at any time.
2. The purpose of taping is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his or her assigned professors(s) in an individual or group supervision format, who may listen and watch the tape alone or in the presence of other professionals-in-training involved in direct supervision.
3. The contents of these taped sessions are confidential and the information will not be shared outside the context of individual and group supervision.
4. The tapes will be stored by the professional-in-training and their professor(s) in a secure location and will not be used for any other purpose without my explicit written permission.

Name of "Client"/Student (Please print)

Signature

Date

* Adapted from: <http://uca.edu/psychology/files/2012/08/Consent-Form-for-Taping.pdf>

APPENDIX C: MIDTERM SELF-ASSESSMENT

Watch and analyze your baseline interview video you recorded at the beginning of the semester.

1. Provide a transcription that includes all dialogue, verbatim, and analysis of your transcript. Use specified format for transcription and analysis (See Appendix F).
2. In your analysis, label every comment you make that is a micro skill we have learned up to this point. Identify the micro skill used and comment on what your intention was for using the particular skill. Be sure to also pay close attention to and comment on attending behaviors (i.e., facial expression, bodily movements, eye contact, vocal tone, verbal tracking) of both you and your client. Based on the client response, indicate if your use of skill was effective, whether or not client responded in the intentioned manner and whether or not you would use the skill again. If you decide you would have used another skill in place of the one you used, state specific skill and exactly what you would have said in quotations and explain how and why you think your alternative response might have been more effective or helpful to your client.

3. Upload your interview transcript and analysis to the Blackboard drop box.

Grades will be based on Grading Rubric (Appendix G) attached and the following:

- a. Your accurate identification of micro skills you used;
- b. Your accurate completion of the interview transcript
- c. Your ability to recognize when micro skills should have been used, or used more appropriately; and
- d. Your process comments regarding your use of micro skills and observations made regarding attending behaviors

APPENDIX D: FINAL INTERVIEW

PART I – Final Interview Video Recording, Transcript and Analysis

1. You will be the interviewer. You will partner with another student who will role-play a client with an issue and/or concern.
2. Review Informed Consent Form with your client and obtain client signature and date giving permission from your client to allow you to video record your conversation for learning purposes. After interview is over, have client complete Client Feedback Form.
3. Record a **10 minute** interview demonstrating your ability to effectively use the following skills:
 - a. attending behavior
 - b. encouraging
 - c. positive asset search
 - d. paraphrasing
 - e. summarizing
 - f. reflection of feeling
 - g. open and closed questions

Your interview must also demonstrate your ability to use at least three of the following skills:

- a. confrontation
- b. focusing
- c. reflection of meaning
- d. influencing

Your interview must also demonstrate an accepting and compassionate attitude or “way of being” that portrays:

- a. empathic understanding
- b. unconditional positive regard
- c. genuineness

4. Provide a transcription that includes all dialogue, verbatim, and analysis of your transcript. Use specified format for transcription and analysis (See Appendix F).
5. In the analysis, select part or parts of interview that address each of the skills above at least once. Label each comment you make according to the skills listed above and also make process comment(s) on your use of each skill and observation of client response. Be sure to indicate focus every time there is a change of focus (e.g., client focus to significant other focus). Make connections and comment on how skills you used may have helped you demonstrate empathic understanding, unconditional positive regard, and genuineness. Be sure to also pay close attention to and comment on attending behaviors (i.e., facial expression, bodily movements, eye contact, vocal tone, verbal tracking) of both you and your client. Based on the client response, indicate if your use of skill was effective, whether or not client responded in the intentioned manner and whether or not you would use the skill again. If you decide you would have used another skill in place of the one you used, state specific skill and exactly what you would have said in quotations and explain how and why you think your alternative response might have been more effective or helpful to your client.

Grades will be based on grading rubric (Appendix G) and the following:

- a. Your use of all micro skills;
- b. Your ability to incorporate the skills in a smooth manner;

- c. Your accurate completion of the interview transcript;
- d. Your accurate identification of micro skills you used;
- e. Your ability to recognize when alternative micro skills should have been used, or used more appropriately; and
- f. Your process comments regarding your use of micro skills, observations made regarding attending behaviors, and ability to recognize and tie skills used to demonstrate an accepting and compassionate attitude or “way of being”.
- g. Presentation of what you have learned in using micro-skills on last day of class.

PART II – Reflection Paper

1. After completing final video transcript and analysis, go back and review your baseline interview video, transcript and analysis, and reaction paper. Then write a reflection paper about how your personal style of communicating has changed (or not changed) since then. Comment on areas of growth for you in terms of using micro skills in a helpful way. Describe your areas of strength that help you interview effectively. Explain what you learned about yourself and your style of communicating that you did not know before you started this class. Talk about how well you thought you developed rapport and demonstrated empathy and the extent you felt you were helpful to your client during your final interview. Think about and comment on the client feedback provided after the interview. Explain how meaningful the feedback was and compare and contrast similarities and differences in relation to your own perceptions of how the final interview went and its general helpfulness to your client. Discuss steps you took and/or changes in your approach (i.e., cultural intentionality) that you made during the final interview to communicate more effectively with your client. Finally, discuss how you plan to apply and maintain the micro skills you learned to your personal or professional life. Paper should be minimum of two pages (double-spaced) in length.
2. **Burn your Final Interview to a CD/DVD ROM as you did with your baseline interview recording, making sure to turn it in to the professor on the day it is due and uploading your transcript and analysis, and reflection paper to the other Blackboard drop box.**

APPENDIX F: SAMPLE TRANSCRIPTION AND ANALYSIS

Sample Transcript & Analysis:

Transcript: Interviewer/Client	Micro skill	Process Comments
31. Interviewer: What, exactly, do you mean when you say “noticed?”	Open Question, Client Focus	This was an effective use of an open question. I wasn't sure what client meant by “noticed”. This question was important because was relevant to client issue of experiencing low self-esteem. My question seemed to open up the dialogue and encouraged client to answer more in depth about was the meaning of “noticed”. Based on the client response on the next line, I know using this skill was effective, in that I received the intended response because client did engage in further exploration.
32. Client: Uh...that's...uh, kind of hard to explain. I just feel so unimportant. It's just...I don't know...I just want people to...I want to matter.		Client is searching for words and is starting to share more about what is really going on. Client looks down and continues to talk in a soft manner.
33. Interviewer: Sounds like you'd like to feel important.	Reflection of Feeling	Good initial response. I was engaged leaning forward in my seat, had good eye contact, and my vocal tone matched clients. However, judging by the client response on the next line, maybe my reflection of feeling could have been stronger and could have encapsulated more of what client was feeling. I could have also shifted focus and used mutual focus statement to let client know he is not alone and that I care. To further strengthen my reflection, I could have said, “This is a really difficult time for you and I sense your pain. You feel alone right now and wish you had someone who cared about you. I am here and we can work together to figure things out. ” This alternative response could have conveyed more empathic understanding and may have further supported client to experience and understand feelings to a greater degree.
34. Client: Yeah, exactly...important.		Client exhibits some enthusiasm, makes eye contact, and repeats key word “important” that seems to hit home.

Transcript: Interviewer/Client	Micro skill	Process Comments
35. Interviewer: What would it mean for you to feel “important”?	Open Question	Nice timing on use of open question leading to meaning. I wanted to help client explore in more detail a life that was meaningful as articulated by the client. This may help identify goals and might help facilitate client change. My use of this skill appears effective because I received my intentioned response. Based on the client hesitations and responses given on the next line, it appears as though the client is working hard here to develop meaningful goals or outcomes.
36. Client: You ask some tough questions. Let’s see...important...like I said before, it means I matter to people...they care about me, and want me around.		Client maintains eye contact and is working to find the right words.
37. Interviewer: Are you planning on going somewhere?	Closed Question	Not a well-timed or effective use of closed question. I am not tracking well or listening closely here. My tone seemed to indicate I was not interested. Question was not relevant to main client issue. Also, this question was off topic and may have come across as insensitive. To be more effective, I could have responded with a summarization and check-out to transition topic to positive asset search. An example summarization could have been, “So, what we have talked about so far is that you feel like no one cares about you or knows that you exist. On the other hand, you want to feel important, matter to people, and be cared about. Do I have this right?” My summarization captured the essence of client issue of feeling alone along with future goals. I could then transition to positive asset search to help client identify strengths and unused assets to capitalize on stated client goals.
38. Client: No.		Client looks away, is soft spoken, and now appears somewhat down.

APPENDIX G: GRADING RUBRIC FOR PAPER

CRITERIA	F / D / D+	C / C+	B / B+	A
Analytical & Perceptive Skills	Demonstrates very superficial analysis and insights. Extremely limited reflections or effort appears to have been expended on the assignment.	Paper displays some difficulty with critical analysis and/or limited insight. Introspective thought and effort expended appear somewhat limited. Synthesis, critical analysis, and evaluation of information is incomplete.	Paper demonstrates the ability to thoughtfully analyze and provides deeper personal insights. However, topic is not fully explored. Paper demonstrates slight difficulties analyzing, evaluating, and/or synthesizing information critically.	Demonstrates the ability to fully explore the topic and analyze in-depth. Communicates advanced insights about the topic. Demonstrates the ability to organize, analyze, evaluate, and synthesize information critically.
Written Communication & Organizational Skills	Paper reflects extremely limited organizational skills. Demonstrates significant difficulty conveying information in writing. Thoughts are difficult to comprehend as presented.	Paper is poorly organized and information is not effectively presented. Thoughts are somewhat disjointed and/or disorganized.	Well organized presentation of information with some problems transitioning from one concept to another.	Demonstrates the ability to communicate written information in a coherent and effective fashion.
Writing Style	Grammatical and spelling errors are sufficient to make the paper exceedingly difficult to read.	Paper has several spelling and grammatical errors that confuse the reader. Choppy presentation of ideas.	Paper has some spelling and grammatical errors that do not confuse the reader. Ideas flow smoothly.	Paper has no to very few spelling or grammatical errors. Ideas flow smoothly.

Arkansas Tech University

Course Addition

Assessment Form

RS 3203

Our Mission

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

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

RS 3203

RS ~~3023~~ Interviewing Skills

- a. How does this course fit with the university mission? This course will nurture scholastic development and professionalism. The skills learned in this course will enable students to continue learning after they leave the institution.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Develop a basic mastery of understanding and applying micro skills. 2. Develop awareness of the student's own natural style of communicating. 3. Demonstrate and communicate empathy for others.
- d. What assessment tool or measure will you use to assess student learning? In and out of class assignments. Role play interviews, reflection papers and quizzes.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate role play interviews.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students and graduates during the past two years has indicated a need for more in-depth coverage of interview techniques.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is consistent with courses offered in RS curriculum around the country.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

appr CC 9/27/16
appr FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Program)
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head	<i>Don Ward</i>	6/27/16
Dean	<i>Carl Eubank</i>	7-1-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yvonne</i>	7/6/16
Vice President for Academic Affairs	<i>[Signature]</i>	1-11-17

JK

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RS	4023	<input type="radio"/> Spring <input checked="" type="radio"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Case Management Strategies		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Case Management Strategies		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> N		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> N How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

RS 4023: SECTION 001
CASE MANAGEMENT STRATEGIES

Erica Wondolowski, PhD, CRC
365 Witherspoon Hall
Class Time: TBA

Office Phone: (479) 968-0601
E-mail: ewondolowski@atu.edu
Office: 336 C Witherspoon Hall

Office Hours: TBA

COURSE DESCRIPTION:

This course is an introduction to case management and caseload management procedures, techniques, and issues. The relationship of evaluation, counseling, vocational rehabilitation, independent living, and utilization of community resources is investigated. RS 4023 is a pre-requisite methods course which prepares students for field placement activities such as case management, caseload management, interviewing, and interpersonal communication and management skills, including computer applications and technologies for caseload management are presented.

COURSE OBJECTIVES

A variety of instructional methods including discussion, lecture, guest speakers and multimedia learning opportunities will be utilized to assist students to develop the following competencies:

Note: A grade of C or better is required for Rehabilitation Science majors.

1. Identify and understand the various components of case management as it relates to the rehabilitation process, including but not limited to:
 - a. case finding;
 - b. service coordination;
 - c. referral to and utilization of other disciplines; and
 - d. client advocacy.
2. An understanding of professional ethics and values.
3. Fundamental skills in case management, interviewing and interpersonal communication.
4. An awareness of personal values, attitudes, and beliefs about persons with disabilities.
5. An awareness of a variety of community resources available to assist persons with disabilities to achieve their maximum potential and to participate fully in all aspects of society.

MATERIALS AND RESOURCES

Required Texts: Chan, F., Leahy, M. J., & Saunders, J. L. (2005). *Case management for rehabilitation health professionals* (Second Edition; Volumes 1 & 2). Linn Creek, MO: Aspen Professional Publishing.

Other Materials:

Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the Professor.

ACADEMIC HONESTY POLICY:

Students are expected to work to the best of *their* ability. Copying, plagiarizing, and cheating will not be tolerated. They must give appropriate credit to ideas borrowed from other sources. University policy states that, “**academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an ‘F’ on a particular quiz or exam, to giving an ‘F’ on a term paper or other written work, or giving the student an ‘F’ or ‘W’ for the course**”. Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If unsure whether they may have plagiarized, the student should **please see the Professor before** turning in the assignment to discuss any concerns. Please also refer to the following info graphic for a listing of different types of plagiarism: http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png

NOTE: Students MUST use quotation marks and accurately/appropriately cite any statement that is not their own paraphrased work.

In order to ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the “Turnitin” function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

COURSE POLICIES:

Following are the course policies that will be followed during all work including classroom interactions, quizzes, papers, projects, and exams:

1. The Professor reserves the right to make any changes she considers academically advisable. Changes will be announced in class, it is your responsibility to keep up with any changed policies, schedules, and assignments.
2. Refrain from the use of excessive profanity or derogatory statements about disability status, sexual orientation, ethnicity, religion, race, gender, age, etc.
3. Respect your peers (i.e. by not interrupting them while they are talking, judging them about their opinions, monopolizing the discussion, or using your cell phone during class).
4. Sharing of personal experiences is encouraged in the classroom. However, the class is not considered a form of therapy for individuals. Therefore, please share personal information as examples and only to your comfort level. **ATU COUNSELING SERVICES: 126 DEAN HALL, (479) 968-0329.**

5. The Professor and students are expected to maintain confidentiality and are asked NOT to discuss personal accounts shared by the Professor, students, or guest speakers outside the classroom setting.
6. Assignments are due on the dates noted in the course syllabus **before the start of class**. They should be placed in the designated Blackboard “drop box” as an **attachment only unless otherwise instructed**.
 - a. ****FOR USERS WHO USE SAFARI BROWSERS, THERE HAVE BEEN ISSUES WITH FILES NOT ATTACHING WITHIN THE DROPBOXES. IT IS RECOMMENDED THAT YOU DO NOT USE THIS BROWSER.**
 - b. ****ALL STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEIR FILES HAVE ATTACHED. IF PROBLEMS ARE EXPERIENCED, AN E-MAIL TO THE PROFESSOR WITH THE DOCUMENT ATTACHED IS ACCEPTABLE.**
7. Turn off cell phones or set them to vibrate if you must be available. If you get a call that you need to take, take it outside of the classroom. Leave and return quietly with as little disruption as possible.
8. The use of computers during class to take notes and to follow along with the Professor is encouraged. However, the use of computers for personal reasons (i.e., Facebook, Twitter, surfing the internet, responding to e-mail) during class is highly inappropriate and disrespectful to other students and the Professor. The Professor will use her discretion in deducting participation points for those students who are using computers in a disrespectful manner when class is in session.
9. You are responsible for checking your assignment grades regularly via the Blackboard system.
10. Emails will be returned within 24 hours excluding Friday 5pm-Monday 8am.

ELECTRONIC MAIL & BLACKBOARD INFORMATION

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://bblearn.atu.edu/>). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible to check Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

BLACKBOARD HELP DESK INFORMATION:

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

STUDENT ACCOMMODATIONS:

“Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community”. Students requiring accommodations are encouraged to register with ATU’s

Disability Services office. The office is located at Suite 171 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

Reasonable Accommodations: If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at <http://www.atu.edu/disabilities/index.php>.

IN CASE OF EMERGENCIES

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at <http://www.atu.edu/emergency/index.php>. A copy of the Emergency Operations Plan can be found at <http://www.atu.edu/psafe/docs/ATUEPlan.pdf>.

ASSIGNMENTS & POINTS

Point Scale:	Points/each	Total points	% of final grade
Fundamentals Test	25	25	13.16%
Informed Consent Form	15	15	7.9%
Baseline Interview, Signed Informed Consent & Completed Social History	40	40	21.05%
Case Note 1	15	15	7.9%
Case Note 2	25	25	13.15%
Service Plan	30	30	15.79%
Case Study Presentation, Final Interview and Reflection Paper	40	40	21.05%
Total		190	100%

GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	162-180 points	= 4.0
80% - 89 %	or	144-161.99 points	= 3.0
70 % - 79 %	or	126-143.99 points	= 2.0
60 % - 69 %	or	108-125.99 points	= 1.0

If you fall below 60% please contact the professor to discuss your academic status.

NOTE: Successful completion of this course requires a 2.0/ "C" or better.

GUIDELINES FOR WORK:

- All work must be scholarly- you are expected to critically examine issues, integrate concepts discussed in class/within the text, and reflect on impacts to yourself and society.
- All work must be typed, double spaced, with one-inch margins and using 12pt Times New Roman font
- Written in APA Format. This includes in third person with a title and references page. Title pages should contain an author's note. You will not be required to include an Abstract. Information pertaining to an APA tutor will be shared on Blackboard. For more information please see the Owl Purdue Writing Lab at <http://owl.english.purdue.edu/owl/resource/560/01/>
- Free of grammatical and spelling errors
- In accordance with page minimums. All page lengths given are **minimum page requirements**; you are more than welcome to exceed them.
- Submitted electronically and prior to 11:59p on the Sunday of the week indicated on the syllabus, unless otherwise specified.

Points will be deducted from work that does not follow these guidelines

ASSIGNMENTS

FUNDAMENTALS TEST

This test is the only formal test that will be given in this class. It will address the foundational chapters 1, 2 & 5, and other chapters as assigned. The purpose of this test will be to assess your knowledge and understanding of basic terminology, concepts, and ethical considerations pertaining to case management.

INFORMED CONSENT FORM

Each student will develop their own personal Informed Consent Form utilizing the sample forms and criteria shared in class. This form should be unique to the environment that they see themselves performing within, contain the ethical obligations of the counselor, contact information (hypothetical please), and important information for the client to know such as video/audio tape policy, attendance policy, rights regarding release of documentation, etc. Please see Blackboard for a sample Informed Consent Form.

BASELINE INTERVIEW

Demonstrate the initial interviewing style by completing and submitting a baseline interview video recording and social history (see Appendix A). The baseline video recording plays a vital role in understanding this course to date and in assessing student growth in developing micro skills. Students and their partner will meet to address: (1) who owns the problem, (2) stages of change, (3) cultural competency considerations, (4) your ability to listen, respond and provide good responses, (5) the type of questions you ask and why, (6) the ability to address difficult issues and anger, (7) completing a social history form while in the interview, and (8) establish rapport with the client.

1. Each student will be the helper or interviewer. Students will partner with another student who will role-play a client with an issue and/or concern. Students and their partner both will take a turn as the helper and/or interviewer and as the client.
2. Review Informed Consent Form with the client and obtain client signature and date giving permission from your client to allow you to video record your conversation for learning purposes.
3. Complete the Social History form and identify the issue(s)/concern(s) presented by the client (i.e. relational, school, financial, employment, family, significant other, etc.).
4. Record an interview using the students' natural communication style to learn as much as they can about the issue and/or concern from the interviewee.

For your baseline interview video recording, this is what the student should do:

1. **Tape the interview either via a webcam or a personal camcorder. There may also be resources available to students within the University. If the student is struggling to identify a recording device, please contact the professor ASAP.**
2. **Burn the interview to a CD/DVD ROM or copy it onto a Flash Drive and submit it to the professor at the beginning of class on the day that it is due, along with the completed Social History and signed Informed Consent Form.**

CASE NOTES

Following the hypothetical client, each student will maintain ongoing case notes (2) following their development after the initial interview and after the service plan development. Each student should acknowledge: (1) the individual's concerns, demeanor, appearance, etc., (2) any progress they are making, (3) any requests they may have sent out for further documentation to help inform the case, and (4) any changes or updates they may need to implement for better service provision. Please see Blackboard for sample case notes.

The second case note will not only cover the aforementioned areas, but will also serve as the point at which the case manager reviews the service plan. At least one revision to the service plan must be made at this time. When writing Case Note 2, the student will have already spoken to the service providers pertaining to the progress of their client.

NOTE: If using shorthand/abbreviations, please ensure that there is a key attached so that the professor understands what is trying to be said when grading. Many disciplines use similar shorthand and the professor may not be able to interpret what is meant properly. If the student does not do so, the professor will grade as it is understood to mean.

SERVICE PLAN

Based upon the Baseline Interview, Social History, and Case Notes, each student is to develop an appropriate service plan for their client. This document should include: (1) goals, (2) objectives, (3) approaches, (4) the issue/concern being addressed, (5) the intervention, (6) the review date, (7) important comments, (8) ROIs/Referrals needed with contact information, and (9) rationale for each. Make sure to think through the case thoroughly and address each need. This may include medical supplies, education, job coaches, interview skill development, medical

interventions (i.e., meeting with a psychiatrist for medication – though you are not to “prescribe” or act as the psychiatrist), etc. Furthermore, students should identify **ACTUAL COMMUNITY RESOURCES** from which their client will receive each service/intervention/supply. Please refer to Blackboard for examples. Though these service plans are a template, each student is asked to add your rationale for each piece of the plan.

CASE STUDY PRESENTATION, FINAL INTERVIEW, AND REFLECTION PAPER

Case Presentations will take place toward the end of the semester for approximately 3 weeks or 6 classes. If necessary, remaining presentations will be held on the day of the final exam during the assigned final exam period. Each Student will provide a 10 minute presentation about their case, including the (1) presenting issues/concerns, (2) an explanation of the disabilities and considerations pertaining to them, (3) a walkthrough of the entire case management process, and (4) a reflection on the student’s experience as a case manager including where they did well and areas of improvement. The walkthrough of the case management process should include: the baseline interview and social history form, any documentation requested, case note 1, development of a service plan and what was included, case note 2, and how the case concluded), It is important that the student is able to support all decisions they have made, as counselor, with rationale and intent. The purpose of this assignment is to give each student the opportunity to share the diversity in approach to case management.

NOTE: Attendance to all case study presentations is required in order to earn full points on your Case Study Presentation, Final Interview, and Reflection Paper grade. Failure to attend all presentations will result in an automatic 10% deduction from this grade.

Final Interview. This assignment will allow the student to demonstrate their level of basic mastery of using micro skills, ability to critically analyze the process of your helping interview, and sensitivity to diversity by completing a termination session. Students should seek to improve based upon feedback from the baseline interview, as well as apply skills and approaches discussed in the text and within the class. This interview should be no longer than 10 minutes in length, but no less than 8-9 minutes.

Reflection Paper. This paper includes a self-analysis of the student’s progress in developing micro skills over the course of the semester, their efficacy at documenting their client’s case and progress, the ability for them to thoroughly assess and plan a course of service for their client, and how well they terminated the relationship. Reflect on what student did well, what they could have done better and what they have learned about your personal case management and counseling style. Please see Blackboard for an example. This will be handed in by the end time for the **final exam, Tuesday, May 3rd due by 12:30 P.M.**

ATTENDANCE AND CLASS PARTICIPATION:

Attendance is extremely important to your success. The first three unexcused absences will not result in any lost points, but each additional absence will result in a full percentage point deduction from your final grade. Extenuating circumstances (e.g. death

in family, hospitalization, etc.) with documentation may alleviate the deduction if the documentation is verifiable and **submitted within 1 week of the missed class**. Attendance will be taken at the beginning or end of class, at the Professor's discretion. If you must miss class - please notify me immediately. It is your responsibility to obtain the information covered in the class that you missed from a peer. Additionally, all missed assignments **must be submitted within 1 week of your first day back to school**.

EXTRA CREDIT:

In this class, the Professor will offer no formalized extra credit options. On a case-by-case basis, students may be extended the courtesy of alternate assignments *if* the Professor determines the assigned work has not provided an adequate measure of their learning and/or effort in the class.

LATE ASSIGNMENTS:

There will be a 10% deduction each day that an assignment is late. This penalty will immediately go into effect if the deadline of 11:00am (or otherwise designated) for submission is not met. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may alleviate the deduction if the documentation is verifiable and **submitted within 24 hours of the due date and time**.

COURSE SCHEDULE AND DUE DATES:

Week/Date	Assigned Readings Due	Topics & Discussion	Assignments, Quizzes & Exams
1	Chapter 1 – Vol. 1	Introduction Syllabus Review Peer Service Historical Foundations and Current Trends	
2	Chapters 2 & 6 – Vol. 1	Contemporary Models, Principles, & Competencies Clinical Decision-Making and Ethical Issues	
3	Supplemental Readings	Documenting Initial Inquiries The First Interview Social Histories and Assessments Receiving and Releasing Information	
4	Chapters 7-9 – Vol. 1	Community Resources Assistive Technology Life Care Planning	Fundamentals Test
5	Chapters 10-12 – Vol. 1	Case Management In: <ul style="list-style-type: none"> • Public Rehab • Non-Profit Sector • Private Sector 	Informed Consent Form
6	Chapter 14 – Vol. 1	Evidence-based Practice in Case Management	Baseline Interview, Signed Informed Consent & Completed Social History
7	Chapters 3 & 5 – Vol. 2	Clinical Pharmacology in Rehabilitation Psychiatric Rehabilitation	
8	Supplemental Readings	Developing Goals and Objectives Developing a Service Plan	Case Note 1 Due
9	Chapters 4 & 6 – Vol. 2	Traumatic Brain Injury in Rehabilitation Spinal Cord Injury	
10	Supplemental Readings	Monitoring Services and Treatment	Service Plan Due
11	Chapters 7, 8 & 13 – Vol. 2	HIV or AIDS Infection Chronic and Disabling Pain Sensory Impairments	
12	Supplemental Readings	Terminating the Case **Case Presentations**	
13	Chapters 9 & 10 – Vol. 2	Case Management for Older Adults Substance Abuse, Disability, and Case Management **Case Presentations**	Case Note 2 Due
14	Chapters 11 & 12 – Vol. 2	Developmental Disabilities Transition to Work and Adult Life	

		Case Presentations	
15		**Case Presentations**	

Final Interview and Reflection Paper Due:
Please note that this syllabus is subject to change with notice.

APPENDIX A

Adult Self-Report Form Intake Counseling Form

Why are you seeking counseling? _____

Are you Currently Experiencing Any of the Following (Circle):

Symptom	Yes/No	Symptom	Yes/No
Grief	Yes/No	Excessive Irritability	Yes/No
Sadness	Yes/No	Suicidal Feelings	Yes/No
Anxiety	Yes/No	Problems at Work/School	Yes/No
Hallucinations	Yes/No	Guilt/Shame	Yes/No
Phobias	Yes/No	Trouble with Family	Yes/No
Sleep Problems	Yes/No	Trouble with Friends	Yes/No
Anger	Yes/No	Abuse	Yes/No
Drug/Alcohol Abuse	Yes/No	Obsessions	Yes/No
Stress	Yes/No	Compulsions	Yes/No
Eating Problems	Yes/No	Difficulty Concentrating	Yes/No
Body Image	Yes/No	Difficulty Making Decisions	Yes/No
Self-Esteem	Yes/No	Panic Attacks	Yes/No
Other Addiction	Yes/No	Sexual Problems	Yes/No
Infidelity	Yes/No	Thoughts about Sexuality	Yes/No
Loneliness	Yes/No	Thoughts about Gender Identity	Yes/No
Relationship Problems	Yes/No		

List all current medications, the reason you are taking them, and the dosage:

Medication	Reason for Taking	Medication Dosage

Have you been diagnosed with any disorders by another doctor, psychologist, or therapist? Y N

If so, what and when? _____

Substance Use

Do you currently consume alcohol? Yes No
If yes, on average how many drinks per occasion do you consume? _____
How many days per week do you consume alcohol? _____
Do you have a history of problematic use of alcohol? Yes No
Have family members or friends expressed concern about your drinking? Yes No

Do you currently use non-prescribed drugs or street drugs? Yes No
Do you have a history of problematic use of prescription or non-prescription drugs? Yes No
Do you have a family history of alcohol or drug problems? Yes No

Trauma

List and briefly describe any traumatizing events in your life:

Family Mental Health

In the section below, identify if there is family history of any of the following. If yes, indicate the family member's relationship to you in the space provided (Father, Mother, Grandmother, Grandfather, etc.):

Please Circle and List Family Member

- Alcohol/Substance Abuse Yes/No _____
- Anxiety Yes/No _____
- Depression Yes/No _____
- Domestic Violence Yes/No _____
- Eating Disorder Yes/No _____
- Obesity Yes/No _____
- Obsessive/Compulsive Behaviors Yes/No _____
- Schizophrenia Yes/No _____
- Suicide/Suicide Attempts Yes/No _____

Harmful Behaviors

Are you currently feeling suicidal? Yes No
If yes, for how long? _____
Have you ever attempted suicide? Yes No
If yes, when and how? _____
Do you currently self-harm (cutting, burning, etc.)? Yes No

If no, have you ever self-harmed? Yes No

When: _____

If yes, in what way do you self-harm? _____

Do you currently feel homicidal? Yes No

If yes, who are you wanting to harm? _____

If yes, how long have you been feeling this way? _____

Relationship Quality and Status

Are you currently in a relationship? Yes No

If yes, what is your status? Married Girlfriend/Boyfriend Domestic Partner
Separated

How do you currently rate your relationship on a scale of 1-10 (1=bad, 5=neutral, 10=great):

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Additional Information

Are you currently employed? Yes No

If no, why not? _____

If yes, where? _____

For how long? _____

How do you currently rate your job satisfaction on a scale of 1-10 (1=bad, 5=neutral, 10=great):

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Do you consider yourself spiritual or religious? Yes No

Please circle one:

Christian Catholic Jewish Buddhist Muslim Hindu Atheist Agnostic
Spiritual

Describe your faith or belief:

Name 3 of your strengths:

1. _____
2. _____
3. _____

Name 3 of your weaknesses:

1. _____
2. _____
3. _____

Name 3 goals you would like to accomplish in counseling:

1. _____
2. _____
3. _____

Is there anything else that is important for me as your therapist to know about and that you have not written about on any of these forms? Please tell me here (write on back if more space is needed).

* Copied from <http://www.leahnewmancounseling.com/>

Arkansas Tech University

Course Addition

Assessment Form

RS 4023

Our Mission

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

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

RS 4023 Case Management Strategies

- a. How does this course fit with the university mission? This course will nurture scholastic development and professionalism. The skills learned in this course will enable students to continue learning after they leave the institution.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Identify and understand various components of case management as it relates to the rehabilitation process. 2. Develop fundamental skills in case management, interviewing, and interpersonal communication. 3. Develop an awareness of personal values, attitudes and beliefs about persons with disabilities.
- d. What assessment tool or measure will you use to assess student learning? Fundamentals test, development of informed consent form baseline interviews, case notes, service plan, and case study.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will successfully complete a case study and service plan.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students and graduates during the past two years has indicated a need for more in-depth coverage of case management techniques.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is consistent with courses offered in RS curriculum around the country.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

appr CC 9/27/16
appr FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head	<i>Paul Ward</i>	6/27/16
Dean	<i>Chris Brubaker</i>	7-1-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Stacy</i>	7/6/16
Vice President for Academic Affairs	<i>[Signature]</i>	1-11-17

[Handwritten mark]

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RS	4104	<input type="radio"/> Spring <input checked="" type="radio"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Service Learning in Rehabilitation Science		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Service Learning in RS		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> N		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> N How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

RS 4104 Service Learning in Rehabilitation Science

COURSE FACULTY:

Penny Willmering, Ph.D., CRC, LPC
Program Director and Professor of Rehabilitation Science
336E Witherspoon Hall
479-968-0461
pwillmeriung@atu.edu

COURSE DESCRIPTION: This course is designed to provide students with the opportunity to engage in rehabilitation related work in the community. Students will have the opportunity to complete volunteer work and contribute to others while utilizing rehabilitation related concepts learned in the classroom. This course must be completed before enrolling in RS 4024 and RS 4034.

PRE-REQUISITES: Completion of RS ~~3023~~³²⁰³, RS 3123 and RS 4023 with a C or better in order to enroll in the course.

Note: A grade of C or better is required for Rehabilitation Science majors.

COURSE OBJECTIVES:

Upon completion of this course, the student will

1. Have an understanding of the multiple environments in which rehabilitation services may be delivered
2. Describe key elements of the community service paradigm
3. Identify specific work related behaviors (dress, attendance, communication skills, use of social media, etc.).
4. Describe ethical dilemmas and problem solving strategies employed in community settings.
5. Identify specific fund raising and work activities that may benefit not for profits
6. Describe how teamwork can benefit or threaten completion of community based projects

COURSE REQUIREMENTS AND GRADING:

Grading Scale: 100-90A, 89-80B, 79--70 C, 69-60 D, below 60 F Grade

Grades will be derived in the following manner

Three exams, one of which is the final presentation, will constitute 50% of the grade. The final group project will constitute 50% of the final grade. Explanation of the project is located below.

Grading Criteria: Students will be graded using the criteria contained in the rubric at the end of the syllabus.

Service Learning Project:

Students will be assigned to groups on the first day of class. The instructor will provide a list of service learning projects. Students will meet with the community based service site and develop a plan for the project. The plan will be submitted to the instructor following the directions provided on the first day of class.

RS 4104 Service Learning in Rehabilitation Science

Presentation:

The final exam will consist of student presentations regarding the service learning project. Instructions will be provided by the instructor during the first month of class.

REQUIRED TEXTBOOK(S):

Cress, C. & Collier, P.J. (2013). Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities. Stylus Publishing, Sterling VA.

TOPICAL OUTLINE and Reading assignments: (subject to change)

Unit 1 Understanding the Learning Through Service Proposition (Chapters 1, 2, and 3).

Unit 2 Learning the Landscape: Learning the Language (Chapters 4 and 5)

Test 1

Unit 3 Facilitating Learning and Meaning (Chapters 6-10)

Unit 4 Assessing the Engagement Effort (Chapters 11-14)

Test 2

Test 3 Final exam: Presentations

CLASSROOM POLICIES:

Class Preparation: Assigned readings must be completed prior to scheduled class in order to receive full benefit from class activities.

Attendance: It is imperative that students attend class. Per ATU policy students can be dropped from the class due to excessive absences. Students may miss 3 classes without a penalty being assessed. Penalty for excessive absences is 5 points deducted from the final grade for each class period missed over the three allowed.

Missed lectures: If you are ill or unable to attend class, you must inform the instructor prior to class time.

Conduct: Students are expected, at all times, to demonstrate behaviors consistent with maturity, thoughtfulness, and respect.

Late/Missed exams: If you are ill or unable to take a scheduled test, you must inform the instructor **PRIOR TO EXAM TIME**. Make up tests will be given **ONLY** if a doctor's excuse or other explanation acceptable to the instructor is presented within 5 days after returning to school. Make up tests will be given at a time at the instructor's discretion. Students are

RS 4104 Service Learning in Rehabilitation Science

strongly encouraged to take the exam when it is scheduled.

Testing policies: There are no caps notes, or phones allowed... Students will be seated in assigned seats. No leaving during the exam

Disability Accommodations: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services as soon as possible.

Evaluation Service Learning Project Grading (from Crites, 2012)

Criteria and Scale

1. Assessment (15 points)
 - Developmental stage; education level assessed (5 points)
 - Content appropriate for topic and client (15 points)
2. Written Plan (15 points)
 - Objectives measurable and attainable (5 points)
 - Content logical and sequential (15 points)
3. Teaching strategies (20 points)
 - Appropriate strategies for topic and client (10 points)
 - Appropriate use of visual aids/printed resource material (10 points)
4. Presentation (20 points)
 - Grammar appropriate (5 points)
 - Speech clear and concise, delivered with confidence (5 points)
 - Presentation congruent with written plan (10 points)
5. Evaluation and future assessed needs (15 points)
 - Objectives met/unmet (10 points) Recommendation for project revisions (5 points)
6. Reflection (10 points)
 - Gaining further understanding of course content (3 points)
 - Civic responsibility (3 points)
 - Professional development (4 points)
7. Miscellaneous (5 points)
 - References

Evaluation Service Learning Project

Grading Criteria

Evidence of planning, research, and process [20% of project grade]

- assessing needs / expectations of audience
- ensuring accurate content
- determining appropriate content

RS 4104 Service Learning in Rehabilitation Science

- developing measurable and attainable objectives for presentation
- choosing appropriate presentation strategies for developmental level of audience and for purpose of presentation
- provides evidence of multiple drafts, revising and editing

Written plan [20% of project grade]

- maintains clear / consistent sense of audience
- maintains clear focus / purpose
 - objectives measurable and attainable
- uses organization that fulfills focus / purpose and meets audience expectations
 - logical sequence evident to readers
- provides accurate and appropriate content, citing research where appropriate
- explains presentation strategies
 - why these and how are they appropriate for audience
- includes finished copies of all visuals and handouts that will be used in presentation
- lists references, cited and documented appropriately and accurately
- meets professional standards for written work: avoids distracting errors in usage, mechanics, punctuation, spelling and unprofessional language use; formatted appropriately
- clearly the product of careful drafting, revising, editing

Presentation [40% of project grade]

- clear / consistent sense of audience
 - sensitive to audience needs, making appropriate adjustments
- clear focus and purpose
- follows sequence described in written plan
- uses strategies described in written plan
- use of visual aids and materials is appropriate and clear
- all aspects of presentation—oral and visual—meet professional standards: appropriate use of language, appropriate body language, professionally competent and confident
- speakers / presenters exhibit appropriate professional behaviors throughout

Reflection and assessment of future needs [20% of project grade]

- Report on extent to which objectives met/unmet
 - How do you know?
- Recommendation for project revisions
 - Why? What are expected outcomes with these revisions?
- Explanation of how the project enhanced your learning of course content
- Explanation of how the project contributed to your understanding of civic engagement and responsibility
- Explanation of how the project contributed to your professional development

Arkansas Tech University

Course Addition

Assessment Form

RS4104

Our Mission

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

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

RS 4104 Service Learning in Rehabilitation Science

- a. How does this course fit with the university mission? This course will nurture scholastic development, integrity, and professionalism. The skills learned in this course will enable students to continue learning after they leave the institution and provide "hands on" experience and an appreciation of social responsibility.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Have an understanding of the multiple environments in which rehabilitation services may be delivered. 2. Describe key elements in the community service paradigm. 3. Describe how teamwork can benefit or threaten completion of community based projects. .
- d. What assessment tool or measure will you use to assess student learning? In and out of class assignments. Project Plan, Exams, and Final Presentation.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a community based team work project. .
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students and graduates during the past two years has indicated a need for more in-depth coverage of "hands on" work.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is consistent with courses offered in RS curriculum around the country.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

app CC 9/27/16
app FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head	<i>Don Warr</i>	6/27/16
Dean	<i>Carl Zunker</i>	7-1-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Heather</i>	7/6/16
Vice President for Academic Affairs	<i>[Signature]</i>	1-11-17

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 4024 4194	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Field Placement I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Field Placement 1		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> N		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> N How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input 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 checked="" type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Rehabilitation Science Field Placement I, RS ~~4024~~ 4194

INSTRUCTOR

Dr. Penny P. Willmering
Office Phone: 968-0461
Home Phone: 968-6106
E-mail: pwillmering@atu.edu

OFFICE HOURS

Monday 10-12:15
Tuesday 1:00-4:00
Wednesday 10-12, 1:00-2:00
Thursday 1:00-3:00

OTHER HOURS BY APPOINTMENT

CATALOG DESCRIPTION: 3203

Prerequisites: RS 2003, RS ~~3023~~, RS 3123, RS 4023 (all with a "C" or better) junior standing, 2.00 grade point average, and consent of the instructor. A supervised 14-week field placement.

Note: A grade of C or better is required for Rehabilitation Science Majors.

TEXT: There is no text for this course.

TOPICS:

- * Orientation/Review of Guidelines and Expectations
- * Ethical Considerations Reviewed (Code of Ethics)
- * Third Week Papers & Discussion of Weekly Events
- * Discussion of Weekly Events and Resume Development
- * Discussion of Weekly Events and Problem Solving
- * Finding Jobs, Eight Interview Questions, Graduate School Issues
- * Writing Cover Letters/Applying for Jobs
- * Field Visitation Reports/Mid-Semester Student Interviews
- * Autobiographical Sketch
- * Summarizing Accomplishments
- * Writing Thank you Letters
- * Exit Interviews, Final Evaluations

COURSE JUSTIFICATION/RATIONALE:

Effective human service workers complete training in both theory and practice. This course provides students with hands-on opportunities that are designed to promote personal and professional growth. Furthermore, field placements are designed to assist students with making career choices and to increase the probability of obtaining employment upon completion of the B.A. degree.

COURSE OBJECTIVES:

Upon completion of this course students should:

1. Have been provided with opportunities for application of principles, knowledge,

values, and ethical behaviors learned in the classroom.

2. Develop competence in relating to individuals.
3. Develop competence in assessing needs and problems as well as strengths and assets for individuals involved in the rehabilitation process.
4. Develop competence in planning and intervening appropriately for individuals served.
5. Develop competence in case documentation.
6. Begin to understand the transition from being a student to becoming an active professional.
7. Learn about resources in the community for the clientele served.
8. Develop competence in working as a member of an interdisciplinary team.

PROJECTS/PAPERS

- * Weekly Log (10 points each) (DUE EVERY WEEK)
 - * Field Placement Contract (50 points, 02/04/14)
 - * 3 -week paper (100 points, described in field placement packet and in Course Documents in Blackboard). (Due 2/11/14)
 - * Updated Resume (50 points, 2/18/14)
 - * Mid-Semester Eval by field placement supervisor- Due 2/25/14
 - * Auto-biographical Sketch (25 points-3/4/14)
 - * Thank You Letter (50 points-3/25/14)
 - * Final Paper (100 points-4/22/14)-NO LATE papers will be accepted)
 - * Final Evaluation completed by field placement supervisor (4/22/14.)
- Late assignments will be docked 10 points for every week late. Please come and see me if you are having difficulty completing assignments in a timely manner.

GRADES: Grades will be based on projects, papers, feedback from field placement supervisors, ATTENDANCE, and class participation. Class participation will be based on attendance, and attending to discussion (i.e., listening, asking questions, offering comments). Grades will be assigned according to the following percentage scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.

CLASS ATTENDANCE: Participation in seminar counts for 25% of your total grade. Note that more than 2 unexcused absences from seminar will result in a lowered grade for your participation total. You must call, e-mail, or come and see me ahead of class if you are sick or some emergency arises that will cause you to miss class. More than 4 absences will result in you being dropped from the class.

* Exceptions to the projects and attendance policies will require proper documentation concerning the absences and will not be given lightly. In the case of an extended absence, you should follow the ATU policy stated in the ATU Student Handbook.

ACCOMMODATIONS:

If you need accommodations, you are encouraged to meet with the instructor.

NOTE: Projects are designed to facilitate students' ability to apply theory and to process and problem solve situations that arise during placement.

Arkansas Tech University

Course Addition

Assessment Form

RS 4194

Our Mission

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

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

4194

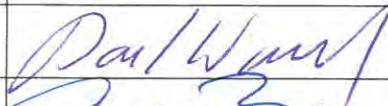


RS ~~4024~~ Field Placement 1

- a. How does this course fit with the university mission? This course will nurture scholastic development and professionalism. The skills learned in this course will enable students to continue learning after they leave the institution.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Engaged in opportunities for application of principles, knowledge and ethical behaviors learned in the classroom. 2. Develop competence in case documentation. 3. Begin to understand transition from student to professional. .
- d. What assessment tool or measure will you use to assess student learning? In and out of class assignments. Student weekly letters and supervisor evaluations. .
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate skills in the workplace as documented on evaluations.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students and graduates during the past two years has indicated a need for hands on course work.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is consistent with courses offered in RS curriculum around the country.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appe CC 9/27/16
appe FC 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head		6/27/16
Dean		7-1-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RS	4034 4294	<input type="radio"/> Spring <input checked="" type="radio"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Field Placement II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Field Placement II		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> N		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> N How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input 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 checked="" type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Rehabilitation Science Field Placement II, RS ~~4034~~ 4294

INSTRUCTOR

Dr. Penny P. Willmering
Office Phone: 968-0461
Home Phone: 968-6106
E-mail: pwillmering@atu.edu

OFFICE HOURS

Monday 10-12:15
Tuesday 1:00-4:00
Wednesday 10-12, 1:00-2:00
Thursday 1:00-3:00
OTHER HOURS BY APPOINTMENT

CATALOG DESCRIPTION: 3203

Prerequisites: RS 2003, RS ~~3023~~, RS 3123, RS 4023, RS ~~4024~~ 4194 (all with a "C" or better), junior standing, 2.00 grade point average, and consent of the instructor. A supervised 14-week field placement.

Note: A grade of C or better is required for Rehabilitation Science majors.

TEXT: There is no text for this course.

TOPICS:

- * Orientation/Review of Guidelines and Expectations
- * Ethical Considerations Reviewed (Code of Ethics)
- * Third Week Papers & Discussion of Weekly Events
- * Discussion of Weekly Events and Resume Development
- * Discussion of Weekly Events and Problem Solving
- * Finding Jobs, Eight Interview Questions, Graduate School Issues
- * Writing Cover Letters/Applying for Jobs
- * Field Visitation Reports/Mid-Semester Student Interviews
- * Autobiographical Sketch
- * Summarizing Accomplishments
- * Writing Thank you Letters
- * Exit Interviews, Final Evaluations

COURSE JUSTIFICATION/RATIONALE:

Effective human service workers complete training in both theory and practice. This course provides students with hands-on opportunities that are designed to promote personal and professional growth. Furthermore, field placements are designed to assist students with making career choices and to increase the probability of obtaining employment upon completion of the B.A. degree.

COURSE OBJECTIVES:

Upon completion of this course students should:

1. Have been provided with opportunities for application of principles, knowledge, values, and ethical behaviors learned in the classroom.

2. Develop competence in relating to individuals.
3. Develop competence in assessing needs and problems as well as strengths and assets for individuals involved in the rehabilitation process.
4. Develop competence in planning and intervening appropriately for individuals served.
5. Develop competence in case documentation.
6. Begin to understand the transition from being a student to becoming an active professional.
7. Learn about resources in the community for the clientele served.
8. Develop competence in working as a member of an interdisciplinary team.

PROJECTS/PAPERS

- * Weekly Log (10 points each) (DUE EVERY WEEK)
 - * Field Placement Contract (50 points, 02/04/14)
 - * 3 -week paper (100 points, described in field placement packet and in Course Documents in Blackboard). (Due 2/11/14)
 - * Updated Resume (50 points, 2/18/14)
 - * Mid-Semester Eval by field placement supervisor- Due 2/25/14
 - * Auto-biographical Sketch (25 points-3/4/14)
 - * Thank You Letter (50 points-3/25/14)
 - * Final Paper (100 points-4/22/14)-NO LATE papers will be accepted)
 - * Final Evaluation completed by field placement supervisor (4/22/14.)
- Late assignments will be docked 10 points for every week late. Please come and see me if you are having difficulty completing assignments in a timely manner.

GRADES: Grades will be based on projects, papers, feedback from field placement supervisors, ATTENDANCE, and class participation. Class participation will be based on attendance, and attending to discussion (i.e., listening, asking questions, offering comments). Grades will be assigned according to the following percentage scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and below 60=F.

CLASS ATTENDANCE: Participation in seminar counts for 25% of your total grade. Note that more than 2 unexcused absences from seminar will result in a lowered grade for your participation total. You must call, e-mail, or come and see me ahead of class if you are sick or some emergency arises that will cause you to miss class. More than 4 absences will result in you being dropped from the class.

* Exceptions to the projects and attendance policies will require proper documentation concerning the absences and will not be given lightly. In the case of an extended absence, you should follow the ATU policy stated in the ATU Student Handbook.

ACCOMMODATIONS:

If you need accommodations, you are encouraged to meet with the instructor.

NOTE: Projects are designed to facilitate students' ability to apply theory and to process and problem solve situations that arise during placement.

Arkansas Tech University

Course Addition

Assessment Form

RS 4294

Our Mission

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

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

RS ~~4034~~ Field Placement II

- a. How does this course fit with the university mission? This course will nurture scholastic development and professionalism. The skills learned in this course will enable students to continue learning after they leave the institution.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Engaged in opportunities for application of principles, knowledge and ethical behaviors learned in the classroom. 2. Develop competence in case documentation. 3. Begin to understand transition from student to professional. .
- d. What assessment tool or measure will you use to assess student learning? In and out of class assignments. Student weekly letters and supervisor evaluations. .
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate skills in the workplace as documented on evaluations.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students and graduates during the past two years has indicated a need for hands on course work.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is consistent with courses offered in RS curriculum around the country.

app CC 9/27/16
 RECEIVED
 app FC 10/11/16
 JUL 06 2016

Arkansas Tech University
REQUEST FOR COURSE CHANGE

Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Sciences)
DATE SUBMITTED:	07/05/16

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	July 5, 2016
Dean	<i>Casey Smith</i>	7-7-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Shreane</i>	7/6/16
Vice President for Academic Affairs	<i>[Signature]</i>	7-11-17

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 2003
---	--

Is this course cross-listed with another existing course? If so, list course subject and number.
 Yes No

Official Catalog Title:
Introduction to Rehabilitation Services (requesting new course name to change Services to Science)

Request to change: (check appropriate box):

Course Number Title Course
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other A grade of C or better is required to pass the course.

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.

JUL 06 2016

Registrar's Office

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

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

Introduction to Rehabilitation Science

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

Intro/Rehab Science

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.)

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

Arkansas Tech University

Course Change

Assessment Form

RS 2003

Our Mission

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

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

RS 2003

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Provide an example or examples of student learning assessment evidence which supports the course change. An analysis of student grades indicates that students who earn less than a "C" in this foundations course struggle with lower grades throughout the rest of the RS curriculum. *Change title to more accurately reflect name of major.*

appl CC 9/27/16
 appl FS 10/11/16

RECEIVED

JUL 05 2016

Registrar's Office

**Arkansas Tech University
 REQUEST FOR COURSE CHANGE**

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	07/05/16

Title	Signature	Date
Department Head <i>David Ward</i>	<i>David Ward</i>	<i>July 5, 2016</i>
Dean	<i>Casey Zimel</i>	<i>7-7-16</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yusauu</i>	<i>7/6/16</i>
Vice President for Academic Affairs	<i>[Signature]</i>	<i>7-11-17</i>

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 3123
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: Ethics in Human Services (new title to be Ethics and Professional Development)	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input checked="" type="checkbox"/> Other	<u>A grade of C or better is required to pass the course.</u>
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.	

RECEIVED

JUL 06 2016

Registrar's Office

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

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

Ethics and Professional Development

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.)

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

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

Arkansas Tech University

Registrar's Office

Course Change

Assessment Form

RS 3123

Our Mission

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

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

RS 3123

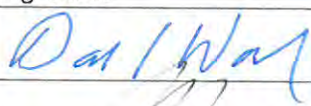
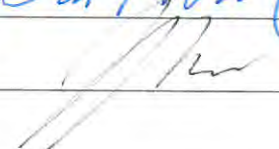
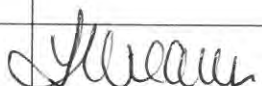

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Provide an example or examples of student learning assessment evidence which supports the course change. An analysis of student grades indicates that students who earn less than a "C" in this foundations course struggle in the field placement/internship courses.

Change title to more accurately reflect content.

appl CC 9/27/16
 appl FS 10/11/16

**Arkansas Tech University
 REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Sciences)
DATE SUBMITTED:	07/05/16

Title	Signature	Date
Department Head		8/10/16
Dean		8/10/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/16/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RS	4012
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: Internship in Rehabilitation Services	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input checked="" type="checkbox"/> Other	A grade of C or better required to pass the course.
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:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

RS 4012 Internship in Rehabilitation Services

Our Mission

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

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. Provide an example or examples of student learning assessment evidence which supports the course change. An analysis of graduates who earn less than a "C" in this capstone course aren't fully prepared.

appl ec 9/27/16
 appl FS 10/11/16

Arkansas Tech University PROPOSAL FOR NEW MINOR

TO:	Check Appropriate Committee: <input checked="" type="checkbox"/> Curriculum Committee <input type="checkbox"/> Graduate Council
FROM (Initiating Department):	<u>Behavioral Sciences (Rehabilitation Science)</u>
DATE SUBMITTED:	<u>07/01/2016</u>

Title	Signature	Date
Department Head		8/10/16
Dean		8/10/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/16/16
Vice President for Academic Affairs		1-11-17

Program Title: Minor in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services	Proposed Date: 2017-18 Catalog
Reason for proposed program implementation: <p>Currently the Rehabilitation Science program requires 12 hours in a primary emphasis area and 6 hours in a secondary emphasis area. The department is proposing elimination of the emphasis areas. The emphasis areas will be replaced with a minor in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Services, or Recreation Services. This will give the student recognition of the minor on the transcript and allow tracking in Degree Works.</p>	

Provide the following:

- a. Curriculum outline - List of courses in new program
- b. Total semester credit hours required for proposed program (Program range: 18-21 semester credit hours)

Minor in Addictions:

Complete 18 hours from the below courses:

RS 3013 – World of Work
RS 3141-3 - Rehabilitation Science Seminar
RS 3153 - Assistive Technology
RS 3163 – Addictions Assessment, Planning, and Treatment Strategies
RS 3173 - Addictions and the Family
RS 4163 - Introduction to Addictions
RS 4991-4 - Special Problems
SOC/CJ 4013 - Drugs in Society
PSY 4133 – Psychopharmacology
RP3013 - Recreation for Special Populations
RP 4073 – Principles and Techniques of Therapeutic Recreation

Minor in Aging:

Complete 18 hours from the below courses:

RS 3013 - World of Work
RS 3093 - Rehabilitation Services for the Aging Adult
RS 3141-3 - Rehabilitation Science Seminar
RS 3153 - Assistive Technology
RS 4991-4 - Special Problems
NUR 2303 – Nutrition
PSY 3163 - Developmental Psychology II
RP 3013 - Recreation for Special Populations
RP 4073 – Principles and Techniques of Therapeutic Recreation
SOC 3023 – Family
SOC 3173 - Social Gerontology
SOC 4053 - Sociology of Health & Illness
PSY/SOC 3013 - Psychosocial Aspects of Death and Dying

Minor in Child Welfare:

Complete 18 hours from the below courses:

RS 3013 – World of Work
RS 3043 - Introduction to Social Services
RS 3141-3 - Rehabilitation Science Seminar
RS 3153 - Assistive Technology
RS 3243 - Social Services for Individual and Families
RS 4173 - Family Centered Services
RS 4183 - Family Services Seminar
RP 3013 - Recreation for Special Populations
RP 4073 – Principles and Techniques of Therapeutic Recreation
SOC 3023 – Family

Minor in Corrections:

Complete 18 hours from the below courses:

RS 3013 – World of Work
RS 3141-3 - Rehabilitation Science Seminar
RS 3153 - Assistive Technology
RS 4163 – Introduction to Addictions
RS 4991-4 - Special Problems
PSY 3153 - Theories of Personality
SOC 3023 - Family
SOC 4003 - Minority Relations
RP 3013 - Recreation for Special Populations
RP 4073 – Principles and Techniques of Therapeutic Recreation
CJ/SOC 2033 - Social Problems
CJ/SOC 2043 - Crime and Delinquency
CJ/SOC 3083 - Social Deviance
CJ/SOC 3153 - Prison and Correction
Any CJ course

Minor in Social Services:

Complete 18 hours from the below courses:

RS 3043 - Introduction to Social Services
RS 3243 - Social Services for Individuals and Families
RS 3013 - World of Work
RS 3141-3 - Rehabilitation Science Seminar
RS 3153 - Assistive Technology
RS 4163 – Introduction to Addictions
RS 4991-4 - Special Problems
SOC 3023 – Family
SOC 3113 - Social Movements & Social Change
SOC 4003 - Minority Group
SOC 4053 - Sociology of Health and Illness
SOC 4063 - Social Stratification
RP 3013 - Recreation for Special Populations
RP 4073 – Principles and Techniques of Therapeutic Recreation
CJ/SOC 2033 - Social Problems

Minor in Disability Studies:

Complete 18 hours from the below courses:

RS 3013 - World of Work
RS 3033 - Introduction to Vocation Rehabilitation and the Rehabilitation Process
RS 3083 - Supported Employment and Special Populations
RS 3141-3 - Rehabilitation Science Seminar
RS 3153 - Assistive Technology
RS 4143 - Disabilities across the Lifespan
RS 4991-4 - Special Problems
PSY 3053 - Physiological Psychology
RP 3013 - Recreation for Special Populations
RP 4073 - Principles Techniques of Therapeutic Recreation

Minor in Recreation Services:

Complete the following courses (9 hours):

RS 3153 - Assistive Technology

RP 3013 - Recreation for Special Populations

RP 4073 - Principles Techniques of Therapeutic Recreation

Complete 9 hours from the below courses:

RS 3013 - World of Work

RS 3141-3 - Rehabilitation Science Seminar

RS 4143 - Disabilities across the Lifespan

RS 4991-4 - Special Problems

RS 4163 - Introduction to Addictions

RP 4173 - Therapeutic Recreation Assessment and Documentation

RP 4373 - Interventions in Therapeutic Recreation

RP 4473 - Issues and Trends in Therapeutic Recreation

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

Arkansas Tech University

Proposal for New Program Assessment Form

Our Mission

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

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

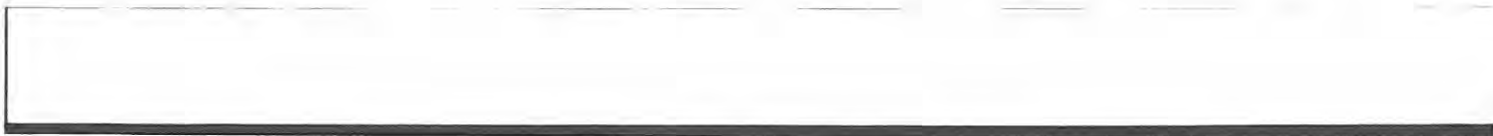
- a. How does this proposal for the new program fit with the university mission? The change from emphasis areas to minors in the Rehabilitation Science Program moves the program from a traditional to an innovative approach that is consistent with similar accredited programs in the country. It furthers the development of professionalism in students and increases their market value in the workplace.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. N/A
- c. How will this new program enhance learning for students enrolled in the program? The new minors will allow students to obtain a more concentrated knowledge base in a specific rehabilitation area of study.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will successfully pass all coursework, including internship or field placement in order to complete the program. Upon completion students will become employed in a rehabilitation related setting.
- e. Provide an example or examples of assessment evidence which supports adding this new program. During oral exit interviews in the past three years, students have requested that minors rather than emphasis areas be added to the Program.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. There are no accredited undergraduate programs in rehabilitation science except for ATU. Minors are consistent with programs such as East Central University and Alabama State University.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Parks, Recreation and Hospitality	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Allow RS students to take RP 3013 and RP 4073 as part of their curriculum. May impact department by increasing enrollment as much as 5 students per course.	

Department Head Signature: Cathi McMahon
Date: 6/29/16



Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

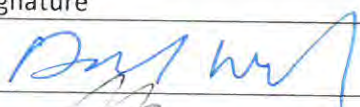
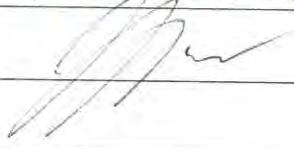


Department Affected: Parks, Recreation and Hospitality	This department <input checked="" type="checkbox"/> XX supports the change. <input type="checkbox"/> does not support
Comments: Add Recreation Services as a minor in the Rehabilitation Science curriculum.	

Department Head Signature: Catli McMahan
Date: 8/03/16

APPL CC 9/27/16
 APPL FS 10/11/16

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

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences (Rehabilitation Science)
DATE SUBMITTED:	07/01/2016

Title	Signature	Date
Department Head		8/10/16
Dean		8/10/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/16/16
Vice President for Academic Affairs		1-11-17

Program Title:	Requested changes will be effective Summer I for next catalog year
Rehabilitation Science	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
<ol style="list-style-type: none"> 1. Delete RS 3013 (The World of Work), RS 3023 (Principles and Techniques of Rehabilitation Services), and RS 3073 (Organization and Structure in the Rehabilitation-Human Services Setting). 2. Add RS 4123 (Survey of Counseling Theories). 3. Add RS 3203 (Interviewing Skills) and RS 4023 (Case Management Strategies). Content from RS 3023 will be split to form RS 3203 and RS 4023. This is common practice in undergraduate programs in the United States. For example, the Human Services Program with a concentration in Rehabilitation at East Central University in Oklahoma requires a course in Case Management and a course in Interviewing Techniques. Furthermore, the University of North Texas Program in Rehabilitation Counseling requires a course in Micro Counseling (similar to interviewing) and a course in Case Management. Alabama State splits the course as well into Case Management and Counseling Skills. 4. Add RS 4104 (Service Learning-new course) and RS 4194 (Field Placement 1) and RS 4294 (Field Placement 2). 	

Service Learning courses are becoming the “gold standard” in undergraduate Rehabilitation Programs (i.e., East Central University in Oklahoma requires two service learning courses for their students).

5. Delete RS 4024, 4034, 4044, 4054, 4064, 4074, 4084 and 4094. Students may still choose to complete a 12-hours internship RS 4012 in place of RS 4104, RS 4193, and RS 4294.

6. Require the grade of C or better in CORE RS courses listed below:

RS 2003 C or better to pass the course

RS 3203 C or better to pass the course

RS 3123 C or better to pass the course

RS 4023 C or better to pass the course

RS 4104 C or better to pass the course

RS 4194 and RS 4294 C or better to pass the course

The request is necessary in RS 2003, RS 3023, RS 3123, and RS 4023 in order to ensure success in capstone field work courses RS 4104, RS 4194, RS 4294 and RS 4012. Students who earn less than a C in these foundational courses have a difficult time successfully completing field work courses in Rehabilitation Science. Furthermore, students who earn less than a C in the field work courses have a difficult time attaining and maintaining post graduate employment. Wright State, University of Memphis, and University of North Dakota’s undergraduate rehabilitation programs require C or better in all foundational courses before students can progress to field work.

7. Prerequisites:

RS 4104, RS 4194, RS 4294, and RS 4012: Must have C or better in RS 3023, RS 3123 and RS 4023 in order to enroll. Students who earn less than a C in these foundational courses have a difficult time successfully completing field work.

8. Allow students to take PSY 3003 (Abnormal Psychology) OR RS 3183 (Mental Health Issues in Rehabilitation Settings (PSY 3003 is the preferred course for most RS students). RS 3183 is a new course and has been added as a result of student survey results indicating a need for additional training in mental health issues that students may experience in rehabilitation settings. In addition, it is a common course in undergraduate rehabilitation programs such as the University of Maine at Farmington.

9. Allow PSY 3063 (Developmental Psychology I) OR PSY 3813 (Lifespan Development).

10. Delete the 12 hours of primary emphasis area and 6 hours of secondary emphasis area.

11. Add a minor in one of the following areas: Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services.

12. Change Footnote 2 to read select a minor in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Services, or Recreation Services.

Change Footnote 3 to read Students who choose to complete a 12 hour internship (RS 4012) will do so either their last or next to last semester and will not take RS 4104 (Service Learning) and RS 4194 (Field Placement 1) and RS 4294 (Field Placement 2).

13. Add Footnote 4 to read a grade of C or better required for Rehabilitation Science majors.

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

1. No change on staffing, other programs and space allocation.

2. May increase student enrollment (minimally-approximately 3-5 students per course) in Behavioral Sciences CJ courses.

- 3 and 4. No change on staffing, other programs and space allocation.

- 5 and 6. May increase student enrollment (approximately 5 students per course in the RP courses).
7. RS faculty will change syllabi in existing courses in order to cover the material.
8. No change on staffing, other programs and space allocation. Change is made to facilitate entering courses into the system by administrative staff.
9. RS faculty will need to teach these courses every other semester. That means that the faculty person will not be available to teach a course he or she normally teaches and will likely require an adjunct to teach a course.
10. No change on staffing, other programs and space allocation.
- 11 and 12: No change on staffing, other programs and space allocation.
13. This course will be offered once per year to start. This means that the faculty person will not be able to teach a course he or she normally teaches and will likely require an adjunct to teach a course.
14. No change in staffing. Students will be able to take existing courses in the curriculum to meet the emphasis area of therapeutic recreation. This change will affect faculty in the Therapeutic Recreation Program as it may increase enrollment in two of their courses, RP 3013 and RP 4073 by approximately 5 students per semester.

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

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

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

Fall Start Curriculum Matrix for Catalog
Curriculum in Rehabilitation Science

<p>Freshman FALL Semester</p> <p>Total Hours: 15 hours</p>	<p>Freshman SPRING Semester</p> <p>ADD/CHANGE: PSY/SOC 2053 Statistics for the Behavioral Sciences (3)</p> <p>DELETE: 2 hour of electives</p> <p>Total Hours: 16 hours</p>
<p>Sophomore FALL Semester</p> <p>ADD/CHANGE: RS 3203 Interviewing Skills with Footnote 4: A grade of C or better required for Rehabilitation Science majors (3) RS 4123 Survey of Counseling Theories with Footnote 4: A grade of C or better required for Rehabilitation Science majors (3) CHANGE: PSY 3063 OR PSY 3813 Lifespan Development CHANGE: Elective 2 hours to 3 hours</p> <p>DELETE: RS 3013 The World of Work Delete PSY/SOC 2053 Statistics for the Behavioral Sciences</p> <p>Total Hours: 16 hours</p>	<p>Sophomore SPRING Semester</p> <p>ADD/CHANGE; RS 4023 Case Management Strategies with Footnote 4: A grade of C or better required for Rehabilitation Science majors (3) RS 3133 Diversity and Inclusion in Human Service Settings CHANGE: Elective or Emphasis Area 8 hours to Elective or Minor 3 hours</p> <p>Total Hours: 16</p>
<p>Junior FALL Semester</p> <p>ADD/CHANGE: : RS 3123 Ethics and Professional Development with Footnote 4: A grade of C or better required for Rehabilitation Science majors (3) US History or American Government (3) CHANGE: Elective or Emphasis Area 6 hours to Elective or Minor 6 hours</p> <p>DELETE: RS 3023 Principles and Techniques of Rehabilitation Services (3) RS 3073 Organization and Structure in Human Service Settings (3)</p> <p>Total Hours: 15</p>	<p>Junior SPRING Semester</p> <p>ADD/CHANGE: RS 4104 Service Learning in Rehabilitation Science with Footnote 3 and Footnote 4: A grade of C or better required for Rehabilitation Science majors (4) CHANGE: PSY 3003 Abnormal Psychology to PSY 3003 or RS 3183 Lifespan Development CHANGE: Elective or Emphasis Area 2 hours to Elective or Minor 6 hours</p> <p>DELETE: RS 3123 Ethics in Human Services RS 40_4 Field Placement</p> <p>Total Hours: 16</p>

<p>Senior FALL Semester</p> <p>ADD/CHANGE: RS 4194 Field Placement Footnote 3 and Footnote 4: A grade of C or better required for Rehabilitation Science majors (4) CHANGE: Elective or Emphasis Area 8 hours to Elective or Minor 10 hours</p> <p>DELETE: 4 hours RS 40_4 RS 3133 Diversity and Inclusion in Human Service Settings</p> <p>Total Hours: 14</p>	<p>Senior SPRING Semester</p> <p>ADD/CHANGE: RS 4294 Field Placement II with Footnote 3 and Footnote 4: A grade of C or better required for Rehabilitation Science majors (4) CHANGE: Elective or Emphasis Area 8 hours to Elective or Minor 8 hours</p> <p>DELETE: RS 40_4 US History or American Government (3)</p> <p>Total Hours: 12</p>
<p style="text-align: right;">Total Program Hours <u>120</u></p>	

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

Changes to Rehabilitation Science Program

- a. How does the program change fit with the university mission? The changes to the program facilitate scholastic development and rigor and professionalism.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. How will the program change impact learning for students enrolled in this program? Program changes increase rigor of the program, increase expectations of scholars, and provide knowledge to keep up with current trends in the field.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate professional work skills, enhanced knowledge base, and competencies needed to work with people with disabilities. This will be evidenced by graduate, employer, and graduate school advisor surveys.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Evidence exists for the value of service learning (Mpfu, 2007). Research literature supports job shadowing and field work experiences (Oswald, Alderman, and Willmering, in press). Feedback from graduate advisor surveys supports the need for increased understanding of mental health issues and competencies.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Suggested changes are consistent with national trends in undergraduate rehabilitation programs.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University				
Continuous Improvement Plan				
Annual Assessment Cycle				
Academic Cycle: Change in Academic Program (Only Proposed Curriculum Changes for 2017-2018)				
Program: Rehabilitation Science				
Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5)	Courses	Means of Assessment (direct and indirect measures)	Criteria for Success (performance Standard)
P01: Provide knowledge and competencies related to interviewing clients/consumers (RS 3023)	L01: 1. Students will develop a basic mastery of understanding and applying micro skills. 2. Students will develop an understanding of their own style of communicating. 3. Students will demonstrate and communicate empathy for others.	RS 3023- Interviewing Skills	a. Role Play Interviews b. Reflection papers c. Quizzes	Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.
P02: Develop Case Management competencies (RS 4023)	L02: 1. Students will identify components of case management as it relates to the rehabilitation process. 2. Students will develop fundamental skills in case management, interviewing and interpersonal communication. 3. Students will develop an awareness of personal values, attitudes and beliefs about persons with disabilities.	RS 4023- Case Management Strategies	a. Exams b. Informed consent development c. Case notes d. Service plan e. Case study	Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.

<p>P03: Develop and promote appreciation and competencies connected with service learning (RS 4104)</p>	<p>L03: 1. Students will develop an understanding of the multiple environments in which rehabilitation services may be delivered. 2. Students will describe key elements in the community service paradigm. 3. Students will describe how teamwork can benefit or threaten completion of community based projects.</p>	<p>RS 4104 Service Learning in Rehabilitation Science</p>	<p>a. Project plan b. Exams c. Final Presentation</p>	<p>Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.</p>
<p>P04: Promote understanding of mental health issues in rehabilitation settings (RS 3173)</p>	<p>L04: 1. Students will identify and understand symptomatology of various disorders likely to be found in rehabilitation settings. 2. Students will understand various treatment techniques utilized in psychiatric rehabilitation settings. 3. Students will develop skills needed to research both diagnosis and treatment of varied co-morbid conditions.</p>	<p>a. Exams b. Discussion questions c. Writing Assignments</p>	<p>a. Class assignments b. Weekly letters c. Supervisor Evaluations</p>	<p>Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.</p>
<p>P05: Gain experience that applies theory learned in the classroom. (RS 4024)</p>	<p>L05: a. Students will engage in opportunities for application of principles, knowledge and ethical behaviors learned in the classroom. b. Students will develop competence in case documentation. c. Students will be going to understand transition from student to professional.</p>	<p>RS 4024: Field Placement 1</p>	<p>a. Class assignments b. Weekly letters c. Supervisor Evaluations</p>	<p>Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.</p>

<p>P06: Gain advanced experience that applies theory learned in the classroom. (RS 4034)</p>	<p>L06: a. Students will engage in opportunities for application of principles, knowledge and ethical behaviors learned in the classroom. b. Students will develop competence in case documentation. c. Students will be going to understand transition from student to professional.</p>	<p>RS 4034: Field Placement II</p>	<p>Individual students scoring below 70 % on all means of assessment will not meet competencies.</p> <p>Overall at least 980% of enrolled students must meet all competencies across assessments.</p>
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RECEIVED

JUN 23 2016

Registrar's Office

Appr EC 9/27/16
Appr FS 10/11/16

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Behavioral Sciences
DATE SUBMITTED:	<i>June 27, 2016</i>

Title	Signature	Date
Department Head	<i>Dal Warr</i>	<i>June 27, 2016</i>
Dean	<i>Clayton</i>	<i>6/27/16</i>
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Y. Brewer</i>	<i>6/28/16</i>
Vice President for Academic Affairs	<i>[Signature]</i>	<i>1-11-17</i>

Program Title: <u>Sociology</u>	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>(1) Change Sociology Major requirement (listed as #4 in the catalog):</p> <p>CURRENT: RS 2003 Introduction to Rehabilitation Services; and ANTH 1213 Introduction to Anthropology or ANTH 2003 Cultural Anthropology.</p> <p>PROPOSED: RS 2003 Introduction to Rehabilitation Services OR CJ/SOC 2003 Introduction to Criminal Justice; and ANTH 1213 Introduction to Anthropology OR ANTH 2003 Cultural Anthropology</p> <p>This change effectively makes the SOC major requirements "RS 2003 OR CJ 2003" instead of RS 2003 as the only option</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>It will reduce the enrollment pressure on RS 2003; possibly, this could lead to a reduction in RS adjuncts. Many student now take CJ 2003 as an elective, so we do not anticipate a parallel increase in CJ 2003 enrollment.</p>	

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

Attached (below)

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.

Fall Start Curriculum Matrix for Catalog	
Curriculum in <u>SOCIOLOGY</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:</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>"RS 2003" to "RS 2003 OR CJ 2003"</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
 Proposal for Change in Program
 Assessment Form

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

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

This change allows sociology students more employment and career flexibility derived from required classes in the sociology program. Students who wish to pursue careers in the legal system can use the CJ 2003 requirement, while student who pursue social service careers can take the RS 2003 option.

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

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

The sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, or other related fields. Sociology prepares majors to deal with the constant social change that is today's world. This change will allow students the opportunity to mold their required classes in a way that meets their career and learning goals from the sociology program. Students who wish to pursue careers in the legal system can use the CJ 2003 requirement, while student who pursue social service careers can take the RS 2003 option.

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

See attached assessment report (below)

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

This change is so negligible, only an addition of "RS 2003 or CJ 2003" instead of "RS 2003," that there is no direct assessment data. From advising and class discussions, it is clear that many of our students are training for legal system careers. Future assessment plans include tracking graduates' jobs so that data will become available on where sociology students obtain employment.

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

Sociology professors report that they have never seen or experienced a program that requires a course like RS 2003, while many programs do require a course like CJ 2003 or criminology.

We could not find a sociology program in Arkansas that required a course like RS 2003. Programs checked included: UA Fayetteville, UCA, UALR and ASU.

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

see attached assessment plan (below)

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Assessment: Assessment Unit Four Column

Major-AH-BVSC-Sociology (BA)

Mission Statement:

The sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, or other related fields. Sociology prepares majors to deal with the constant social change that is today's world. In addition to understanding the organization of social groups and the human behaviors that comprise everyday social life, sociologists remain an important contributor to the collection of data pertaining to these levels of human behavior. The undergraduate sociology major learns to identify problems, formulate appropriate questions, search for answers, analyze data, organize information, and express themselves both verbally and in writing. The undergraduate major provides a strong liberal arts degree for entry-level positions throughout the business, social service, and government worlds.

Learning Outcome	Assessment Measures	Results	Actions
<p>Sociology Life Long Learning - Major-AH-BVSC-Sociology (BA)-Sociology students will develop a habit of life-long learning as a member of the workforce or in advanced study.</p> <p>Learning Outcome Status: Active</p> <p>Start Date: 06/10/2014</p>	<p>Surveys and Interviews - Exit Survey</p> <p>Criterion for Success: Sociology students will report program satisfaction with academic preparation for the workforce or in advanced study leading to life-long learning. 90% of majors will report being satisfied or highly with their level of preparation.</p>	<p>Reporting Period: 2014 - 2015</p> <p>Result Type: Criterion Met</p> <p>100% of majors reported being satisfied or highly satisfied with their level of preparation. Data collection will continue in the next assessment cycle. (05/20/2015)</p> <p>Related Documents: <u>Exit Survey Results.xlsx</u></p> <p>Reporting Period: Prior to 2014 - 2015: Action in Progress</p> <p>Result Type: Inconclusive</p> <p>Instrument in development for implementation in 2104-15 school year. (06/10/2014)</p> <p>notes: Instrument in development for implementation in 2104-15 school year.</p>	<p>Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle. (05/20/2015)</p> <p>Action: New assessment measures being developed. (06/10/2014)</p>
<p>Sociology- (BA) – Skills-Communication – Major-AH-BVSC-Sociology- (BA) – Skills-Communication – Students completing the Sociology BA program should demonstrate the ability to effectively and professionally present research findings in a coherent and convincing manner.</p>	<p>Program - Course Embedded Measure - Research & Writing Assessment Worksheet completed by professors in SOC 4283.</p> <p>Criterion for Success: 75% of majors will score at least 80% or higher on capstone project and/or presentation.</p>	<p>Reporting Period: 2014 - 2015</p> <p>Result Type: Criterion Met</p> <p>100% of students scored at least an 80% or higher on their capstone project. (05/20/2015)</p> <p>Related Documents: <u>2014-2015 Assessment Data.xlsx</u> <u>Capstone Rubric Mikles Spring 2015.docx</u></p> <p>Reporting Period: Prior to 2014 - 2015: Action in Progress</p>	<p>Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle.</p> <p>Action: New assessment measures being developed. (06/10/2014)</p>

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Actions

measures being developed. (06/10/2014)

Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle.

Action: New assessment measures being developed. (06/10/2014)

Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle.

Action: New assessment measures being developed. (06/10/2014)

Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle.

Action: New assessment measures being developed. (06/10/2014)

Action: This is the first year

Results

Result Type: Inconclusive
Instrument in development for implementation in 2104-15 school year. (06/10/2014)

Reporting Period: 2014 - 2015

Result Type: Criterion Met
Five students presented at two different conferences. (05/20/2015)

Related Documents:
[Student Presentations 14-15.docx](#)

Reporting Period: Prior to 2014 - 2015: Action in Progress

Result Type: Inconclusive
Instrument in development for implementation in 2104-15 school year. (06/10/2014)

Reporting Period: 2014 - 2015

Result Type: Criterion Met
90% of students achieved a 70% or better on the content exam. (05/20/2015)

Related Documents:
[2014-2015 Assessment Data.xlsx](#)
[Content Exam 2015.pdf](#)

Reporting Period: Prior to 2014 - 2015: Action in Progress

Result Type: Inconclusive
Instrument in development for implementation in 2104-15 school year. (06/10/2014)

Reporting Period: 2014 - 2015

Result Type: Criterion Met
90% of students successfully completed Human Subjects Training. (05/20/2015)

Related Documents:
[2014-2015 Assessment Data.xlsx](#)
[Human Subjects, Title IX, and Mandated Reporter.pdf](#)

Reporting Period: Prior to 2014 - 2015: Action in Progress

Result Type: Inconclusive
Instrument in development for implementation in 2104-15 school year. (06/10/2014)

Reporting Period: 2014 - 2015

Result Type: Criterion Met

Assessment Measures

Extracurricular Activities - Student Participation in Research as Counted on Faculty Evaluations
Criterion for Success:
Representation of department students' work at two or more conferences or in peer-reviewed publications outside of the departmental; participation in on campus opportunities for professional development.

Standardized Test - Content Exam in SOC 4283

Criterion for Success: 75% of students taking the exam will achieve a 70% or higher.

Standardized Test - Human Subjects Training

Criterion for Success: 90% of students will successfully complete Human Subjects Training in SOC 4283 demonstrating an understanding of the discipline-accepted ethical standards.

Standardized Test - Title IX Training
Criterion for Success: 90% of

Learning Outcome

Learning Outcome Status: Active
Start Date: 06/10/2014

Sociology Content - Major-AH-BVSC-Sociology- (BA) Students will demonstrate mastery of content by understanding sociological terminology, concepts, and theories to explain human behavior.

Learning Outcome Status: Active
Start Date: 06/10/2014

Sociology- (BA) Ethics, Civic Engagement, and Diversity - Major-AH-BVSC-Sociology- (BA) Ethics, Civic Engagement, and Diversity- Guided by discipline-accepted ethical codes, exhibit respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination and pursue personal opportunities to promote civic, social, and global outcomes that benefit the community.

Learning Outcome Status: Active
Start Date: 06/10/2014

JUN 28 2013

Learning Outcome	Assessment Measures	Results	Registrar's Office	Actions
	students will demonstrate knowledge of complete of Title IX training in SOC 4283 demonstrating sensitivity to the issues of power, privilege, and discrimination.	90% of students demonstrated knowledge of Title IX. (05/20/2015) Related Documents: 2014-2015 Assessment Data.xlsx Human Subjects, Title IX, and Mandated Reporter.pdf	Reporting Period: Prior to 2014 - 2015: Action in Progress Result Type: Inconclusive Instrument in development for implementation in 2104-15 school year. (06/10/2014)	Action: Instrument in development for implementation in 2104-15 school year. (06/10/2014)
	Standardized Test - Mandated Reporter Training Criterion for Success: 90% of students will successfully complete the Mandated Reporter Training exam in SOC 4283 demonstrating knowledge of ethical responsibility that benefit the greater community.	Reporting Period: 2014 - 2015 Result Type: Criterion Met 90% of students successfully completed the Mandated Reporter Training. (05/20/2015) Related Documents: 2014-2015 Assessment Data.xlsx Human Subjects, Title IX, and Mandated Reporter.pdf	Reporting Period: Prior to 2014 - 2015: Action in Progress Result Type: Inconclusive Instrument in development for implementation in 2104-15 school year. (06/10/2014)	Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle.
	Standardized Test - Content Exam in SOC 4283 Criterion for Success: 75% of students taking the exam will achieve a 70% or higher.	Reporting Period: 2014 - 2015 Result Type: Criterion Met 90% of students achieved a 70% or higher on the content exam. (05/20/2015) Related Documents: 2014-2015 Assessment Data.xlsx Content Exam 2015.pdf	Reporting Period: Prior to 2014 - 2015: Action in Progress Result Type: Inconclusive Instrument in development for implementation in 2104-15 school year. (06/10/2014)	Action: New assessment measures being developed. (06/10/2014)
Sociology- (BA) Research Methods and Logic and Philosophy of Science - Major-AH-BVSC-Sociology- (BA) Research Methods and Logic and Philosophy of Science- Understand and evaluate the production of scientific knowledge	Program - Course Embedded Measure - Research & Writing Assessment Worksheet completed by professors in Soc 4283 Criterion for Success: 75% of majors will score at least 80% on a rubric assessment of their capstone project	Reporting Period: 2014 - 2015 Result Type: Criterion Met 100% of students scored at least 80% or higher on their capstone project. (05/20/2015) Related Documents: 2014-2015 Assessment Data.xlsx	Reporting Period: Prior to 2014 - 2015: Action in Progress Result Type: Inconclusive Instrument in development for implementation in 2104-15 school year. (06/10/2014)	Action: New assessment measures being developed. (06/10/2014)

Learning Outcome

with an emphasis on the logic and philosophy of qualitative and quantitative research design principles.

Learning Outcome Status: Active
Start Date: 06/10/2014

Assessment Measures

and/or presentation.

Standardized Test - Content Exam in Soc 4283

Criterion for Success: 75% of students taking the exam will achieve a 70% or higher.

Results

Capstone Rubric Mikles Spring 2015.docx

Reporting Period: Prior to 2014 - 2015: Action in Progress
Result Type: Inconclusive
Instrument in development for implementation in 2104-15 school year. (06/10/2014)

Reporting Period: 2014 - 2015

Result Type: Criterion Met

90% of students taking the content exam scored a 70% or higher. (05/20/2015)

Related Documents:

2014-2015 Assessment Data.xlsx

Content Exam 2015.pdf

Reporting Period: Prior to 2014 - 2015: Action in Progress

Result Type: Inconclusive
Instrument in development for implementation in 2104-15 school year. (06/10/2014)

Sociology students will increase interest in pursuing graduate

degrees - Sociology students will increase interest in and seeking acceptance into graduate programs.

Learning Outcome Status: No Longer Assessed

Start Date: 01/01/2008

Directly related to Outcome

Reporting Period: Prior to 2014 - 2015: Pending Action Plan

Result Type: Criterion Met

Sociology faculty has seen an increase in the number of students wishing to pursue graduate education in sociology or a related field. Faculty reports indicate that students requests for letters of recommendation are up from last year, although no specific numbers are available at the writing of this report. (06/19/2013)

Actions

Action: New assessment measures being developed. (06/10/2014)

Action: This is the first year collecting data for this objective. Data collection will continue in the next assessment cycle.

Action: New assessment measures being developed. (06/10/2014)

Action: Sociology faculty will meet to determine criteria for measuring

Follow-Up on Action Taken:

Sociology faculty will be requested to complete a form indicating the students applying to graduate school and outcomes beginning in Fall 2012. These forms will be available through the Department of Behavioral Sciences beginning in the Summer of 2012. (06/26/2012)

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Follow-Up on Action Taken: In unison with Rehabilitation Sciences and Psychology the Sociology faculty actively participate in yearly discussions

appl CC 9/27/16
 appl FS 10/11/16

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

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences
DATE SUBMITTED:	June 27, 2016

Title	Signature	Date
Department Head		6/27/16
Dean		8/8/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		1-11-17

Program Title:	Requested changes will be effective Summer I for next catalog year
Associate of Science Ozark-Ouachita Studies	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Add GEOG 3203: Arkansas Geography as a replacement for SOC 2023: Sociology of the Ozark-Ouachita Region as a required course in the core curriculum of the Associate of Science in Ozark-Ouachita Studies degree program.	
What impact will the change have on staffing, on other programs and space allocation? None	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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Curriculum Matrix for Catalog
 Curriculum in **Associate of Science in Ozark-Ouachita Studies**
 (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>GEOG 3203- Arkansas Geography</p> <p>Delete:</p> <p>SOC 2023- Sociology of the Ozark-Ouachita Region</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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Registrar's Office

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? **This program change will improve the effectiveness of the Associate of Science degree in Ozark-Ouachita studies, one of the “innovative programs” offered by Arkansas Tech University. It will also enhance the probably that students at Arkansas Tech University will stack two such “innovative programs” by bringing the curriculum in AS in Ozark-Ouachita Studies into closer alignment with the BA in Cultural and Geospatial Studies.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable.**
- c. How will the program change impact learning for students enrolled in this program? **The program change will have the effect of focusing student learning more directly within the content areas of two disciplines that are also joined together in the BA degree in Cultural and Geospatial Studies. This change will create a more natural stepping stone for students wishing to stack the Ozark-Ouachita Studies AS and Cultural and Geospatial Studies BA degrees.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Program completers will demonstrate an understanding of the geography, environmental features, people, culture, and problems facing the Ozark-Ouachita region (see Learning Outcome two on attached Assessment Plan).**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Students within the Ozark-Ouachita Studies Associates Degree program need geographic coursework that includes the study of the Ozark and Ouachita Mountain Regions.**
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **Most universities within the discipline of academic geography offer a regional geography course dedicated to that university's state. Arkansas State offers GEOG 4643: Geography of Arkansas.**

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UALR offers GEOG 3315: Geography of Arkansas. UCA offers GEOG 3380: Geography of Arkansas. (The University of Arkansas offers GEOS 3062: Geology of Arkansas, as Geography and Geology are combined in one "Geosciences" department.)

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **If this change is approved, Learning Outcome two in the attached assessment plan will be changed to read "Program completers will demonstrate an understanding of the geography, environmental features, people, culture, and problems facing the Ozark-Ouachita region" and Assessment Measure two under Learning Outcome two will be changed to address completion of GEOG 3203 instead of SOC 2023.**

Assessment: Assessment Unit Four Column

Major-AH-BVSC-Ozark/Ouachita Studies (AS)

Learning Outcome	Assessment Measures	Results	Actions
<p>Content Knowledge: Anthropology - Program completers will understand and apply basic methods of Anthropology. Start Date: 06/30/2015</p>	<p>Performance in ANTH 1213 or 2003 Criterion for Success: 80% of program completers will complete either Anth 1213 or 2003 with a grade of C or better.</p>	<p>Reporting Period: 2014 - 2015 Result Type: Operational Measure 100% of program completers received and C or better in ANTH 1213 or ANTH 2003. (06/30/2015) Related Documents: Ozark Ouachita studies graduate spr 2014 to spr 2015 no numbers or names.docx</p>	<p>Action: Measurement of this criterion will continue (06/30/2015)</p>
<p>Content Knowledge: Ozark-Ouachita Region - Program completers will demonstrate an understanding of the people, the culture, and problems facing the Ozark-Ouachita Region Start Date: 06/30/2015</p>	<p>Completion of ANTH 2103 Criterion for Success: 80% of program completers will complete ANTH 2103 with a grade of C or better</p>	<p>Reporting Period: 2014 - 2015 Result Type: Operational Measure 100% of program completers made a C or better in ANTH 2103 (06/30/2015) Related Documents: Ozark Ouachita studies graduate spr 2014 to spr 2015 no numbers or names.docx</p>	<p>Action: Measurement of this criterion will continue (06/30/2015)</p>
<p>Content Knowledge: History of Arkansas - Program completers will demonstrate an understanding of Arkansas history and how it affects the Ozark-Ouachita Region. Start Date: 06/30/2015</p>	<p>Completion of SOC 2023 Criterion for Success: 80% of program completers will complete SOC 2023 with a grade of C or better</p> <p>Completion of HIST 2153 or HIST 4153 Criterion for Success: 80% of program completers will complete HIST 2153 or HIST 4153 with a grade of C or better.</p>	<p>Reporting Period: 2014 - 2015 Result Type: Operational Measure 100% of program completers who received a grade in SOC 2023 made a C or better (one student n/a) (06/30/2015) Related Documents: Ozark Ouachita studies graduate spr 2014 to spr 2015 no numbers or names.docx</p>	<p>Action: Measurement of this criterion will continue (06/30/2015)</p>

Learning Outcome

Assessment Measures

Results

Actions

innumbers or names.docx

Increase Student Interest in Professional Participation - Students receiving the Associate of Science degree in Ozark-Ouachita Studies will express interest in professional participation in the form of professional presentations and research symposiums on Ozark-Ouachita themes within their major disciplines.

Start Date: 06/19/2013

Directly related to Outcome

Reporting Period: 2014 - 2015
Result Type: Operational Measure
This is an inactive assessment measure. As of June 2105, this programs assessment is being reorganized (06/30/2015)

Action: No further action required (06/30/2015)

Proficiency in and Satisfaction With Core Knowledge and Skills - Students receiving the Associate of Science degree in Ozark-Ouachita Studies will demonstrate proficiency in knowledge of social, cultural, and natural characteristics of the Ozark-Ouachita region past and present.

Start Date: 06/19/2013

Directly related to Outcome

Reporting Period: 2014 - 2015
Result Type: Operational Measure
This is an inactive assessment measure. As of June 2105, this programs assessment is being reorganized (06/30/2015)

Action: No further action required (06/30/2015)

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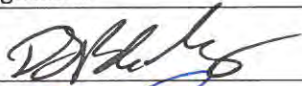
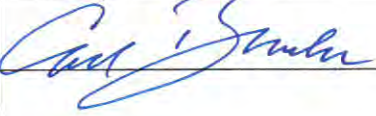


Arkansas Tech University
REQUEST FOR COURSE DELETION

APPR CC 9/27/16
APPR FS 10/11/16
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JUL 06 2016

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	7/5/16

Title	Signature	Date
Department Head		7/6/16
Dean		7-7-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		7-11-17

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 2013
If this course is cross-listed, list course subject and number.	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Introduction to Political Science	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

Arkansas Tech University

Course Deletion

Assessment Form

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Registrar's Office

Our Mission

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

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. Explain the rationale for the course deletion. **POLS 2013 Introduction to Political Science was similar to the POLS 2403 Comparative Government that we also teach. Also there were not enough people enrolled in the class for us to continue it. In addition one reason this class is in place is to bring majors into our department however we have found that POLS 2003 American Government does a better job of bringing majors into the department.**





APPR CC 9/27/16
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Arkansas Tech University
REQUEST FOR COURSE DELETION

JUL 06 2016

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	7/5/16

Title	Signature	Date
Department Head		7/6/16
Dean		7-7-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		7-11-17

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 4163
If this course is cross-listed, list course subject and number. <input type="text"/>	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Public Choice Theory	
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

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Registrar's Office

Arkansas Tech University
Course Deletion
Assessment Form


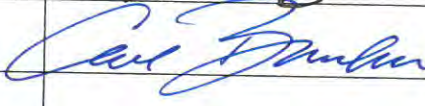


Our Mission
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long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

Provide an answer for each question. Your answers are to be typed single spaced.
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
b. Explain the rationale for the course deletion. It has been determined that POLS 4163 is more appropriate for the graduate level than to be taught to undergraduates therefore meaning that it is no longer needed in our undergraduate catalog. And since we do not have graduate classes in political science it would not be applicable there either.

appx CC 9/27/16 RECEIVED
Arkansas Tech University appx FS 10/11/16
REQUEST FOR COURSE ADDITION

JUN 28 2016

Registrar's Office

TO:	Curriculum Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	June 27, 2016	
Title	Signature	Date
Department Head		6/27/16
Dean		6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/28/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) GEOG	Course Number: (e.g., 1003) 3203	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Arkansas Geography		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Arkansas Geography		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

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Geog 3203: Arkansas Geography

Catalog description: A study of the geography of modern Arkansas, with an emphasis on the differences, human geographies, and physical settings of the various geographic regions of the state.

Instructor information:
Office hours:

Contact phone:
Contact email:

Textbook: There is no required textbook to purchase; however, you are required to keep up with all readings posted to the class Blackboard page. (These readings, along with maps, discussions, lecture notes, and multimedia opportunities will combine to serve as the course 'textbook'.)

Bibliography (supplemental reading list):

General information: *The Encyclopedia of Arkansas History and Culture.*

<http://www.encyclopediaofarkansas.net/>

- Blair, Diane D., and Jay Barth. 2005. *Arkansas Politics and Government: Do the People Rule?* Lincoln, Nebraska: University of Nebraska Press.
- DeBlack, Thomas A. 2003. *With Fire and Sword: Arkansas, 1861-1874.* Fayetteville, Arkansas: University of Arkansas Press.
- Holley, Donald. 2000. *The Second Great Emancipation: The Mechanical Cotton Picker, Black Migration, and How They Shaped the Modern South.* Fayetteville, Arkansas: University of Arkansas Press.
- Johnson, Ben F. 2000. *Arkansas in Modern America: 1930-1999.* Fayetteville: University of Arkansas Press.
- Moneyhon, Carl H. 1997. *Arkansas and the New South, 1874-1929.* Fayetteville, Arkansas: University of Arkansas Press.
- Rafferty, Milton. 1980. *The Ozarks: Land and Life.* Norman: University of Oklahoma Press.
- Wayne, Jeannie M., Thomas A. Deblack, George Sabo III, and Morris S. Arnold. 2002. *Arkansas: A Narrative History.* Fayetteville, Arkansas: University of Arkansas Press.
- Williams, C. Fred. 2002. *Arkansas: Independent and Proud.* American Historical Press.

Course Rationale:

Arkansas Geography is an important upper-level course in Geography. This course serves any students who possess an interest to learn more about the spatial patterns, processes, and challenges throughout the state of Arkansas. This course builds upon well-known themes in geography (location, globalization, etc.) while encompassing strands of human geography and physical geography. The geographic study of Arkansas is approached primarily through regional 'snapshots' of the state.

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Course Objectives:

Students will understand the basic composition and geography of the state of Arkansas. In particular, students will understand the interconnectedness of Arkansas' diverse intrastate regions. Students should examine modern Arkansas from a geographic perspective, while gaining an appreciation of the varied communities, people, institutions, and landforms of the state. This course's calendar outline allows for many periods of student-led discussion, including an individual oral presentation by each student at the conclusion of the course.

Assessment/Grading:

Exams (3 at 15% each = 45% of final grade) – Exams may include a combination of document/reading-response questions, map questions, multiple choice questions, short answer identifications, and longer essay answers based on the class discussions, lectures, readings, films, etc. Each exam will include only material covered since the previous exam.

Oral Presentation + Paper (25% of final grade) – A major component of your final grade will come from an oral presentation that you present to the class during the last week of classes. You will research information for this presentation (we will spend about a week of class meeting in the library to aid you in your research), and then you will give a roughly 15-minute individual oral presentation about some particular place in Arkansas that you select. A summary research paper will accompany this presentation.

Attendance/Blackboard Assignments/Participation (30% of final grade) – Attendance in class lectures is mandatory. Class meetings will clarify the contents of your readings, introduce new information through lecture, and develop student learning through discussions. Several class-period-long discussions will occur based on outside readings, in-class multimedia presentations, or lecture topics. Other assignments will include summaries of Arkansas-related "current events" articles, in-class case studies, map assignments, short discussion responses papers, or Blackboard-taken quizzes.

Grading Scale – We will use the standard grading scale at Arkansas Tech: "A" = 90%-100%, "B" = 80%-89%, "C" = 70%-79%, "D" = 60%-69%, "F" = below 60%.

Deadlines – Deadlines for exams and assignments must be strictly followed. An exception will only be made in case of an official, written document of a death in the family or personal medical emergency. If you are taking a religious holiday on the day of exam, you must then schedule to take the exam earlier in the exam week by fixing an appointment with me in person. Students cannot re-take exams. Students may make up a missed exam with a valid excuse within one week of the initial exam date. As soon as the student is aware of the unavoidable absence, please contact the professor by email to set up a time for the makeup exam. No makeup assignments will be provided for in-class work unless the student has a valid documented excuse.

Academic Misconduct – Academic honesty is a cornerstone of education. Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. If you are caught plagiarizing or cheating, you will receive an "F" (0%) for the entire

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assignment. Furthermore, the instructor reserves the right to apply an F for the entire course if he feels it is warranted. Please refer to "Student Academic Conduct Policies" outlined in the student handbook.

Students with Disabilities – Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor *as soon as possible* in order to ensure full participation in educational opportunities. Please promptly bring appropriate documentation from the University's Disabilities Coordinator.

Course Content:

- Week 1: Introduction: Arkansas and its Historical Situation
- Week 2: Arkansas' Physical Geography: land and environment
- Week 3: Arkansas' Human Geography: people and economy
- Week 4: Central Arkansas & Little Rock (read *Wilbur Mills' Wall* for discussion)
- Week 5: Central Arkansas, **Exam 1**
- Week 6: Northwest Arkansas & the Ozarks (watch and discuss AETN's *A New Island*)
- Week 7: Northwest Arkansas & the Ozarks (read Ch. 11 of *White Man's Heaven* over Harrison's racial expulsions)
- Week 8: The Delta (read *Two States of Arkansas*)
- Week 9: The Delta (read *Town Where the Highway Ends*)
- Week 10: The Ouachitas & Southwest Arkansas, **Exam 2**
- Week 11: The Ouachitas & Southwest Arkansas (read excerpt from *Interstate 69: The Unfinished History of the Last Great American Highway*)
- Week 12: The Arkansas River Valley
- Week 13: The Arkansas River Valley
- Week 14: **Student Oral Presentations** over Arkansas Places
- Week 15: Summary & Final Thoughts, **Exam 3**

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

- a. How does this course fit with the university mission? **GEOG 3023: Arkansas Geography will offer students additional "scholastic development" through geographic inquiry of the state of Arkansas. Scholastic Development is also nurtured for students in the Ozark-Ouachita Studies Associates Degree program, as GEOG 3023 will be a new required course in this degree track.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable.**
- c. Provide up to three student learning outcomes students will achieve after completing this course? **Students will (1) identify the basic composition and geography of the state of Arkansas; (2) understand the interconnectedness of Arkansas' diverse intrastate regions; (3) examine modern Arkansas from a geographic perspective while gaining an appreciation of the varied communities, people, institutions, and landforms of the state.**
- d. What assessment tool or measure will you use to assess student learning? **Exams, Oral Presentation, Research Paper, Class Discussions/Responses to Readings**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate the distinction between the six major physical regions of Arkansas. Students will demonstrate knowledge of the human geography and physical geography of intrastate Arkansas regions through an end-of-term research paper and accompanying oral presentation. Students will debate major geographic issues in Arkansas through various reading discussions.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Students within the Ozark-Ouachita Studies Associates Degree program need geographic coursework that includes the study of the Ozark and Ouachita Mountain Regions. Students in the Cultural and Geospatial Studies Bachelor's Degree program would benefit greatly from geographic study of Arkansas, given the frequent use of Arkansas GIS data for student final projects in both GIS mapping courses at ATU. A pilot**

version of this course was taught in 2014 and received a 5.0 student evaluation rating for all questions (n=10).

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **Most universities within the discipline of academic geography offer a regional geography course dedicated to that university's state. Arkansas State offers GEOG 4643: Geography of Arkansas. UALR offers GEOG 3315: Geography of Arkansas. UCA offers GEOG 3380: Geography of Arkansas. (The University of Arkansas offers GEOS 3062: Geology of Arkansas, as Geography and Geology are combined in one "Geosciences" department.)**

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:

Don Wayne

Date:

Jun 27, 2016

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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: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____



Date: 6/27/16

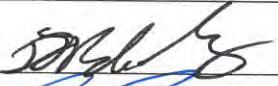
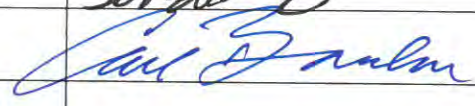
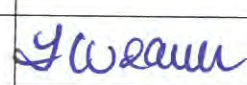

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REQUEST FOR COURSE ADDITION

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TO:	Curriculum Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	June 27, 2016	
Title	Signature	Date
Department Head		6/27/16
Dean		6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/28/16
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
GEOG	4703	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Urban Geography Seminar		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Urban Geography Seminar		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input 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 checked="" type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

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GEOG 4703: Urban Geography Seminar

Catalog description: A seminar on urban geography and urbanization, with focus on the development and problems of U.S. cities.

Instructor information:

Office hours:

Contact phone:

Contact email:

Textbook: *Urbanization*, (3rd edition) by Paul Knox, Pearson Education, 2012. (Other important readings will be posted to our class Blackboard page.)

Supplemental Reading List of Additional Journal Articles:

Borchert, J. 1967. "American metropolitan evolution." *Geographical Review* 57, 301-332.

Florida, R. 2002. "The Economic Geography of Talent." *Annals of the Association of American Geographers*, 92, 743-755.

Knox, P. 1997. "Globalization and urban economic change." *Annals of the American Academy of Political and Social Science* 551, 17-27.

Mumford, L. 1995. "The culture of cities." In Kasinitz, P. ed. *Metropolis: Center and symbol for our times*. New York: New York University Press.

Nijman, J. 2000. "The Paradigmatic City", *Annals of the Association of American Geographers*, 90(1), 135-145.

Sinclair, R. 1967. "Von Thunen and urban sprawl." *Annals of the Association of American Geographers*, 57, 72-87.

Smith, N. 1982. "Gentrification and Uneven Development", *Economic Geography*, 58(2), 139-155.

*Additional excerpts/articles will be posted to Blackboard

Course Rationale: This upper-division seminar course is a thematic study of urban geography and urbanization. The course outline follows a broad focus on urban history, global urbanization, urban change, and the human element of urban places, supplemented by a variety of case studies of contemporary urban processes.

Course Objectives: Throughout this course, students will:

- Identify factors influencing city development
- Understand basic issues related to urban economies, transport, government, and planning
- Identify and explain major theories in urban geography
- Acquire a general familiarity and awareness of important urban locations across the globe
- Understand and discuss the works of major figures in the academic field of urban geography
- Analyze urban geography from qualitative and quantitative approaches

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Assessment/Grading:

Exams (3 at 15% each = 45% of final grade) – Exams may include a combination of document/reading-response questions, map questions, multiple choice questions, short answer identifications, and longer essay answers based on the class discussions, lectures, readings, films, etc. Each exam will include only material covered since the previous exam.

Oral Presentation + Paper (25% of final grade) – A major component of your final grade will come from an oral presentation that you present to the class during the last week of classes. You will research information for this presentation (we will spend about a week of class meeting in the library to aid you in your research), and then you will give an individual oral presentation about a particular issue within urban geography. A summary research paper will accompany this presentation.

Seminar Discussions/Assignments/Attendance (30% of final grade) – Attendance in class lectures is mandatory. Class meetings will clarify the contents of your readings, introduce new information through lecture, and develop student learning through discussions. As a seminar course, several class-period-long discussions will occur based on outside readings, in-class multimedia presentations, or lecture topics.

Grading Scale – We will use the standard grading scale at Arkansas Tech: “A” = 90%-100%, “B” = 80%-89%, “C” = 70%-79%, “D” = 60%-69%, “F” = below 60%.

Deadlines – Deadlines for exams and assignments must be strictly followed. An exception will only be made in case of an official, written document of a death in the family or personal medical emergency. If you are taking a religious holiday on the day of exam, you must then schedule to take the exam earlier in the exam week by fixing an appointment with me in person. Students cannot re-take exams. Students may make up a missed exam with a valid excuse within one week of the initial exam date. As soon as the student is aware of the unavoidable absence, please contact the professor by email to set up a time for the makeup exam. No makeup assignments will be provided for in-class work unless the student has a valid documented excuse.

Academic Misconduct – Academic honesty is a cornerstone of education. Academic *dishonesty* refers to the various categories of cheating and plagiarism in the classroom. If you are caught plagiarizing or cheating, you will receive an “F” (0%) for the entire assignment. Furthermore, the instructor reserves the right to apply an F for the entire course if he feels it is warranted. Please refer to “Student Academic Conduct Policies” outlined in the student handbook.

Students with Disabilities – Any student in this course who has a disability that may prevent full demonstration of the student’s ability should contact the instructor *as soon as possible* in order to ensure full participation in educational opportunities. Please promptly bring appropriate documentation from the University’s Disabilities Coordinator.

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Course Content:

- Week 1: Intro to Urban; Origins; Chapters 1-2
- Week 2: the US Urban System; Chapter 3 (read William Cronon excerpts)
- Week 3: Urban Systems in Transition; Chapter 4
- Week 4: Urban in Developing Countries; Ch. 5 (read *Seven Themes in African Urban Dynamics*)
- Week 5: Land Use Global; Chapter 6....**Exam 1**
- Week 6: Urban Problems in Developing; Chapter 7 (respond to Nairobi documentary)
- Week 7: Urban Development; Chapter 8 (read Hamnett & Smith articles)
- Week 8: How Neighborhoods Change; Chapter 9 (read *How to Be Silicon Valley*)
- Week 9: Governance/Politics; Chapter 10
- Week 10: Urban Policy/Planning; Chapter 11....**Exam 2**
- Week 11: Urban Policy and Planning; Chapter 11 (read Jane Jacobs excerpts)
- Week 12: Residence & Architecture; Chapter 12-13 (read *Triumph of Suburbia*)
- Week 13: Urban Life & Problems; Chapter 14-15 (read "New Urbanism" articles)
- Week 14: **Student Oral Presentations** over Urban Geography
- Week 15: Urban Trends for the Future....**Exam 3**

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Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

- a. How does this course fit with the university mission? **GEOG 4703: Urban Geography Seminar aids student scholastic development by fulfilling two critical content needs for the Cultural and Geospatial Studies Bachelor's degree. First, Urban Geography is a Seminar course, and a GEOG/ANTH seminar is required for the Cultural and Geospatial Studies degree. Second, concepts in Urban Geography reinforce (and are reinforced by) GEOG 3403: GIS II - Planning Applications. Students graduating with a Bachelor's in Cultural and Geospatial Studies will be better prepared for future employment with communities or agencies due to knowledge gained from GEOG 4703: Urban Geography Seminar.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable.**
- c. Provide up to three student learning outcomes students will achieve after completing this course? **Throughout this course, students will (1) identify factors influencing city development; (2) understand basic issues related to urban economies, transport, government, and planning; (3) analyze urban geography from qualitative and quantitative approaches**
- d. What assessment tool or measure will you use to assess student learning? **Exams, Class Seminar-style Discussions/Responses to Readings, Oral Presentation, Research Paper**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate a familiarity with the major theories, works, and scholars within academic urban geography through regular seminar discussions. Students will demonstrate knowledge of urban geography through an end-of-term research paper and accompanying oral presentation.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Students in the Cultural and Geospatial Studies Bachelor's Degree program would benefit greatly from the study of urban geography, as this proposed course complements the urban focus of the program's advanced GIS course**

(GEOG 3403: GIS II – Planning Applications.) A pilot version of this course was taught in Spring 2016 and received an average 4.7 student evaluation rating for all questions.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **Most universities within the discipline of academic geography offer a thematic Human Geography course focused on urban geography. Arkansas State offers GEOG 4223: Urban Geography. UALR offers GEOG 3320: Urban Geography. UCA offers GEOG 3371: Urban Geography. The University of Arkansas offers GEOS 4073: Urban Geography.**

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	27 June 2016

Title	Signature	Date
Department Head <i>David Blanks</i>	<i>[Signature]</i>	6/27/16
Dean	<i>[Signature]</i>	6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	6/28/16
Vice President for Academic Affairs	<i>[Signature]</i>	7-11-17

Course Subject: (e.g., ACCT, ENGL) HIST	Course Number: (e.g., 1003) 3273	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Digital History		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Digital history		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

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History 4983 – Digital History

Dr. Aaron McArthur
amcarthur2@atu.edu

Catalog Description

This is an experimental class, and has no official description other than it is a directed seminar in an area of social science. This class has been structured to focus on unique educational opportunities.

Books

History in the Digital Age, Tony Weller, ed. 978-0-415-66697-8

Supplemental Readings

Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web, Daniel J. Cohen and Roy Rosenzweig 978-0-8122-1923-4

Doing Oral History: A Practical Guide, Donald A. Ritchie 0-19-515434-7

Editing Historical Documents: A Handbook of Practice, Michael E. Stevens and Steven B. Burg 0-7619-8960-9

Writing History in the Digital Age - <http://writinghistory.trincoll.edu/>

<http://www.digitalhumanities.org/companion/>

www.publchistory.org

www.ncph.org

www.achp.gov

<http://www.digitalhistory.uh.edu/>

Justification

Emerging technologies have changed the field of history in fundamental ways. This class is designed to help students come to terms with the digital resources available to use while researching as well as when working with and presenting the past. While it is possible to be a historian without the knowledge of how to work or present your work digitally, such a course is quickly leading to irrelevance.

Specific Objectives

After the course students will be able to:

Discover, evaluate, and implement digital tools and resources to support emerging and traditional forms of historical scholarship, public projects, and teaching.

Thoughtfully and purposefully engage in dialog about history on the public web with a range of stakeholders in digital history: historians, archivists, museum professionals, educators, and amateurs, etc.

Understand copyright, Creative Commons, and the public domain, and use, create, and share resources/intellectual property appropriately.

General Objectives

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This course on digital history examines both the theoretical and practical impact of new media and technology on history, especially in the field of Public History. We will examine how digital media has influenced (and is still influencing) how we research, write, present and teach history. We will draw on theoretical readings as well as analyze the potential benefits and drawbacks of online resources, such as websites, wikis, and podcasts.

Religious Holidays

Students who miss a class assignment because of observance of a religious holiday shall have the opportunity to make up missed work. In order to be assured of this opportunity, it is the student's responsibility to inform me of anticipated absences by the end of the second week of classes.

Extracurricular Activities

Students representing ATU at any official extracurricular activity shall have the opportunity to make up assignments, but must provide official written notification at least one week prior to the missed class(es).

Disabilities, Special Conditions

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university's disabilities coordinator at Bryan Hall 103 (968-0302).

Plagiarism & Other Unethical Behavior

As stated in *Webster's New World Dictionary of the American Language* (Cleveland, 1964). Plagiarism is – "to take and pass off as one's own the ideas, writings, etc. of another." Plagiarism is easy to spot and, more importantly, it is ethically unsound. Plagiarism on a paper or any other unethical conduct will, at the very minimum, result in an "F" for that assignment, and more likely will result in the administering of a grade of "F" for the class and further disciplinary action. The category of "unethical conduct" includes cheating on an exam, turning in a paper you have previously submitted for another class, copying another student's paper, and "acquiring" a paper through the Internet. Unethical conduct should have absolutely no place in an institution of higher learning. For further details please refer to the *Student Handbook*. If you have any uncertainties about what constitutes plagiarism or other kinds of academic dishonesty, be sure to seek clarification from me; claims of ignorance about these matters will not be deemed acceptable as excuses.

Requirements and Grading

Participation

This is a seminar class, so you must participate. If you do not do the readings and willingly discuss them in class, you will be missing out on many of the benefits of taking the class. Students are expected to attend all classes having read the assigned material. Class participation includes actively participating in daily discussions and responding to class presentations. To that end, for each class for which there are readings, students should also prepare a list of comments on the material (parallels, problems, factual questions, reminders of past readings, connections to ideas from other classes or from "real life") so that they have those points in front of them for the discussion. Although I have no current plan to collect these comments, I reserve the right to do so at some point during the semester. There will also be days that I will give you an in class assignment which we discuss towards the end of class, so it is a good idea to keep some notes about what you are doing when completing those assignments.

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Blogging

Narrating the planning, research, and implementation processes via your blogs is a central part of the class and a way for me to measure your effort, your creativity, and your progress as digital scholars. Blog about your problems as well as your successes. Be sure to comment on each others' blogs and help each other out. This is a community of people going through similar efforts that you can tap into, so do so. Weekly posts & comments are a minimum expectation of the class. When there is not a specific blog requirement, you are free to blog about anything related to the class. Unless otherwise informed, blog posts and comments are due by the beginning of class on the Tuesday AFTER the week they are assigned.

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

In the historical professions, deadlines matter. Exhibitions must open on time. Grant proposal deadlines aren't negotiable. Collaborative public history endeavors—like building digital tools and organizing festivals—require everyone to contribute in a timely manner so that work may proceed on schedule. The same holds true for this class. Assignments are considered late if turned in/posted anytime after that. [Late papers/projects will be penalized one full letter grade or, after 24 hours, not accepted.]

That said, I'm not heartless. If you have an emergency and anticipate not being able to turn in an assignment on time, come see me and we'll see if we can work something out.

Please note: Technological failure does not constitute an emergency. Hard drives fail, servers go down, file transfers time out, and files get corrupted. You must plan for such contingencies: keep backups of your files, have extra ink cartridges handy, know where the local wifi hotspots are in case your home internet connection goes down. Technological issues are not excuses for late work. Please protect yourself (and your grades) by managing your time and backing up your work.

Grade Breakdown

Blogging	40%
Database	10%
Podcast	10%
Images	5%
Metadata	5%
Participation	10%
Final Project	20%

Tentative Class Schedule

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Week 1 – 28 Aug – What is Digital History?

Readings

Marshal McLuhan [The Medium is the Message](#)

Interchange: [The Promise of Digital History](#)

Toni Weller, "Introduction, history in the digital age," *History in the Digital Age*, 1-21.

Assignment

Set up a blog by 5 pm Friday, August 30. You can use any system you want: most digital humanities folks favor [Wordpress](#) or [Blogger](#), but I STRONGLY recommend you use [Blogger](#). Once you've set up your blog, e-mail me the URL, and I'll add you to the course blogroll which I will list in Blackboard. Blogging AND responding to blogs is not optional. I recommend, though it is not absolutely required, that you use a rss reader like [Feedly](#) or [Digg Reader](#) to subscribe to your fellow students' blogs.

If you don't have one, create a dropbox.com account.

Week 2 – 3 and 5 Sept – Becoming a Digital Road Warrior

Readings

Familiarize yourself with the following websites.

[Zotero.org](#)

[Dirt.projectbamboo.org](#)

Assignments

Find a tool on DIRT. Post to your blog 300-500 words about how that tool is useful to historians. Install Zotero. Save five sources. Take a screenshot and send it to me.

Week 3 – 10 and 12 Sept – Digital Road Warrior Continued

Week 4 – 17 and 19 Sept - History on the Web

Readings

Cohen and Rosenzweig - [Exploring the History Web](#)

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Assignment

Look over the following sites, and pick four on which to spend a significant amount of time. Make selections that help you think about "genre" in digital history. Please inform me of any sites you'd like to add to the list and the site on which you will focus your review by

- [Building the Digital Lincoln](#)
- [The Spatial History Project](#)
- [Voyages: The Trans-Atlantic Slave Trade Database](#)
- [The Valley of the Shadow: Two Communities in the American Civil War](#)
- [HistoryWired: A Few of Our Favorite Things](#)
- [The Diary of Samuel Pepys](#)
- [National Geographic: Remembering Pearl Harbor](#)
- [The September 11 Digital Archive](#)
- [Images of the French Revolution](#)
- [Brainerd, Kansas: Time, Place, and Memory on the Web](#)
- [Do History](#)
- One project from the [Institute for Advanced Technology in the Humanities](#)
- [Gulag: Many Days, Many Lives](#)
- [Vistas: Visual Culture in Spanish America](#)
- [firstworldwar.com](#)
- [Uncle Tom's Cabin and American Culture](#)
- [The National Yiddish Book Center](#)
- One project from [UNLV Digital Collections](#)

Write and post to your blog an evaluation (500-1000 words) of one these sites, using the [Journal of American History evaluation guidelines](#) and, where relevant, drawing on some of the week's reading. Note especially the questions in the key areas of content, form, audience/use, and new media.

Week 5 – 24 and 26 Sept – Databases

Readings

William J. Turkel, Kevin Kee, and Spencer Roberts, "A method for navigating the infinite archive," *History in the Digital Age*, 61-76.

Assignment

Create a database with a minimum of 10 records. We will discuss the details in office.

Week 6 – 1 and 3 Oct – Big Data

Readings

[Portal.tapor.ca/portal/portal/](#)

[Nactem.ac.uk](#)

[Why History Students Should Love Big Data](#)

[Voyeurtools.org](#)

[Wordle.net](#)

Assignment

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Create a word cloud at voyeurtools.org or at wordle.net from a reading – we will discuss it in office – and use it in your blog post for the week.

Week 7 – 8 and 10 Oct - GIS

Readings

David J. Bodenhamer, "The spatial humanities: space, time and place in the new digital age," *History in the Digital Age*, 23-38.

J. B. "Jack" Owens – [What Historians Want from GIS](#)

Assignment

Create .kmz file for Google Earth. Share the file on your blog.
Extra credit – find and photograph the contents of 3 geocaches.

Week 8 – 15 and 17 Oct - Images

Readings

Brian Maidment, "Writing history with the digital image: a cautious celebration," *History in the Digital Age*, 111-126.

Cohen and Rosenzweig – [Becoming Digital](#)

Assignment

Scan ten images following the guidelines discussed in class. Burn to disc or place in dropbox and email link.

Week 9 – 22 and 24 Oct – Metadata

Readings

<http://dublincore.org/documents/usageguide/>

http://en.wikipedia.org/wiki/Dublin_Core

Assignment

Provide the metadata for the images you scanned last week. Use as many of the elements from the Simple Dublin Core Metadata Element Set (DCMES).

Week 10 – 29 and 31 Oct - Podcasting

Readings

Directions for [embedding audio](#) in your blog.

Directions for [using Audacity](#).

Assignment

Produce a podcast of at least 5 minutes and post to your blog. Turn in your script via email.

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Week 11 – 5 and 7 Nov - Copyright

Readings

Cohen and Rosenzweig - [Owning the Past?](#)

Jennifer Howard - [What you don't know about copyright, but should](#)

Assignment

Blog Post, 300-500 words. Reflect on the issues of copyright dealt with in the assigned readings. What are some of the potential pitfalls that you see for historians working with digital media? What new challenges are there for institutions, such as museums and archives? (tag as "copyrights").

Week 13 – 19 and 21 Nov - Digital Preservation

Readings

Cohen and Rosenzweig - [Preserving Digital History](#)

History Harvests: [What Happens When Students Collect and Digitize the People's History?](#)

Week 14 – 26 Nov - Grants

No Class Thursday, 28 November, Thanksgiving Holiday.

Week 15 – 3 and 5 Dec – Final Project

Week 16 – 10 Dec – Final Thoughts

Reading Day, No Class

Final TBA

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Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

- a. How does this course fit with the university mission?
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course?
- d. What assessment tool or measure will you use to assess student learning?
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

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- A. This course fits in with the university mission by promoting scholastic development. It introduces students to tools that are currently being used and are being introduced into the field of history. It allows them to be competitive in the current and future job market.
- B. Not Applicable
- C. Discover, evaluate, and implement digital tools and resources to support emerging and traditional forms of historical scholarship, public projects, and teaching. Thoughtfully and purposefully engage in dialog about history on the public web with a range of stakeholders in digital history: historians, archivists, museum professionals, educators, and amateurs, etc. Understand copyright, Creative Commons, and the public domain, and use, create, and share resources/intellectual property appropriately.
- D. Students will primarily create a blog where they will discuss the use of the tools that they have been introduced to.
- E. A good example of one of these blogs is available at: <http://history-curmudgeon.blogspot.com/>
- F. This course represents the future of the discipline. There are numerous tools available to historians that traditionally trained historians are not using and/or not teaching their students. This class will remedy that.

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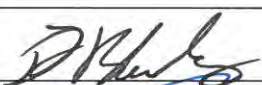
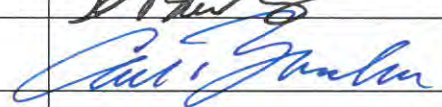

Arkansas Tech University
REQUEST FOR COURSE ADDITION

app cc 9/27/16
app FS 10/11/16
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TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	June 30, 2016

Title	Signature	Date
Department Head Dr. David Blanks		6/27/16
Dean Dr. Jeff Woods		6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/28/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 2023	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) Buddhist Philosophy		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

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PHIL 2023

Buddhist Philosophy

Catalogue Description: More than just an intellectual activity, Buddhist philosophy aims to become a way of life for all who study it. Buddhist philosophers do address theoretical questions, but their fundamental purpose is to help us live better. This course examines the basic principles of Buddhist philosophy, addresses some of Buddhist philosophy's most profound theoretical questions and asks how Buddhist ideas can improve our daily lives. This is the course to take if you want to question the reality of time and space, find out who you really are or learn how to live your life to the fullest, free of pain and suffering.

Offered: Spring only

Prerequisites: None

Co-requisites: None

Instructor:

Instructor E-mail:

Instructor Telephone:

Office:

Office Hours:

Course Facebook Group:

Justification/rationale for the course: Over the past 20-30 years, the domain of philosophy has expanded well beyond the western tradition to include philosophies originating in South America, Africa, the Middle East and Asia. This expansion of the canon serves the needs and interests of students by exposing them to a more diverse range of cultures and ideas than they would otherwise encounter. Adding this course would enrich and modernize the Philosophy Program at Tech by better aligning course offerings with evolving professional standards and student needs and interests. The University of Arkansas at Little Rock offers a similar course (PHIL 3350), as does Hendrix College (PHIL 250 and 260) and the University of Central Arkansas (PHIL 1330).

About the Course:

Goals and Purposes:

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More than just an intellectual activity, Buddhist philosophy aims to become a way of life for all who study it. Buddhist philosophers do address theoretical questions, but their fundamental purpose is to help us live better. This course examines the basic principles of Buddhist philosophy in the Tibetan Nyingma and Japanese Zen traditions, addresses some of Buddhist philosophy's most profound theoretical questions and asks how Buddhist ideas can improve our daily lives. This is the course to take if you want to question the reality of time and space, find out who you really are and learn how to live your life to the fullest, free of pain and suffering.

Students learn how to (1) understand and apply Buddhist principles and theories, (2) relate the historical development of Buddhist thought to the principles and theories specific to the Nyingma and Zen traditions and (3) critique and defend Buddhist principles and theories using critical thinking skills.

This course is intended for students seeking a general introduction to Buddhist thought or wishing to explore international or multicultural perspectives. Prior knowledge of Buddhist philosophy is helpful but not required.

Materials needed:

1. All required readings will be available on Blackboard at no cost to students. Required readings are listed in the Course Schedule below.
2. Students must subscribe to the Facebook group for the course. Those who prefer not to share their personal Facebook profiles can create a separate Facebook account for use in the course.

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 course syllabus and readings for the semester. This is also the place to look for writing assignments.

My Grades: This is where you can see your grades for specific assignments and your current course grade.

*To be clear, all written assignments (except the final exam) will be delivered and must be submitted on Blackboard.

Classroom Activities:

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The first class of the week consists of a presentation by the instructor with discussion as needed. The second class of the week consists of discussion in small groups.

Group discussions facilitate active engagement with key concepts. Participation must be respectful and supportive. Personal anecdotes and opinions may be referenced when relevant to the discussion, but contributions should aim to clarify ideas and/or explore their logical implications and real world consequences.

*Please see "Collaborative Learning" (below) for a description of the procedures for small group discussions.

**Please see "Grading" (below) for a description of the procedures for evaluating class participation.

Assignments:

Collaborative Learning:

Students are placed in discussion groups of 6-9 members and belong to those groups for the entire semester, unless otherwise directed by the instructor.

Prior to the second class of the week, each student posts at least one question related to the readings and responds to at least one question from a classmate in the course Facebook group. Discussion questions addressed during Thursday's class are selected from those posted on Facebook.

Each group designates a leader for the week, with a different leader picked each week. Discussion leaders are responsible for moderating discussions within their group. Leaders facilitate participation, ensure that comments are related to the readings and keep their group on task. At the end of each 50-minute discussion, group leaders may be asked to offer 3-5 minute informal reports on their group's discussion.

The instructor observes each group, noting the contributions of the individual members. In particular, the instructor looks for evidence of active listening, critical thinking, and dialogue skills.

******Students must bring their notes and must have access to the readings for the week during group meetings. The instructor will provide discussion questions.***

Reminders:

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Students should prepare for group discussions by completing the readings for the week and posting at least one question and one response to a classmate's question in the course Facebook group.

Students should come to their group meetings with their notes and access to that week's readings. The instructor will provide discussion questions.

Good discussions include specific references to the readings, as well as references to personal observations and experience. Referring to specific passages that shaped your views of the readings helps advance the discussion.

Open Discussion:

During the second class of the week, after 50 minutes or so of group discussion, group leaders may be asked to report the results of their group's discussion to the class as a whole, with the instructor facilitating open discussion of the topic. Contributions to open discussions should attempt to advance one's own understanding of the readings and that of one's classmates. Students are encouraged to relate readings to personal experience, ask for clarifications, challenge assumptions, and propose alternative interpretations.

Formal Writing:

Undergraduate students write 3 formal papers of between 1,000 and 1,500 words. Papers must be typed, double-spaced, and submitted on Blackboard.

The instructor provides a topic at least a week before each paper is due. Paper topics are posted on Blackboard.

Papers are due by: TBA.

All papers must include the following elements:

- i. A clear thesis or statement of purpose
- ii. A main argument establishing the paper's thesis using logic and evidence
- iii. An objection to the paper's thesis
- iv. A response to the objection in defense of the paper's thesis
- v. A strong conclusion exploring important implications of the paper's thesis
- vi. A word count at the end

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Revising Papers for a Higher Grade:

Papers 1 and 2 may be revised for a higher grade, provided the original submission achieves a grade **not lower than C+** (opportunities to revise must be earned) and **no higher than B+**. Revised papers are due 10 business days after the original paper is returned. **Revised papers must be accompanied by a cover letter explaining what has been done to improve the paper and why it is now a better paper than it was before.** Cosmetic changes alone are not sufficient to earn a higher grade.

Final Exam:

A comprehensive final exam will be given on **TBA**. The exam consists of 6 questions provided at least 1 week in advance of the exam. Students should carefully study all 6 questions, but only 1 question, selected randomly at the time of the exam, is to be answered.

Grading:

For **group discussions**, the instructor's cumulative observations of each group's activities will result in a grade on a scale of 0-100 for each student. Those grades will reflect the relative contributions made by each student, including *making good comments or asking good questions, referring the group to relevant quotations in the readings, setting a constructive and supportive tone, listening well, keeping the group on task, or anything else that facilitated learning within the group.*

Grades for **papers, the final exam, and (for graduate students) the clinical case recommendation** will be determined according to the following requirements:

- i. Student read, understood, and followed all instructions
- ii. Submission (paper or exam) includes a clear thesis or statement of purpose that communicates the paper's main argument and provides a preview of the conclusion
- iii. Submission provides accurate interpretations of relevant readings, with citations where appropriate
- iv. Rather than presenting opinions (personal beliefs, attitudes, or feelings), submission presents rational arguments supported by logic and evidence (e.g., references to the readings, facts, or personal observations)
- v. Submission includes an objection to its thesis and a response to that objection in defense of the paper's thesis

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- vi. Submission reaches a strong conclusion consistent with its thesis
- vii. Submission is largely free of spelling errors and/or grammatical mistakes

Assignment	Weight
Group discussions	30%
Paper 1	10%
Paper 2	15%
Paper 3	20%
Final exam	25%

- A = 90% or higher
- B = 80-89%
- C = 70-79%
- D = 60-69%

Policies:

Attendance:

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Course Schedule:

Dates	Topics	Activities
Week One	Introduction and Background	<ul style="list-style-type: none"><input type="checkbox"/> Carefully review the syllabus.<input type="checkbox"/> E-mail the instructor at: mbrodrick@atu.edu confirming that you have reviewed the syllabus.<input type="checkbox"/> Post a short bio of yourself in the course Facebook group <p>Readings:</p> <ul style="list-style-type: none"><input type="checkbox"/> "Buddhism" by Huston Smith <p style="text-align: right;">RECEIVED</p>

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Dates	Topics	Activities
Week Two	The Buddha's Teachings	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Old Path, White Clouds</i> by Thich Nhat Hanh
Week Three	Emptiness	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>The Root Stanzas of the Middle Way</i> by Nagarjuna
Week Four	Nonduality and Nonstriving	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Spaciousness: The Radical Dzogchen of the Vajra-Heart</i> by Longchenpa
Week Five	Mortality and Immortality	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>The Tibetan Book of Living and Dying</i> by Sogyal Rinpoche
Week Six	From India to China: Bodhidharma	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>The Zen Teaching of Bodhidharma</i> by Bodhidharma
Week Seven	Buddhism and Taoism	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Tao Te Ching</i> by Lao-tzu
Week Eight	Chinese Ch'an Buddhism	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Cultivating the Empty Field: The Silent Illumination of Zen Master Hongzhi</i> by Hongzhi
Week Nine	Zen Buddhism in Japan	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Moon in a Dewdrop: Writings of Zen Master Dogen</i> by Eihei Dogen
Week Ten	Fall/Spring Break	Fall/Spring Break (no classes)

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Dates	Topics	Activities
Week Eleven	Living Without Fear	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> "Nirvana: The Waterfall" by Shunryu Suzuki <input type="checkbox"/> "Sun-Faced Buddha, Moon-Faced Buddha" by Shunryu Suzuki
Week Twelve	Joyous Absorption in the Present Moment	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> "Jumping Off the 100-foot Pole" by Shunryu Suzuki <input type="checkbox"/> "Sit Like a Frog" by Shunryu Suzuki
Week Thirteen	Struggle	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Nothing Special: Living Zen</i> by Charlotte Joko Beck
Week Fourteen	Nothing Special	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Selections from <i>Nothing Special: Living Zen</i> by Charlotte Joko Beck

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Bibliography

- Beck, Charlotte Joko. *Nothing Special: Living Zen*. New York: HarperCollings, 1993. Print.
- Bodhidharma. *The Zen Teaching of Bodhidharma*, Red Pine, trans. New York: North Point Press, 1989. Print.
- Dogen, Eihei. *Moon in a Dewdrop: Writings of Zen Master Dogen*, Kazuaki Tanahashi, trans. New York: North Point Press, 1985. Print.
- Hongzhi. *Cultivating the Empty Field: the Silent Illumination of Zen Master Hongzhi*, Taigen Dan Leighton, trans. North Clarendon, VT: Tuttle Publishing, 2000.
- Lao-tzu. *Tao Te Ching*, Stephen Mitchell, trans. New York: Harper & Row, 1988. Print.
- Longchenpa. *Spaciousness: The Radical Dzogchen of the Vajra-Heart*, Keith Dowman, trans. Kathmandu, Nepal: Vajra Publications, 2013. Print.
- Nagarjuna. *The Root Stanzas of the Middle Way*, Padmakara Translation Groups, trans. Boulder, CO: Shambhala Publications, 2008. Print.
- Nhat Hanh, Thich. *Old Path White Clouds: Walking in the Footsteps of the Buddha*. Berkeley, CA: Parallax Press, 1991. Print.
- Smith, Huston. *The World's Religions*. New York: HarperOne, 1991. Print.
- Sogyal Rinpoche. *The Tibetan Book of Living and Dying*. New York: HarperCollins, 2002. Print.
- Suzuki, Shunryu. *Not Always So: Practicing the True Spirit of Zen*. New York:

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HarperCollins, 2002. Print.

Suzuki, Shunryu. Zen Mind, Beginner's Mind. Boston, MA: Shambhala

Publications, 2006. Print.

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Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

- a. How does this course fit with the university mission? The course introduces basic principles and theories of Buddhist philosophy, introducing students to a broader range of ideas and cultures than they would otherwise encounter. This furthers the university's mission by "nurturing scholastic development" and providing "a solid educational foundation for life-long learning to a diverse community of learners" through "innovative programs."
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Students learn how to (1) understand and apply Buddhist principles and theories, (2) relate the historical development of Buddhist thought to principles and theories unique to specific Buddhist traditions and (3) critique and defend Buddhist principles and theories using critical thinking skills.
- d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using two separate rubrics, one for collaborative learning activities and the other for formal writing assignments. These rubrics are provided in the syllabus. Also, student learning will be assessed by means of a comprehensive final exam.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate knowledge of and ability to apply and critique major principles and theories of Buddhist philosophy (e.g., emptiness, nonduality and nonstriving). Students will do this by participating in weekly structured discussions both online and in the classroom, producing three formal papers that require critical evaluation of Buddhist ideas and passing a comprehensive final exam.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Because this course has never been piloted at Tech, learning assessment evidence for this course is currently unavailable. However, over the past 20-30 years, the domain of philosophy has expanded well beyond the western tradition to include philosophies originating in South America, Africa, the Middle East and Asia. This expansion

of the canon serves the needs and interests of students by exposing them to a more diverse range of cultures and ideas than they would otherwise encounter. Adding this course would enrich and modernize the Philosophy Program at Tech by better aligning course offerings with evolving professional standards and student needs and interests.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. This course fills a gap in ATU's philosophy offerings by providing instruction in Buddhist philosophy similar to that which is currently available at institutions like ATU. The University of Arkansas at Little Rock offers a similar course (PHIL 3350), as does Hendrix College (PHIL 250 and 260) and the University of Central Arkansas (PHIL 1330).

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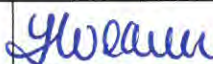

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

apprec 9/27/16
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Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	June 30, 2016	
Title	Signature	Date
Department Head Dr. David Blanks		6/27/16
Dean Dr. Jeff Woods		6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/28/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3043	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) Clinical Bioethics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? _____ Select Fee Type _____		

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

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PHIL 3043

Clinical Bioethics

Catalogue Description: This course examines what ethics requires of healthcare professionals, from physicians and nurses to therapists, social workers, administrators and policy makers. While students gain a firm grasp of general principles, including permission, non-maleficence, beneficence and justice, our focus is on specific questions of right and wrong faced by clinical practitioners and the professionals who support them. We assess the medical, legal, social, political and economic dimensions of real-world cases. Topics covered include decisional capacity, surrogate decision makers, informed consent, disclosure and confidentiality, addiction, refusal of life-saving treatment, physician-assisted suicide and euthanasia.

Offered: Spring only

Prerequisites: None

Co-requisites: None

Instructor:

Instructor E-mail:

Instructor Telephone:

Office:

Office Hours:

Course Facebook Group:

Justification/rationale for course: Biomedical ethics is a fast-developing field of study within philosophy that is at the cutting edge of the discipline. Increasingly, colleges and universities around the country and internationally are offering instruction in biomedical ethics at the undergraduate level. Adding this course would enhance and modernize Tech's Philosophy Program by better aligning course offerings with evolving professional standards and student needs and interests. Students seeking to enter the healthcare professions are increasingly well served by instruction in biomedical ethics. The University of Arkansas at Little Rock and Hendrix College offer similar courses.

About the Course:

Goals and Purposes:

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Students learn how to (1) understand and apply basic principles of bioethics to clinical cases, (2) understand, apply and critically assess clinical protocols intended to support ethical conduct in the healthcare professions and (3) comprehend the impact of political, economic and institutional arrangements on the ethical delivery of healthcare.

This course is intended for students seeking careers in the healthcare professions or in those areas of law and policy that shape the legal and institutional environment in which medicine is practiced. Prior knowledge of bioethics is helpful but not required.

Methods of instruction:

Collaborative learning activities, lively class discussions, focused lectures, rigorous writing assignments and a comprehensive final exam are the central methods of instruction.

Materials needed:

1. *Intervention and Reflection: Basic Issues in Bioethics* by Ronald Munson
2. *Fletcher's Introduction to Clinical Ethics* by John C. Fletcher and Paul A. Lombardo
3. Additional readings will be available on Blackboard at no additional cost. Those readings are indicated in the Course Schedule below.
4. Students must subscribe to the Facebook group for the course. Those who prefer not to share their personal Facebook profiles can create a separate Facebook account for use in the course.

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.

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Content: This is where you will find the course syllabus and readings for the semester. This is also the place to look for writing assignments.

My Grades: This is where you can see your grades for specific assignments and your current course grade.

*To be clear, all written assignments (except the final exam) will be delivered and must be submitted on Blackboard.

Classroom Activities:

The first class of the week consists of a presentation by the instructor with discussion as needed. The second class of the week consists of discussion in small groups.

Group discussions facilitate active engagement with key concepts. Participation must be respectful and supportive. Personal anecdotes and opinions may be referenced when relevant to the discussion, but contributions should aim to clarify ideas and/or explore their logical implications and real world consequences.

*Please see "Collaborative Learning" (below) for a description of the procedures for small group discussions.

**Please see "Grading" (below) for a description of the procedures for evaluating class participation.

Assignments:

Collaborative Learning:

Students are placed in discussion groups of 6-9 members and belong to those groups for the entire semester, unless otherwise directed by the instructor.

Prior to the second class of the week, each student posts at least one question related to the readings and responds to at least one question from a classmate in the course Facebook group. Discussion questions addressed during Thursday's class are selected from those posted on Facebook.

Each group designates a leader for the week, with a different leader picked each week. Discussion leaders are responsible for moderating discussions within their group. Leaders facilitate participation, ensure that comments are related to the readings and keep their group on task. At the end of each 50-minute discussion, group leaders may be asked to offer 3-5 minute informal reports on their group's discussion.

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The instructor observes each group, noting the contributions of the individual members. In particular, the instructor looks for evidence of active listening, critical thinking, and dialogue skills.

***Students must bring their notes and must have access to the readings for the week during group meetings. The instructor will provide discussion questions.

Reminders:

Students should prepare for group discussions by completing the readings for the week and posting at least one question and one response to a classmate's question in the course Facebook group.

Students should come to their group meetings with their notes and access to that week's readings. The instructor will provide discussion questions.

Good discussions include specific references to the readings, as well as references to personal observations and experience. Referring to specific passages that shaped your views of the readings helps advance the discussion.

Open Discussion:

During the second class of the week, after 50 minutes or so of group discussion, group leaders may be asked to report the results of their group's discussion to the class as a whole, with the instructor facilitating open discussion of the topic. Contributions to open discussions should attempt to advance one's own understanding of the readings and that of one's classmates. Students are encouraged to relate readings to personal experience, ask for clarifications, challenge assumptions, and propose alternative interpretations.

Formal Writing:

Undergraduate students write 3 formal papers of between 1,000 and 1,500 words. Papers must be typed, double-spaced, and submitted on Blackboard.

The instructor provides a topic at least a week before each paper is due. Paper topics are posted on Blackboard.

Papers are due by: TBA.

All papers must include the following elements:

- i. A clear thesis or statement of purpose
- ii. A main argument establishing the paper's thesis using logic and evidence

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- iii. An objection to the paper's thesis
- iv. A response to the objection in defense of the paper's thesis
- v. A strong conclusion exploring important implications of the paper's thesis
- vi. A word count at the end

Revising Papers for a Higher Grade:

Papers 1 and 2 may be revised for a higher grade, provided the original submission achieves a grade not lower than C+ (opportunities to revise must be earned) and no higher than B+. Revised papers are due 10 business days after the original paper is returned. Revised papers must be accompanied by a cover letter explaining what has been done to improve the paper and why it is now a better paper than it was before. Cosmetic changes alone are not sufficient to earn a higher grade.

Final Exam:

A comprehensive final exam will be given on **TBA**. The exam consists of 6 questions provided at least 1 week in advance of the exam. Students should carefully study all 6 questions, but only 1 question, selected randomly at the time of the exam, is to be answered.

Grading:

For group discussions, the instructor's cumulative observations of each group's activities will result in a grade on a scale of 0-100 for each student. Those grades will reflect the relative contributions made by each student, including making good comments or asking good questions, referring the group to relevant quotations in the readings, setting a constructive and supportive tone, listening well, keeping the group on task, or anything else that facilitated learning within the group.

Grades for papers, the final exam, and (for graduate students) the clinical case recommendation will be determined according to the following requirements:

- i. Student read, understood, and followed all instructions
- ii. Submission (paper or exam) includes a clear thesis or statement of purpose that communicates the paper's main argument and provides a preview of the conclusion
- iii. Submission provides accurate interpretations of relevant readings, with citations where appropriate

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iv. Rather than presenting opinions (personal beliefs, attitudes, or feelings), submission presents rational arguments supported by logic and evidence (e.g., references to the readings, facts, or personal observations)

v. Submission includes an objection to its thesis and a response to that objection in defense of the paper's thesis

vi. Submission reaches a strong conclusion consistent with its thesis

vii. Submission is largely free of spelling errors and/or grammatical mistakes

Assignment	Weight
Group discussions	30%
Paper 1	10%
Paper 2	20%
Paper 3	20%
Final exam	20%

A = 90% or higher

B = 80-89%

C = 70-79%

D = 60-69%

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Course Schedule:

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Dates	Topics	Activities
Week One	Introduction and Background	<ul style="list-style-type: none"> <input type="checkbox"/> Carefully review the syllabus. <input type="checkbox"/> E-mail the instructor at: mbrodrick@atu.edu confirming that you have reviewed the syllabus. <input type="checkbox"/> Post a short bio of yourself in the <u>course Facebook group</u>. <p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "It's over, Debbie" (Blackboard) <input type="checkbox"/> "Selections from the Hippocratic Corpus" (Blackboard) <input type="checkbox"/> "First Code of Medical Ethics" (1847), American Medical Association (Blackboard) <input type="checkbox"/> "Clinical Ethics: History, Content, and Resources" by John C. Fletcher and Edward M. Spencer (<i>Fletcher's Introduction</i>)
Week Two	Provider-Patient Relationship	<p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "A Review of Communication Models and Frameworks in a Healthcare Context" by B.S. Chang, S.M. Bridges, C.K. Yiu & C.P. McGrath (Blackboard) <input type="checkbox"/> "Communication Theory and Health Communication Practice" by B.D. Ruben (Blackboard)
Week Three	Autonomy and Paternalism	<p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> From On Liberty by John Stuart Mill (Blackboard) <input type="checkbox"/> "Paternalism" by Gerald Dworkin (Blackboard)

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8

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Dates	Topics	Activities
Week Four	Decisional Capacity and Informed Consent	Readings: <ul style="list-style-type: none"> <li data-bbox="857 384 1430 489">☐ “Determining Patients’ Capacity to Share in Decision Making” by Robert J. Boyle (<i>Fletcher’s Introduction</i>) <li data-bbox="857 531 1446 636">☐ “The Process of Informed Consent” by Robert J. Boyle (<i>Fletcher’s Introduction</i>)
Week Five	Surrogate Decision Makers	Readings: <ul style="list-style-type: none"> <li data-bbox="813 747 1414 852">☐ “Who Should Decide for the Unrepresented?” by A. Courtwright and E. Rubin (Blackboard) <li data-bbox="813 894 1422 999">☐ “Guardianship and End-of-Life Decision Making” by A. B. Cohen, M.S. Wright, L. Cooney, Jr. & T. Fried (Blackboard)
Week Six	Disclosure and Confidentiality	Readings: <ul style="list-style-type: none"> <li data-bbox="813 1110 1430 1173">☐ “Privacy and Confidentiality” by Evan. G. DeRenzo (<i>Fletcher’s Introduction</i>) <li data-bbox="813 1226 1446 1331">☐ “Communicating, Truth-Telling, and Disclosure” by Robert J. Boyle (<i>Fletcher’s Introduction</i>)
Week Seven	Addiction	Readings: <ul style="list-style-type: none"> <li data-bbox="813 1472 1382 1577">☐ Ethics for Addiction Professionals by Jennifer D. Berton, Chapters 2 & 3 (Blackboard)

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Dates	Topics	Activities
Week Eight	Refusal of Lifesaving Treatment	Readings: <ul style="list-style-type: none"> <li data-bbox="873 384 1419 562">☐ “A Definition of Irreversible Coma: Report of the Ad Hoc Committee of the Harvard Medical School to Examine the Definition of Brain Death” (1968) (Blackboard) <li data-bbox="873 604 1357 716">☐ In the Matter of Karen Quinlan (1976), Supreme Court of New Jersey (Blackboard) <li data-bbox="873 751 1406 825">☐ Cruzan v. Director Missouri Health Department (Blackboard) <li data-bbox="873 863 1438 974">☐ “Treatment Refusals by Patients and Clinicians” by Edmund G. Howe (<i>Fletcher’s Introduction</i>) <li data-bbox="873 1010 1425 1188">☐ “The Decision to Forgo Life-Sustaining Treatment When the Patient is Incapacitated” by John C. Fletcher and Walter Davis (<i>Fletcher’s Introduction</i>)
Week Nine	Physician Assisted Suicide	Readings: <ul style="list-style-type: none"> <li data-bbox="865 1335 1459 1409">☐ “Physician Assisted Suicide” (2013) by John Lachs (Blackboard) <li data-bbox="865 1444 1459 1556">☐ From “Assisted Suicide: Pro-Choice or Anti-Life” by Richard Doerflinger (Blackboard)
Week Ten	Fall/Spring Break	Fall/Spring Break (no classes)

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Dates	Topics	Activities
Week Eleven	Euthanasia	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> "The Dilemma of Euthanasia in Modern Medical History: The English and American Experience" (1975) by Stanley Joel Reiser (Blackboard) <input type="checkbox"/> Intervention and Reflection by Ronald Munson, Chapter 7
Week Twelve	HIV and AIDS	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention and Reflection by Ronald Munson, Chapter 12
Week Thirteen	Access to Investigational Drugs and Therapies	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> "A New Era of Unapproved Drugs" by Jacobson and Parmet (Blackboard) <input type="checkbox"/> "Compassionate Use: A Story of Ethics and Science in the Development of a New Drug" by William C. Buhles (Blackboard)
Week Fourteen	Research on Human Subjects	Readings: <ul style="list-style-type: none"> <input type="checkbox"/> "Nazi War Crimes of a Medical Nature" (1947) by Andrew C. Ivy (Blackboard) <input type="checkbox"/> "The Nuremberg Code" (1947) (Blackboard) <input type="checkbox"/> "Ethics and Clinical Research" (1964) by Henry K. Beecher (Blackboard) <input type="checkbox"/> "Letters to the Editor in Response to Beecher's Essay" (1966) (Blackboard) <input type="checkbox"/> World Medical Association Helsinki Statement (Blackboard) <input type="checkbox"/> Belmont Report (Blackboard)

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Dates	Topics	Activities
Week Fifteen	Conclusions and implications/review for the final exam	
Final Exam		

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Bibliography

Beauchamp, Tom and James F. Childress. *Principles of Biomedical Ethics*. New York: Oxford University Press, 2012. Print.

Engelhardt, Tristram. *The Foundations of Bioethics*. New York: Oxford University Press, 1996. Print.

Fletcher, John C. and Paul A. Lombardo. *Fletcher's Introduction to Clinical Ethics*. Hagerstown, MD: University Publishing Group, 2005. Print.

Menikoff, Jerry. *Law and Bioethics: An Introduction*. Washington, DC: Georgetown University Press, 2001. Print.

Munson, Ronald. *Intervention and Reflection: Basic Issues in Bioethics*. Boston, MA: Wadsworth Cengage Learning, 2014. Print.

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Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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



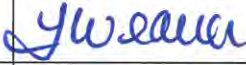

- a. How does this course fit with the university mission? The course provides instruction in theoretical principles and clinical best practices of ethical conduct for healthcare professionals. The course is aimed at students seeking careers in the healthcare professions or in those areas of law and policy that shape the legal and institutional environment in which medicine is practiced. This is closely aligned with the university's goal of "nurturing scholastic development, integrity, and professionalism". The course deploys social media technologies and collaborative learning activities that facilitate the university's goal of providing "a solid educational foundation for life-long learning to a diverse community of learners".
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Students will be able to (1) understand and apply basic principles of bioethics to clinical cases, (2) understand, apply and critically assess clinical protocols intended to support ethical conduct in the healthcare professions and (3) comprehend the impact of political, economic and institutional arrangements on the ethical delivery of healthcare.
- d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using two separate rubrics, one for collaborative learning activities and the other for formal writing assignments. These rubrics are provided in the syllabus. Also, student learning will be assessed by means of a comprehensive final exam.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate knowledge of bioethical principles (e.g., non-maleficence and beneficence) and knowledge of and ability to critically evaluate clinical protocols intended to facilitate ethical conduct in the healthcare professions. Students will do this by participating in weekly structured discussions both online and in the classroom, producing three formal papers that require critical assessment of ethical choices and passing a comprehensive final exam.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Because this course has never been piloted at Tech, learning assessment evidence for this course is currently unavailable. However, biomedical ethics is a fast-developing field of study within philosophy that is at the cutting edge of the discipline. Increasingly, colleges and universities around the country and internationally are offering instruction in biomedical ethics at the undergraduate level. Adding this course would enhance and modernize Tech's Philosophy Program by better aligning course offerings with evolving professional standards and student needs and interests. Students seeking to enter the healthcare professions are increasingly well served by instruction in biomedical ethics. The University of Arkansas at Little Rock and Hendrix College offer similar courses.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course fills a gap in ATU's philosophy offerings by providing instruction in healthcare ethics that is currently available at institutions like ATU. For Example, the University of Arkansas at Little Rock offers a similar course (PHIL 3335), as does Hendrix College (PHIL 225).

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	June 30, 2016	
Title	Signature	Date
Department Head Dr. David Blanks		6/27/16
Dean Dr. Jeff Woods		6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/28/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3073	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) Philosophy of Law		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <div style="border: 1px solid black; height: 15px; width: 100%;"></div>		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <div style="border: 1px solid black; width: 50px; height: 15px;"></div>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <div style="border: 1px solid black; width: 50px; height: 15px;"></div>		
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

PHIL 3073

Philosophy of Law

Catalogue Description: This course examines philosophical theories of human nature, order and choice that influence how modern liberal societies use law as an instrument of human flourishing. In particular, students assess the effectiveness of the common law as a mechanism of balancing claims of order and tradition against those of liberty and progress. This assessment encompasses the rules of private ownership, freedom of contract, tort liability, necessity, and “take and pay” under eminent domain. Each of these rules is evaluated against two sets of different underlying assumptions derived from competing philosophical theories of human nature.

Offered: Spring only.

Prerequisites: None.

Co-requisites: None.

Instructor:

Instructor E-mail:

Instructor Telephone:

Office:

Office Hours:

Course Facebook Group:

Justification/rationale for course: A widely recognized purpose of undergraduate philosophy programs is to prepare students for admission to law school. While almost any philosophy course can be said to prepare students for law school by teaching critical thinking skills, a specialized course in the philosophy of law is the gold standard in terms of exposing students to the specific content and reasoning skills they will be expected to master in law school. Adding this course would enrich and modernize Tech’s Philosophy Program by better aligning course offerings with professional standards and student needs and interests. The University of Arkansas at Little Rock offers a similar course (PHIL 3347), as does the University of Arkansas at Fayetteville (PHIL 4143) and the University of Central Arkansas (PHIL 3330).

About the Course:

Goals and Purposes:

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This course examines philosophical theories of human nature, order and choice that influence how modern liberal societies use the law as an instrument of human flourishing. In particular, students assess the effectiveness of common law as a mechanism of balancing claims of order and tradition against those of liberty and progress. When should we go beyond common law and rely on other legal forms to level the playing field between employers and employees, shield business firms from competition, protect consumers from potentially dangerous pharmaceutical compounds, or achieve affirmative action or other social justice objectives? This assessment encompasses the rules of private ownership, freedom of contract, tort liability, necessity, and “take and pay” under eminent domain. Each of these rules is evaluated against two sets of different underlying assumptions derived from competing philosophical theories of human nature.

Students learn to (1) understand and apply competing theories of human nature, (2) understand and apply common law rules and assess their social and moral consequences, (3) grasp relevant differences between basic legal forms and determine when common law rules should be accompanied by other kinds of legal or institutional arrangements.

This course is intended for students seeking careers in law, government, public policy or academia. Prior knowledge of the philosophy of law is helpful but not required.

Methods of Instruction:

Methods of instruction for this course include focused lectures, student- driven discussions and writing assignments that challenge students to apply philosophical theories to consequential questions of legal practice.

Materials needed:

1. All required readings will be available on Blackboard at no cost to students. Required readings are listed in the Course Schedule below.
2. Students must subscribe to the Facebook group for the course. Those who prefer not to share their personal Facebook profiles can create a separate Facebook account for use in the course.

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.

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Content: This is where you will find the course syllabus and readings for the semester. This is also the place to look for writing assignments.

My Grades: This is where you can see your grades for specific assignments and your current course grade.

*To be clear, all written assignments (except the final exam) will be delivered and must be submitted on Blackboard.

Classroom Activities:

The first class of the week consists of a presentation by the instructor with discussion as needed. The second class of the week consists of discussion in small groups.

Group discussions facilitate active engagement with key concepts. Participation must be respectful and supportive. Personal anecdotes and opinions may be referenced when relevant to the discussion, but contributions should aim to clarify ideas and/or explore their logical implications and real world consequences.

*Please see "Collaborative Learning" (below) for a description of the procedures for small group discussions.

**Please see "Grading" (below) for a description of the procedures for evaluating class participation.

Assignments:

Collaborative Learning:

Students are placed in discussion groups of 6-9 members and belong to those groups for the entire semester, unless otherwise directed by the instructor.

Prior to the second class of the week, each student posts at least one question related to the readings and responds to at least one question from a classmate in the course Facebook group. Discussion questions addressed during Thursday's class are selected from those posted on Facebook.

Each group designates a leader for the week, with a different leader picked each week. Discussion leaders are responsible for moderating discussions within their group. Leaders facilitate participation, ensure that comments are related to the readings and keep their group on task. At the end of each 50-minute discussion, group leaders may be asked to offer 3-5 minute informal reports on their group's discussion.

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The instructor observes each group, noting the contributions of the individual members. In particular, the instructor looks for evidence of active listening, critical thinking, and dialogue skills.

*** Students must bring their notes and must have access to the readings for the week during group meetings. The instructor will provide discussion questions.

Reminders:

Students should prepare for group discussions by completing the readings for the week and posting at least one question and one response to a classmate's question in the course Facebook group.

Students should come to their group meetings with their notes and access to that week's readings. The instructor will provide discussion questions.

Good discussions include specific references to the readings, as well as references to personal observations and experience. Referring to specific passages that shaped your views of the readings helps advance the discussion.

Open Discussion:

During the second class of the week, after 50 minutes or so of group discussion, group leaders may be asked to report the results of their group's discussion to the class as a whole, with the instructor facilitating open discussion of the topic. Contributions to open discussions should attempt to advance one's own understanding of the readings and that of one's classmates. Students are encouraged to relate readings to personal experience, ask for clarifications, challenge assumptions, and propose alternative interpretations.

Formal Writing:

Undergraduate students write 3 formal papers of between 1,000 and 1,500 words. Papers must be typed, double-spaced, and submitted on Blackboard.

The instructor provides a topic at least a week before each paper is due. Paper topics are posted on Blackboard.

Papers are due by: TBA.

All papers must include the following elements:

- i. A clear thesis or statement of purpose
- ii. A main argument establishing the paper's thesis using logic and evidence

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- iii. An objection to the paper's thesis
- iv. A response to the objection in defense of the paper's thesis
- v. A strong conclusion exploring important implications of the paper's thesis
- vi. A word count at the end

Revising Papers for a Higher Grade:

Papers 1 and 2 may be revised for a higher grade, provided the original submission achieves a grade not lower than C+ (opportunities to revise must be earned) and no higher than B+. Revised papers are due 10 business days after the original paper is returned. Revised papers must be accompanied by a cover letter explaining what has been done to improve the paper and why it is now a better paper than it was before. Cosmetic changes alone are not sufficient to earn a higher grade.

Final Exam:

A comprehensive final exam will be given on **TBA**. The exam consists of 6 questions provided at least 1 week in advance of the exam. Students should carefully study all 6 questions, but only 1 question, selected randomly at the time of the exam, is to be answered.

Grading:

For group discussions, the instructor's cumulative observations of each group's activities will result in a grade on a scale of 0-100 for each student. Those grades will reflect the relative contributions made by each student, including making good comments or asking good questions, referring the group to relevant quotations in the readings, setting a constructive and supportive tone, listening well, keeping the group on task, or anything else that facilitated learning within the group.

Grades for papers, the final exam, and (for graduate students) the clinical case recommendation will be determined according to the following requirements:

- i. Student read, understood, and followed all instructions
- ii. Submission (paper or exam) includes a clear thesis or statement of purpose that communicates the paper's main argument and provides a preview of the conclusion
- iii. Submission provides accurate interpretations of relevant readings, with citations where appropriate

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- iv. Rather than presenting opinions (personal beliefs, attitudes, or feelings), submission presents rational arguments supported by logic and evidence (e.g., references to the readings, facts, or personal observations)
- v. Submission includes an objection to its thesis and a response to that objection in defense of the paper's thesis
- vi. Submission reaches a strong conclusion consistent with its thesis
- vii. Submission is largely free of spelling errors and/or grammatical mistakes

Assignment	Weight
Group discussions	30%
Paper 1	10%
Paper 2	20%
Paper 3	20%
Final exam	20%

A = 90% or higher

B = 80-89%

C = 70-79%

D = 60-69%

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

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instructor understands that serious life events may lead to accumulating more than 3 absences. Students who accumulate 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 who miss 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 submitted to the instructor by e-mail 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>.

Changing the Syllabus:

The instructor reserves the right to change the order and content of the units upon determining that the current configuration is not meeting the needs of the students.

Course Schedule:

Dates	Topic	Activities
<p>RECEIVED JUN 28 2015 Registrar's Office</p>		

Week One	Introduction and Background	<input type="checkbox"/> Carefully review the syllabus. <input type="checkbox"/> E-mail the instructor at: mbrodrick@atu.edu confirming that you have reviewed the syllabus. <input type="checkbox"/> Post a short bio of yourself in the course Facebook group Readings: <input type="checkbox"/> Selections from "Reflections on the Revolution in France" by Edmund Burke
Week Two	Human Nature	Readings: <input type="checkbox"/> Selections from "Speech on Conciliation with the Colonies" by Edmund Burke
Week Three	Human Nature	Readings: <input type="checkbox"/> Selections from Common Sense by Thomas Paine
Week Four	Human Nature	Readings: <input type="checkbox"/> Selections from The Age of Reason by Thomas Paine
Week Five	Order and Choice	Readings: <input type="checkbox"/> Selections from Justice as Fairness : A Restatement by John Rawls
Week Six	Order and Choice	Readings: <input type="checkbox"/> Selections from Justice as Fairness : A Restatement by John Rawls
Week Seven	Order and Choice	Readings: <input type="checkbox"/> Selections from The Constitution of Liberty by F. A. Hayek

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Week Eight	Order and Choice	Readings: <input type="checkbox"/> Selections from <i>The Constitution of Liberty</i> by F. A. Hayek
Week Nine	Common Law	Readings: <input type="checkbox"/> Selections from <i>Commentaries on the Laws of England</i> by William Blackstone
Week Ten	Private Ownership	Readings: <input type="checkbox"/> Selections from <i>The Common Law</i> by Oliver Wendell Holmes
Week Eleven	Freedom of Contract	Readings: <input type="checkbox"/> Selections from <i>The Common Law</i> by Oliver Wendell Holmes
Week Twelve	Tort Liability	Readings: <input type="checkbox"/> Selections from <i>The Common Law</i> by Oliver Wendell Holmes
Week Thirteen	Necessity	Readings: <input type="checkbox"/> Selections from <i>Simple Rules for a Complex World</i> by Richard Epstein
Week Fourteen	"Take and Pay"	Readings: <input type="checkbox"/> Selections from <i>Simple Rules for a Complex World</i> by Richard Epstein

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Bibliography

- Blackstone, William. *The Commentaries of Sir William Blackstone, Knight, on the Laws and Constitution of England*. American Bar Association, 2011. Print.
- Burke, Edmund. *The Portable Edmund Burke*, Isaac Kramnick, ed. New York: Penguin Group, 1999. Print.
- Epstein, Richard. *Simple Rules for a Complex World*. Cambridge, MA: Harvard University Press, 1995. Print.
- Hayek, F. A. *The Constitution of Liberty*, Ronald Hamowy, ed. Chicago, IL: University of Chicago Press, 2011. Print.
- Holmes, Oliver Wendell. *The Common Law*. New York: Dover Publications, 1991. Print.
- Paine, Thomas. *Common Sense*, Ronald Herder, ed. New York: Dover Publications, 1997. Print.
- Paine, Thomas. *The Thomas Paine Reader*. New York: Penguin Group, 1987. Print.
- Rawls, John. *Justice as Fairness: A Restatement*. Cambridge, MA: Harvard University Press, 2001. Print.

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Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

- a. How does this course fit with the university mission? This course prepares undergraduate students for employment in law, government, public policy and academia by providing instruction in the philosophical foundations of the American legal system. This furthers the university's mission of "nurturing scholastic development" and "professionalism" and providing "a solid educational foundation for life-long learning."
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Students learn to (1) understand and apply competing theories of human nature, (2) understand and apply common law rules and assess their social and moral consequences, (3) grasp relevant differences between basic legal forms and determine when common law rules should be accompanied by other kinds of legal or institutional arrangements.
- d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using two separate rubrics, one for collaborative learning activities and the other for formal writing assignments. These rubrics are provided in the syllabus. Also, student learning will be assessed by means of a comprehensive final exam.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will provide evidence of their learning by participating in weekly structured discussions both online and in the classroom, producing three formal papers that require critical assessment of theories of human nature as they relate to common law rules and passing a comprehensive final exam.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Because this course has never been piloted at Tech, learning assessment evidence for this course is currently unavailable. However, a widely recognized purpose of undergraduate philosophy programs is to prepare students for admission to law school. While almost any philosophy course can be said to prepare students for law school by teaching critical thinking skills, a specialized course in the philosophy of law is the gold

standard in terms of exposing students to the specific content and reasoning skills they will be expected to master in law school. Adding this course would enrich and modernize Tech's Philosophy Program by better aligning course offerings with professional standards and student needs and interests.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. This course fills a gap in ATU's philosophy offerings by providing instruction in the philosophy of law that is currently available at institutions like ATU. The University of Arkansas at Little Rock offers a similar course (PHIL 3347), as does the University of Arkansas at Fayetteville (PHIL 4143) and the University of Central Arkansas (PHIL 3330).





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

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	7/5/2016

Title	Signature	Date
Department Head		7/6/16
Dean		7-7-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/22/16
Vice President for Academic Affairs		1-11-17

Program Title: Political Science	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>Change 1: POLS 2403 Comparative Politics is now a required course</p> <p>Change 2: Either POLS 2413 International Relations or POLS 2153 Introduction To Strategic Studies is a required course</p> <p>Change 3: Instead of required classes in each subfield of political science including Political Theory, International Relations, Research Methods and American Politics. We are moving towards having tracks which match the future career paths of our students. Examples of some of these careers can be found on the website for the American Political Science Association (APSA) http://www.apsanet.org/CAREERS/Careers-In-Political-Science. These tracks include Law School, Public Policy/Administration, American Politics, Campaigns and Elections, International Relations/Studies, Strategic Studies, and Political Science Graduate School</p>	
What impact will the change have on staffing, on other programs and space allocation?	

None
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .
In the attached matrix, include requested changes in the matrix and include course number and title.

Fall Start Curriculum Matrix for Catalog Curriculum in Political Science	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</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>Sophomore Spring Semester</p> <p>Add/Change: POLS Elective¹</p>

¹ Majors are also required to take 21 additional elective credits in political science, 18 of which are upper level political courses. It is recommended students pursue one of the six career tracks below based on the types of jobs that are most appealing to them.

Law School Track: Recommended for students interested in earning their Juris Doctorate in law. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 3023 – Judicial Process
- POLS 3043 – Judicial Politics
- POLS 3063 – Modern Political Thought
- POLS 3253 – Classical Political Thought
- POLS 4043 – Constitutional Law
- POLS 4973-6 – Internship
- POLS 4983 – Political Science Seminar

Public Policy/Administration Track: Recommended for students interested in political careers in bureaucratic agencies at the local, state or federal level of government, as well as non-profit organizations that lobby

government. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 3053 Introduction to Public Administration
POLS 3033 – American State and Local Government
POLS 3043 – Judicial Politics
POLS 3093 – Local and County Government
POLS 3083 – Political Parties and Interest Groups
POLS 3143 – The United States Presidency
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

International Relations/Studies Track: Recommended for students interested in careers with non-governmental organizations (NGOs) like the Red Cross, Amnesty International, etc.; political careers working for or with organizations like the United Nations, World Bank, International Monetary Fund (IMF), etc.; or diplomatic career. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 2403 – Comparative Government
POLS 2413 – International Relations
POLS 3063 – Modern Political Thought
POLS 3423 – Problems in International Affairs
POLS 3433 – United Nations
POLS 3473 – National Security Policy
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

Strategic Studies Track: Recommended for students interested in military studies and careers. These courses are very popular with students pursuing an ROTC program. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 2153 – Introduction to Strategic Studies
POLS 3013 – Recent American Foreign Policy
POLS 3063 – Modern Political Thought
POLS 3423 – Problems in International Affairs
POLS 3433 – United Nations
POLS 3473 – National Security Policy
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

American Politics, Campaigns & Elections Track: Recommended for students interested in careers working on political campaigns, for political parties, for interest groups, or in any of the branches of government at the local, state and federal level. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 3123 – American Political Behavior
POLS 3133 – United States Congress
POLS 3143 – The United States Presidency
POLS 3033 – State and Local Government
POLS 3093 – County and Local Government
POLS 3083 – Political Parties and Interest Groups
POLS 3513 – Research Methods (or SOC 2053, MATH 3153, etc.)

Delete: Total Hours: 16	Delete: Research Methods Block Total Hours: 15
Junior Fall Semester Add/Change: POLS 2403 Comparative Government POLS Elective ⁴ Delete: Political Theory Block POLS 2403 Comparative Government or POLS 2413 International Relations Total Hours: 15	Junior Spring Semester Add/Change: POLS 2413 International Relations or POLS 2153 Introduction To Strategic Studies POLS Elective⁴ Delete: International Relations Block American Politics Block Total Hours: 15
Senior Fall Semester Add/Change: POLS Elective ⁴ (see previous footnote)	Senior Spring Semester Add/Change:

POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

Political Science Graduate School Track: Recommended for students interested in seeking a master’s or doctorate’s degree in political science. It is recommended students pursuing this track take at least 18 of their 21 political science credits as follows:

POLS 3513 – Research Methods (or SOC 2053, MATH 3153, etc.)

AND 15 credits distributed as follows among these three blocks:

American Government Course (6 Credits)

POLS 3023 – Judicial Politics
POLS 3043 – Judicial Process
POLS 3053 – Introduction to Public Administration
POLS 3083 – Political Parties and Interest Groups
POLS 3093 – County and Local Government
POLS 3123 – American Political Behavior
POLS 3133 – United States Congress
POLS 3143 – The United States Presidency
POLS 4043 – Constitutional Law
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

International Relations Course (6 credits)

POLS 3013 – Recent American Foreign Policy
POLS 3423 – Problems In International Affairs
POLS 3433 – United Nations
POLS 3473 – National Security Policy

Political Theory Course (3 credits)

POLS 3063 – Modern Political Thought
POLS 3253 – Classical Political Thought

Delete: American Politics Block	Delete:
Total Hours: 15	Total Hours: 12
Total Program Hours _____	

Previous Catalog

Bachelor of Arts in Political Science

The political science degree requires thirty nine additional semester hours beyond the General Education requirements and the College of Arts and Humanities foreign language requirement. **In the General Education requirements, political science majors are required to take**

- HIST 2003 United States History to 1877,
- HIST 2013 United States History since 1877,
- HIST 1513 World History since 1500, or HIST 1503 World History to 1500 or GEOG 2013
Regional Geography of the World
- SOC 1003 Introductory Sociology **OR** PSY 2003 General Psychology **OR** ECON 2003
Principles of Economics I

Political science majors are required to take six hours of beginning foreign language courses or obtain the appropriate waiver for high school language study.

The thirty nine semester hours required for the political science degree include

- POLS 2003 American Government
- POLS 2253 Survey of Western Political Thought
- POLS 2513 Research Design
- POLS 2403 Comparative Government **OR** POLS 2413 International Relations

Majors also choose one course from three of the four political science blocks: Research Methods, Political Theory, and International Relations, and two courses from the fourth political science block: American Politics.

Nine semester hours of electives, six of which must be 3000-4000 level, and POLS 4963 Senior Seminar complete the major requirements.

Catalog Revisions

Bachelor of Arts in Political Science

The political science degree requires thirty nine additional semester hours beyond the General Education requirements and the College of Arts and Humanities foreign language requirement. **In the General Education requirements, political science majors are required to take**

PROGRAM REQUIREMENTS

- HIST 2003 United States History to 1877,
- HIST 2013 United States History since 1877,
- HIST 1513 World History since 1500, or HIST 1503 World History to 1500 or GEOG 2013
Regional Geography of the World
- SOC 1003 Introductory Sociology **OR** PSY 2003 General Psychology **OR** ECON 2003
Principles of Economics I

Political science majors are required to take six hours of beginning foreign language courses or obtain the appropriate waiver for high school language study.

The thirty nine semester hours required for the political science degree include

- POLS 2003 American Government
- POLS 2253 Survey of Western Political Thought
- POLS 2513 Research Design
- POLS 2403 Comparative Government
- POLS 2413 International Relations OR POLS 2153 Introduction To Strategic Studies
- POLS 4963 Senior Seminar
- Majors are also required to take 21 additional elective credits in political science, 18 of which are upper level political courses.

PROGRAM RECOMMENDATIONS

- It is recommended students pursue one of the six career tracks below based on the types of jobs that are most appealing to them. It is also recommended students work with their advisor to do an internship within their track to give them first-hand experience in a career in their track.

Law School Track: Recommended for students interested in earning their Juris Doctorate in law. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 3023 – Judicial Process
POLS 3043 – Judicial Politics
POLS 3063 – Modern Political Thought
POLS 3253 – Classical Political Thought
POLS 4043 – Constitutional Law
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

Public Policy/Administration Track: Recommended for students interested in political careers in bureaucratic agencies at the local, state or federal level of government, as well as non-profit organizations that lobby government. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 3053 Introduction to Public Administration
POLS 3033 – American State and Local Government
POLS 3043 – Judicial Politics
POLS 3093 – Local and County Government
POLS 3083 – Political Parties and Interest Groups
POLS 3143 – The United States Presidency
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

International Relations/Studies Track: Recommended for students interested in careers with non-governmental organizations (NGOs) like the Red Cross, Amnesty International, etc.; political careers working for or with organizations like the United Nations, World Bank, International Monetary Fund (IMF), etc.; or diplomatic career. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

POLS 2403 – Comparative Government
POLS 2413 – International Relations
POLS 3063 – Modern Political Thought
POLS 3423 – Problems in International Affairs
POLS 3433 – United Nations
POLS 3473 – National Security Policy
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

Strategic Studies Track: Recommended for students interested in military studies and careers. These courses are very popular with students pursuing an ROTC program. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 2153 – Introduction to Strategic Studies
- POLS 3013 – Recent American Foreign Policy
- POLS 3063 – Modern Political Thought
- POLS 3423 – Problems in International Affairs
- POLS 3433 – United Nations
- POLS 3473 – National Security Policy
- POLS 4973-6 – Internship
- POLS 4983 – Political Science Seminar

American Politics, Campaigns & Elections Track: Recommended for students interested in careers working on political campaigns, for political parties, for interest groups, or in any of the branches of government at the local, state and federal level. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 3123 – American Political Behavior
- POLS 3133 – United States Congress
- POLS 3143 – The United States Presidency
- POLS 3033 – State and Local Government
- POLS 3093 – County and Local Government
- POLS 3083 – Political Parties and Interest Groups
- POLS 3513 – Research Methods (or SOC 2053, MATH 3153, etc.)
- POLS 4973-6 – Internship
- POLS 4983 – Political Science Seminar

Political Science Graduate School Track: Recommended for students interested in seeking a master's or doctorate's degree in political science. It is recommended students pursuing this track take at least 18 of their 21 political science credits as follows:

- POLS 3513 – Research Methods (or SOC 2053, MATH 3153, etc.)

AND 15 credits distributed as follows among these three blocks:

American Government Course (6 Credits)

- POLS 3023 – Judicial Politics
- POLS 3043 – Judicial Process
- POLS 3053 – Introduction to Public Administration
- POLS 3083 – Political Parties and Interest Groups
- POLS 3093 – County and Local Government
- POLS 3123 – American Political Behavior
- POLS 3133 – United States Congress
- POLS 3143 – The United States Presidency

International Relations Course (6 credits)

- POLS 3013 – Recent American Foreign Policy
- POLS 3423 – Problems In International Affairs
- POLS 3433 – United Nations
- POLS 3473 – National Security Policy

Political Theory Course (3 credits)

- POLS 3063 – Modern Political Thought
- POLS 3253 – Classical Political Thought

POLS 4043 – Constitutional Law
POLS 4973-6 – Internship
POLS 4983 – Political Science Seminar

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appe Teacher Ed 9/8/16
 app CC 9/27/16
 app FS 10/11/16
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Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Music	
DATE SUBMITTED:		
Title	Signature	Date
Department Head		5-31-14
Dean		6-16-16
Teacher Education Council (if applicable)		9-27-16
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 1751	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) Orientation to Music		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Orientation to Music		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

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MUS 1751

Orientation to ~~the University and the Music Department~~

Section #: **Meets:** **Location:**
Instructor: **Office:** 107 Witherspoon Hall
Phone: **E-mail:**
Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
- 2017-2018 Undergraduate Catalog
- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

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Registrar's Office

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
- **OnTrack Project (Worth 70 points)** – The OnTrack program is offered by Arkansas Tech University to encourage and support out-of-class campus involvement of students. Each MUS 1751 student is required to select and get licensed for one of the seven tracks to complete during the semester. Once a student has a license to participate in a track they are required to select and attend three (3) events to complete the track. Students will swipe their identification (id) cards at the selected events to record their attendance. Once the OnTrack record is updated to show attendance at an event the student will post a brief reflection on the event. At the end of the semester students will submit their OnTrack records to show completion of their track.

Course Evaluation/Grades

Attendance/Participation	13 @ 20 points	260 points
Contact Sheet	1 @ 10 points	10 points
College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
477 to 536 points	80-89%	=	B
417 to 476 points	70-79%	=	C
357 to 416 points	60-69%	=	D
Less than 357 points	Under 60%	=	F

Course Outline

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Dates	Topic(s)	Assignments
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	Due: Week 2 Complete Blackboard Policy Agreement <ul style="list-style-type: none"> • E-mail Contact/Personal Information sheet to Instructor • Complete College Music Department survey (Due Week 3)
Week 2	Overview of Class/Syllabus Personal Responsibility (go to class!) Time Management and Practicing Continue recital attendance overview	Due: Week 3 <ul style="list-style-type: none"> • View Video on Practicing • Homework Assignment 1 (college success strategies) • View OnTrack Video & Complete Licensing for a Select Track • Complete College Music Department survey (Due Week 3)
Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> • Meet with B2E Mentor • Homework Assignment 2 TBA
Week 4	Campus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook <i>Where do I go if?</i> Survey in class	Due: Week 5 <ul style="list-style-type: none"> • Go to Techionery museum and see music collection • Homework Assignment 3 (short paper on museum experience)
Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> • Review Tegrity Lecture on learning skills • Homework Assignment 4 (TBA – possibly bring lecture notes from another class)
Week 6	Checkup – discuss how everyone is doing. Discuss listening and notetaking in general classes. Discuss ear training/theory/piano/history and review websites that can help.	Due: Week 7 <ul style="list-style-type: none"> • Watch Academic Advising Video & Review Degree Requirements for Selected Major • Homework Assignment 5 (registration worksheet for next semester)
Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> • Review Library Materials • Homework Assignment 6 RECEIVED

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	profession. Discuss ensemble membership	
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	<ul style="list-style-type: none"> • Due: Week 11 • View Career Services Video & Complete the Focus2 • Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps	<ul style="list-style-type: none"> • Due: Week 12 • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	<ul style="list-style-type: none"> • Due: Week 13 • Read Story/View Video • Homework Assignment 10 (track time/activities all week)
Week 13	Managing Stress and Time (flashback to weeks 2 and 3)	<ul style="list-style-type: none"> • Due: Week 15 • Read Money Management Story • Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a budget in groups in class and discuss	<ul style="list-style-type: none"> • Due: Finals Week • Complete OnTrack Project • Complete College Music Department survey again
Finals Week	OnTrack Reporting and Discussion	

ASSISTANCE

Part of learning to be an effective student is knowing when and where to ask for help. Students should consider the assistance needed and ask for help from the instructor, the campus support center, or other university staff as appropriate.

From Instructor:

For questions about the course material, assignments, or grading contact your instructor. Course material will be posted in Blackboard and students are expected to reference the course material for due dates, assignment requirements, etc. Although every effort has been made to provide clear information

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there will be times when students need clarification or assistance. The instructor welcomes questions from students by e-mail, phone, or in person. Please reference page one of the syllabus or Blackboard for contact information and office hours.

From Campus Support Center:

For assistance with technical questions/concerns please contact the Campus Support Center.

Location: Room 150, Ross Pendergraft Library and Technology Center
Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

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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: Tech 1001	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: MUS 1751 will replace Tech 1001 in the curriculum of <i>Secondary Education – Music Education for Teacher Licensure (Instrumental Music Option)</i> as a music-specific orientation course entitled <i>Orientation to Music</i> .	

Department Head Signature:  Date: 6-1-16

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Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, and the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation programs. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L.

Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art). SMU requires a course that seems quite similar, for all first-semester freshmen: "**MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.** Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

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Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441 Stringed Instruments – MUS 3481</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

Office of Assessment and Institutional Effectiveness (2015)

	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821, 4281 Secondary Choral Methods and Materials I, II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according to the requirements of the syllabus.</p>	
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appl CC 9/27/16
 appl FS 10/11/16

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Registrar's Office

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		6-16-16
Dean		5-31-16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Program Title: Bachelor of Arts in Music	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned. staffing: NONE	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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Curriculum Matrix for Catalog		Registrar's Office
Curriculum in _____ (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: 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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Registrar's Office

MUS 1751

Orientation to ~~the University and the Music Department~~

Section #: **Meets:** **Location:**
Instructor: **Office:** 107 Witherspoon Hall
Phone: **E-mail:**
Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
- 2017-2018 Undergraduate Catalog
- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
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Course Evaluation/Grades

Attendance/Participation	13 @ 20 points	260 points
Contact Sheet	1 @ 10 points	10 points
College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
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417 to 476 points	70-79%	=	C
357 to 416 points	60-69%	=	D
Less than 357 points	Under 60%	=	F

Course Outline

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Registrar's Office

Dates	Topic(s)	Assignments	Registrar's Office
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	Due: Week 2 Complete Blackboard Policy Agreement <ul style="list-style-type: none"> • E-mail Contact/Personal Information sheet to Instructor • Complete College Music Department survey (Due Week 3) 	
Week 2	Overview of Class/Syllabus Personal Responsibility (go to class!) Time Management and Practicing Continue recital attendance overview	Due: Week 3 <ul style="list-style-type: none"> • View Video on Practicing • Homework Assignment 1 (college success strategies) • View OnTrack Video & Complete Licensing for a Select Track • Complete College Music Department survey (Due Week 3) 	
Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> • Meet with B2E Mentor • Homework Assignment 2 TBA 	
Week 4	Campus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook <i>Where do I go if?</i> Survey in class	Due: Week 5 <ul style="list-style-type: none"> • Go to Techionery museum and see music collection • Homework Assignment 3 (short paper on museum experience) 	
Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> • Review Tegrity Lecture on learning skills • Homework Assignment 4 (TBA – possibly bring lecture notes from another class) 	
Week 6	Checkup – discuss how everyone is doing. Discuss listening and notetaking in general classes. Discuss ear training/theory/piano/history and review websites that can help.	Due: Week 7 <ul style="list-style-type: none"> • Watch Academic Advising Video & Review Degree Requirements for Selected Major • Homework Assignment 5 (registration worksheet for next semester) 	
Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> • Review Library Materials • Homework Assignment 6 	

	profession. Discuss ensemble membership	
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	Due: Week 11 <ul style="list-style-type: none"> • View Career Services Video & Complete the Focus2 • Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps	Due: Week 12 <ul style="list-style-type: none"> • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	Due: Week 13 <ul style="list-style-type: none"> • Read Story/View Video • Homework Assignment 10 (track time/activities all week)
Week 13	Managing Stress and Time (flashback to weeks 2 and 3)	Due: Week 15 <ul style="list-style-type: none"> • Read Money Management Story • Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a budget in groups in class and discuss	Due: Finals Week <ul style="list-style-type: none"> • Complete OnTrack Project • Complete College Music Department survey again
Finals Week	OnTrack Reporting and Discussion	

ASSISTANCE

Part of learning to be an effective student is knowing when and where to ask for help. Students should consider the assistance needed and ask for help from the instructor, the campus support center, or other university staff as appropriate.

From Instructor:

For questions about the course material, assignments, or grading contact your instructor. Course material will be posted in Blackboard and students are expected to reference the course material for due dates, assignment requirements, etc. Although every effort has been made to provide clear information

there will be times when students need clarification or assistance. The instructor welcomes questions from students by e-mail, phone, or in person. Please reference page one of the syllabus or Blackboard for contact information and office hours.

From Campus Support Center:

For assistance with technical questions/concerns please contact the Campus Support Center.

Location: Room 150, Ross Pendergraft Library and Technology Center
Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

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Registrar's Office

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.

- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art).
SMU in Dallas requires a course that seems quite similar, for all first-semester freshmen:
"MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.
Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821,4281 Secondary Choral Methods and Materials I,II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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Teacher Ed app 9/8/16
 app CC 9/27/16
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 APR FS 10/11/16
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		5-31-14
Dean		6-16-16
Teacher Education Council (if applicable)		9-27-16
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Program Title: Secondary Ed - Music Ed (Instrumental Music Option)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned <i>Staffing - NONE</i>	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
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Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



MUS 1751

~~Orientation to the University and the Music Department~~

Section #: **Meets:** **Location:**
Instructor: **Office:** 107 Witherspoon Hall
Phone: **E-mail:**
Office Hours:

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- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.

- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art).
SMU in Dallas requires a course that seems quite similar, for all first-semester freshmen:
"MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.
Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post-Survey</u> of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post-Survey</u> of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

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	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821,4281 Secondary Choral Methods and Materials I,II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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Teacher Ed approved 9/18/16
 appl CC 9/27/16
 appl FS 10/11/16
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee	Registrar's Office
FROM (Initiating Department):	Music	
DATE SUBMITTED:		

Title	Signature	Date
Department Head		6-16-16
Dean		5-31-16
Teacher Education Council (if applicable)		9-27-16
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Program Title: Secondary Ed - Music Ed (Keyboard Instrumental Music Option)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned Staffing - NONE	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	



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Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</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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MUS 1751

Orientation to ~~the University and the Music Department~~

Section #: **Meets:** **Location:**
Instructor: **Office:** 107 Witherspoon Hall
Phone: **E-mail:**
Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
- 2017-2018 Undergraduate Catalog
- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
- **OnTrack Project (Worth 70 points)** – The OnTrack program is offered by Arkansas Tech University to encourage and support out-of-class campus involvement of students. Each MUS 1751 student is required to select and get licensed for one of the seven tracks to complete during the semester. Once a student has a license to participate in a track they are required to select and attend three (3) events to complete the track. Students will swipe their identification (id) cards at the selected events to record their attendance. Once the OnTrack record is updated to show attendance at an event the student will post a brief reflection on the event. At the end of the semester students will submit their OnTrack records to show completion of their track.

Course Evaluation/Grades

Attendance/Participation	13 @ 20 points	260 points
Contact Sheet	1 @ 10 points	10 points
College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
477 to 536 points	80-89%	=	B
417 to 476 points	70-79%	=	C
357 to 416 points	60-69%	=	D
Less than 357 points	Under 60%	=	F

Course Outline

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Dates	Topic(s)	Assignments	Registrar's Office
Week 1	Welcome/Introductions Blackboard Course Overview Review Syllabus Brief overview of recital attendance	Due: Week 2 Complete Blackboard Policy Agreement <ul style="list-style-type: none"> • E-mail Contact/Personal Information sheet to Instructor • Complete College Music Department survey (Due Week 3) 	
Week 2	Overview of Class/Syllabus Personal Responsibility (go to class!) Time Management and Practicing Continue recital attendance overview	Due: Week 3 <ul style="list-style-type: none"> • View Video on Practicing • Homework Assignment 1 (college success strategies) • View OnTrack Video & Complete Licensing for a Select Track • Complete College Music Department survey (Due Week 3) 	
Week 3	University Academic Calendar Music Department events (go over procedure for reservations) Juries/Barrier/Recitals Vocal dept. handbook for voice majors	Due: Week 4 <ul style="list-style-type: none"> • Meet with B2E Mentor • Homework Assignment 2 TBA 	
Week 4	Campus Resources (Health and Wellness, Public Safety, Tech Fit, Student Organizations, Tutoring, etc.) & Student Handbook <i>Where do I go if?</i> Survey in class	Due: Week 5 <ul style="list-style-type: none"> • Go to Techionery museum and see music collection • Homework Assignment 3 (short paper on museum experience) 	
Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> • Review Tegrity Lecture on learning skills • Homework Assignment 4 (TBA – possibly bring lecture notes from another class) 	
Week 6	Checkup – discuss how everyone is doing. Discuss listening and notetaking in general classes. Discuss ear training/theory/piano/history and review websites that can help.	Due: Week 7 <ul style="list-style-type: none"> • Watch Academic Advising Video & Review Degree Requirements for Selected Major • Homework Assignment 5 (registration worksheet for next semester) 	
Week 7	Discuss Academic Advising procedures - Undergraduate Catalog & Schedule of Courses Guest speaker(s) – careers in music Discuss etiquette at school and in the	Due: Week 9 <ul style="list-style-type: none"> • Review Library Materials • Homework Assignment 6 	

	profession. Discuss ensemble membership	Registrar's Office
Week 8	FALL BREAK - Holiday	No assignment
Week 9 (In Library)	Library Resources & Practicing Integrity Class will meet in the Music/Multimedia Lab in the Library – Guest Lecturer – music/multi-media librarian	<ul style="list-style-type: none"> • Due: Week 10 • Watch Tegrity Lecture on Test Preparation & Test Taking • Homework Assignment 7
Week 10	Study Skills: Effective Test Preparation & Test Taking	<ul style="list-style-type: none"> Due: Week 11 • View Career Services Video & Complete the Focus2 • Homework Assignment 8
Week 11	Career Development Discuss performance/teaching/advanced degrees in music Summer Music Festivals ATU Camps	<ul style="list-style-type: none"> Due: Week 12 • View Diversity & Inclusion Video • Homework Assignment 9
Week 12	Healthy relationships Diversity Inclusion	<ul style="list-style-type: none"> Due: Week 13 • Read Story/View Video • Homework Assignment 10 (track time/activities all week)
Week 13	Managing Stress and Time (flashback to weeks 2 and 3)	<ul style="list-style-type: none"> Due: Week 15 • Read Money Management Story • Homework Assignment 11
Week 14	Thanksgiving - Holiday	No assignment
Week 15	Money Management – balance a budget in groups in class and discuss	<ul style="list-style-type: none"> Due: Finals Week • Complete OnTrack Project • Complete College Music Department survey again
Finals Week	OnTrack Reporting and Discussion	

ASSISTANCE

Part of learning to be an effective student is knowing when and where to ask for help. Students should consider the assistance needed and ask for help from the instructor, the campus support center, or other university staff as appropriate.

From Instructor:

For questions about the course material, assignments, or grading contact your instructor. Course material will be posted in Blackboard and students are expected to reference the course material for due dates, assignment requirements, etc. Although every effort has been made to provide clear information

there will be times when students need clarification or assistance. The instructor welcomes questions from students by e-mail, phone, or in person. Please reference page one of the syllabus or Blackboard for contact information and office hours.

From Campus Support Center:

For assistance with technical questions/concerns please contact the Campus Support Center.

Location: Room 150, Ross Pendergraft Library and Technology Center
Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

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Arkansas Tech University
Proposal for Change in Program
Assessment Form

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
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- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art).
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Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post-Survey</u> of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post-Survey</u> of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821,4281 Secondary Choral Methods and Materials I,II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according the requirements of the syllabus.</p>	
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 appl CC 9/27/16 JUL 01 2016
 appl FS 10/11/16
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Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		5-31-16
Dean		6-16-16
Teacher Education Council (if applicable)		9-27-16
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Program Title: Secondary Ed - Music Ed (Keyboard Vocal Music Option)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned Staffing - NONE	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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Curriculum Matrix for Catalog	
Curriculum in _____ (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: 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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MUS 1751

Orientation to ~~the University and the Music Department~~

Section #:

Meets:

Location:

Instructor:

Office: 107 Witherspoon Hall

Phone:

E-mail:

Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
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- Library Website
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- 2017-2018 Student Handbook
- 2017-2018 Academic Calendar
- 2017-2018 Campus Involvement Guide
- GPA Calculator
- Fall 2017 Final Exam Schedule

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, courtesy requires an explanation to the instructor (before the absence occurs). You may call or e-mail the instructor, or leave a message in the office.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit only their own work unless assigned as a group project. Classroom misconduct, including inappropriate or disrespectful class behavior, cheating, or plagiarism will be addressed by the professor following the policies set forth in the student handbook. Students may be asked to leave class if their behavior is disruptive to the learning environment.

Homework Assignments

Homework assignments will be given throughout the semester, and must be brought to class on the day they are due.

Campus Involvement Requirements

- **B2E Mentor Meeting (Worth 20 points)** - Each student is required to meet with their Bridge to Excellence mentor (if not participating in the B2E program, students may meet with a faculty member in their major or their academic advisor). Students will report their reflections relative to the mentor meeting on the B2E Mentor Meeting form provided in Blackboard by Week 4.
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College Music Department survey (Pre & Post)	4 @ 5 points	20 points
Homework Assignments	11 @ 20 points	220 points
B2E Mentor Meeting	1 @ 20 points	20 points
OnTrack Report	1 @ 70 points	70 points
TOTAL		600 points

Grading Scale

537 to 600 points	90-100%	=	A
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Course Outline

Dates	Topic(s)	Assignments
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Week 5	Connecting to Tech Traditions University History Music Department History (i.e. band camp/drum corps/Jazz radio performances) Tech Traditions video in class Pass out Tech traditions books	Due: Week 6 <ul style="list-style-type: none"> • Review Tegrity Lecture on learning skills • Homework Assignment 4 (TBA – possibly bring lecture notes from another class)
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	profession. Discuss ensemble membership	Registrar's Office
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Week 14	Thanksgiving - Holiday	No assignment
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Finals Week	OnTrack Reporting and Discussion	

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From Instructor:

For questions about the course material, assignments, or grading contact your instructor. Course material will be posted in Blackboard and students are expected to reference the course material for due dates, assignment requirements, etc. Although every effort has been made to provide clear information

JUL 01 2016

MUS 1751 Syllabus – Fall 2017, Page 5

there will be times when students need clarification or assistance. The instructor welcomes questions from students by e-mail, phone, or in person. Please reference page one of the syllabus or Blackboard for contact information and office hours. Registrar's Office

From Campus Support Center:

For assistance with technical questions/concerns please contact the Campus Support Center.

Location: Room 150, Ross Pendergraft Library and Technology Center
Phone: (479) 968-0646 **Toll Free:** (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week

From Disability Services:

The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success, students should provide the instructor with their needs as early in the semester as possible.**

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? The curricular change to the Bachelor of Music will enable music faculty to nurture 'scholastic development', 'integrity', and 'professionalism' by engaging students within the rigorous and unique context of being a music major.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. How will the program change impact learning for students enrolled in this program? Students will be familiarized with all of the Student Learning Objectives contained within the Bachelor of Music and Music Education programs. This includes concepts of Western music history, theory, and performance practices. Basic piano skills are common to all of the music curricula. The music education programs include the following additional objective: "necessary classroom teaching skills and knowledge to effectively teach in the public school setting." Each of these five Student Learning Objectives is represented by a sequence of courses, engaging a music student on various levels, leading to mastery of the objective. It is imperative that music students understand all of these objectives, in addition to the corresponding course sequences at the beginning of the challenging, comprehensive experience of being a music major. This course is meant to be an Introduction to Music, but will retain elements of Tech 1001 (Orientation to the University). As this course is intended to replace Tech 1001 in all music curricula, it will represent important topics that are relevant for any incoming student at Arkansas Tech (i.e. information regarding Study Habits, University Resources, Diversity, Inclusion, and Healthy relationships).
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will have a working knowledge of each of the Student Learning Objectives in the Department of Music. On a macroscopic level, they will be able to demonstrate strategies for succeeding as performers and educators. On a practical level, they will have a strong working knowledge of departmental procedures, including course sequences for all of the music curricula.

- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. A number of departments at Arkansas Tech have adopted program-specific orientation courses. Examples can be found in NUR 1001 and ART 1001 (Nursing and Art). The following research supports a program-specific orientation experience, citing that there was a stronger retention rate than evidenced in general-population orientation experiences at the institution studied: Lipe, David, and L. Rusty Waller. "The Impact of a Program-Specific Orientation Course on Student Retention at a For-Profit, Post-Secondary Institution." *FOCUS on Colleges, Universities & Schools* 7.1 (2013).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no examples of a music-specific version of college orientation in Arkansas, although there are examples at other universities in Arkansas that are similar to other program-specific orientation courses offered at ATU (i.e. Nursing and Art). SMU in Dallas requires a course that seems quite similar, for all first-semester freshmen: **"MUAS 1020 (0). MUSIC PATHWAYS: EXPLORING MEADOWS AND YOUR FUTURE.** Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post-Survey</u> of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p><u>Pre- & Post-Survey</u> of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821,4281 Secondary Choral Methods and Materials I,II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according to the requirements of the syllabus.</p>	<p>Registrar's Office</p>
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RECEIVED

Teacher Ed app 9/8/16
 app CC 9/27/16
 app FS 10/11/16

JUL 01 2016

Registrar's Office

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Music
DATE SUBMITTED:	

Title	Signature	Date
Department Head		5-31-16
Dean		6-16-16
Teacher Education Council (if applicable)		9-27-16
Graduate Council (if applicable)		
Registrar		7/6/16
Vice President for Academic Affairs		1-11-17

Program Title: Secondary Ed - Music Ed (Vocal Music Option)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete one hour of TECH 1001 and add one hour of MUS 1751	
What impact will the change have on staffing, on other programs and space allocation? Departmental space will be assigned Staffing - NONE	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog	
Curriculum in _____ (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: 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:



RECEIVED

JUL 01 2016

Registrar's Office

MUS 1751

Orientation to ~~the University and the Music Department~~

Section #:

Meets:

Location:

Instructor:

Office: 107 Witherspoon Hall

Phone:

E-mail:

Office Hours:

Student Outcomes for Course

By completing this course, the student will be equipped for success in college by developing:

- professional goals and the strategies for accomplishing those goals.
- the ability to relate to professors, staff, and other students.
- the knowledge to locate information/resources on campus and acquire help as needed.
- time-management strategies for studying, practicing and performing.
- learning skills to include listening, note taking, class participation, test preparation, and test taking.
- working knowledge of OneTech, Blackboard, and other campus technology.
- working knowledge of rules and procedures involving recital attendance, juries, recitals and music department policies.

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable music majors to make a successful transition into the ATU department of music. The course will expose students to college/departmental resources and requirements, and promote the development of practical skills for college success.

Course Credit

MUS 1751 is worth 1 credit

No Required Text

Arkansas Tech University Online Resources

- Music Department Website
- Music Department Faculty contact page
- Library Website
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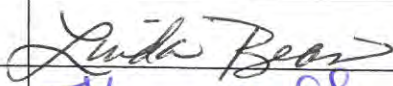
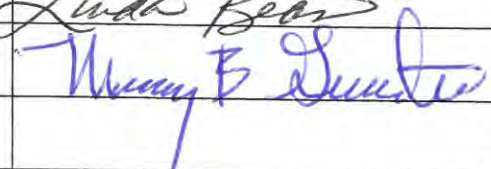
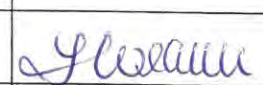

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Required orientation for all first-year music majors. Provides valuable information about college life and professional opportunities in music."
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see next page.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Familiarize students with Western music history/theory and the sequence of courses required.	<p>LO1: Students will design an appropriate schedule of courses comprised of Theory, Ear Training and History.</p> <p>LO2: Students will be able to sight-sing melodies, using solfège technique.</p> <p>LO3: Students will analyze Western, classical, music from multiple style periods, using Roman numeral analysis.</p>	<p>Orientation to Music - MUS 1751</p> <p>Theory I - MUS 1713 Theory II - MUS 1723 Theory III - MUS 2713 Theory IV - MUS 2723</p> <p>Ear Training I - MUS 1731 Ear Training II - MUS 1741 Ear Training III - MUS 2731 Ear Training IV - MUS 2741</p> <p>History of Music I – MUS 3773 History of Music II – MUS 3783 History of Music III – MUS 3692</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO2: Introduce students to the performance requirements of the music curricula at ATU	<p>LO1: Students will practice and perform, on their primary instruments (weekly private lessons), in a rigorous, progressive track, leading up to the Minimum Competency Performance Exam (AKA the Sophomore Barrier), and/or a Senior Recital (music education majors)</p> <p>LO2: Students will attend 14 approved recitals per semester for six semesters, in order to develop an appreciation of solo and ensemble literature and performance.</p> <p>LO3: Students will rehearse and perform with ensembles, exploring advanced chamber and large ensemble literature.</p>	<p>Orientation to Music - MUS 1751</p> <p>Recital Attendance – MUS 1000,3000</p> <p>Applied Study (all Instruments) – multiple course numbers. Includes juries and the sophomore barrier experience.</p> <p>Ensembles (vocal/instrumental) – multiple course numbers</p> <p>Senior Recital - MUS 4001</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Pre- & Post-Survey of Music Department policies (MUS 1751 - beginning and end of course)</p> <p>Performance progress will be assessed during weekly private lessons, juries at the end of each semester, during the sophomore barrier jury, and, in Music Education programs, during the Senior Recital.</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>
PO3: Promote an understanding of functional piano skills and requirements for education music degrees at ATU	<p>LO1: Students will learn to play the piano on a basic level. Piano skills will be developed in conjunction with the study of music theory and ear training, as well as applied study of the</p>	<p>Orientation to Music - MUS 1751 Class Piano I, II, III, and IV – MUS 1441 Brass Instruments – MUS 3401 Woodwind Instruments – MUS 3421 and 3431 Percussion Instruments – MUS 4461 Accompanying Seminar – MUS 4201 Instrumental Concepts – MUS 3441</p>	<p>Weekly Assignments</p> <p>Weekly classroom attendance/participation grade</p> <p>Survey of Music Department policies (MUS 1751 - beginning</p>	<p>90-100%=A 80-89%=B 70-79%=C 60-69%=D Under 60%=F</p>

	<p>student's primary instrument.</p> <p>LO2: Music Education Students will learn how to play instruments from various families (i.e. wind/brass/percussion) on a basic level, and will learn techniques for teaching students how to play these instruments.</p> <p>LO3: Music Education Students will learn principles of classroom teaching, including classroom management, conducting ensembles, choosing appropriate literature, and engaging in everyday situations that face music educators.</p>	<p>Stringed Instruments – MUS 3481 Piano Pedagogy – MUS 3442 Accompanying Seminar - 4201 Principles of Conducting – MUS 3802 Secondary Instrumental Methods and Materials I, II – MUS 3821,4281 Secondary Choral Methods and Materials I,II – MUS 3821, 4821 Music in the Elementary Classroom – MUS 3853</p>	<p>and end of course)</p> <p>Performance will be evaluated in all methods classes, class piano, conducting, and secondary methods courses by the teacher of record, according to the requirements of the syllabus.</p>	
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Arkansas Tech University
REQUEST FOR COURSE ADDITION

apprec 9/27/16
 appr FS 10/11/16

TO:	Curriculum Committee	
FROM (Initiating Department):	College of Education	
DATE SUBMITTED:	07/01/16	
Title	Signature	Date
Department Head Dr. Linda Bean, Associate Dean, COE		7/1/16
Dean Dr. Mary B. Gunter		6/30/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/5/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

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

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

LEAD 1003--Introduction to Leadership

Course Syllabus

Instructor: TBA
Office:
Office Hours: By Appointment

Phone:
Email:
Skype:

Catalog Description: This is an introduction course on leadership, where students will gain an understanding in the concepts, theories, and best practices regarding effective leadership. In addition, students will focus on understanding self and personal leadership.

Purpose of Course/Class Offering: This three-credit hour course is scheduled to be offered at least once/academic year, typically in the fall semester. Students will be encouraged to explore leadership concepts and integrate those concepts into their learning experiences both in and out of the academic classroom while they are pursuing their undergraduate degree and in their chosen career fields. The course will be recognized as an elective on the student's degree plan and is open to students pursuing all academic majors, however it is a required course for those pursuing the undergraduate leadership studies minor.

Course Objectives: Students will be able:

- To show how the study and understanding of leadership has evolved
- To gain exposure to leadership opportunities available in academic and co-curricular areas at ATU
- To identify leadership theories and how to put those theories into practical application
- To develop a personal philosophy of leadership
- To understand diversity and cultural influences on leadership
- To recognize traits and characteristics that make individuals good leaders
- To learn how to understand the change process and what it means to be a leader of change
- To interact with others and understand how group dynamics influences leadership

Methodology: The outcomes will be achieved through reflection, class assignments, critical thinking projects, exams/quizzes, and class discussions.

Required Texts: Komives, S., Lucas, N., & McMahon, T. (2013). *Exploring leadership: For college students who want to make a difference (3rd ed.)*. San Francisco: Wiley, John & Sons, Inc.

Publication manual of the American Psychological Association, (6th ed.). (2010). Washington, DC: American Psychological Association.

*Clifton, D. , Anderson, E., and Schreiner, L. *Strengths Quest: Discover and develop your strengths in academics, career, and beyond (2nd ed.)*. (2016). Gallup Press.

*The strengths quest assessment access code is included in the required text book.

Class Expectations:

*This is an academic course subject to all university guidelines and policies. As such, attendance and participation is critical to your success. Each one of us can learn a great deal from one another. You

are awarded points for your active participation in each class meeting. Failure to attend class will result in you not earning participation points for that class meeting.

*Be on time for all classes. Anyone arriving late or leaving early will be considered "tardy". Two incidents of tardiness will constitute an absence.

*The classroom is a safe place to express ideas, opinions, and beliefs. Within the class academic criticisms and discussions will take place, but behavior that impedes mutual respect of others or comments that are degrading or inappropriate will not be tolerated.

*Remain alert and attentive during all classes. Do what you need to do so that you are awake and mentally prepared to participate in each class.

*Be courteous and respectful to instructors and guest speakers. You all know each other already and "side conversations" during class can be incredibly tempting and **distracting**. Please give others the same respect and attention you would expect to get if you were speaking.

*Cell phones should be turned **OFF** or placed on silent during each class. There should also be no text messaging during class lectures or activities.

Technology Competencies:

Students are expected to demonstrate mastery and appropriate application of related technology competencies. Those competencies include: word processing, PowerPoint (2010 version or ability to see later version of power-point) or Prezi, on-line research, email, Blackboard, and Tegrity (video lecture) technology.

Plagiarism/Cheating Policy:

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full references must appear in the reference section of the paper/assignment in APA format. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student's answers, having others complete student's written work/tests, etc. Instances of academic dishonesty will result in the student's work being submitted to other LEAD instructors and/or Associate Dean for Education for their interpretation of the work. If the instructors/administrators find the work is guilty of plagiarism, the instructor can make the recommendation to award: a grade of a "0" on the assignment; re-submit the work with substantial points deducted; an "F" in the course; the student may be reported to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

Disability Statement:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact Office of Disability Services at

479-968-0302 to register for their services or if they are not certain whether a medical condition/disability qualifies.

Evaluation: Students will be evaluated by completing self-assessments, active engagement in class discussions, critical thinking writing assignments, and group interactions. Even though this will be a classroom taught in the traditional classroom, Blackboard will be utilized as a supplemental resource and most of your class assignments will be submitted via Blackboard.

Submitting Assignments in Blackboard:

For most assignments, you will be able to click on the actual assignment listing and submit your work for evaluation to me directly through Blackboard. You can add comments to the submission if you desire. Be sure to attach your work. Do not forget to attach the document for grading. It is a very common mistake to forget to attach **and** submit. Once you attach the work, you need to submit the work to me by hitting the submit button at the bottom of the page. Please submit your assignments via Blackboard and avoid sending them via e-mail attachment. It makes grading your work easier and quicker if I receive your assignments through Blackboard.

Late Work: Deadlines for assignments will be clearly noted on the syllabus and all assignments are expected on their respected due date. Any work submitted after the deadline but prior to the next class meeting will be considered, however a 10-20% penalty will be applied to the final grade for the assignment. Any work submitted after 1 week of the initial due date will not be accepted and a grade of 0 will be awarded for that assignment, unless the student makes prior arrangements with the instructor ahead of the due date.

Assignments:

Student Leader Interview: (30 points)

Students will need to identify a current student leader on campus and interview them to gain insight on student leadership at the college level. Share what leadership role (s) the individual holds on campus; what inspired them to get involved and hold the leadership duties they have; what challenges do they face in their student leadership roles and what do they do to try and overcome these challenges; what advice would they give a student looking to hold a leadership position on campus; what has been the most rewarding thing they have gained from their leadership role; who influences them as a leader; what are their future aspirations. Be sure to share background information on student leader (i.e. classification; organization; etc...) and what led you to select this individual to interview. You will submit this information gathered by developing a typed 3-page, double-spaced reflection paper, but not to exceed 5 typed pages.

Influential Leader Reflection/Presentation: (40 points)

Students will research a leader they find to be influential and will write a reflection about that leader as well as present this information to the class. The reflection should include background information on the individual selected; accomplishments this individual has achieved; a justification as to why they feel this individual is an influential leader; what characteristics from this individual do they want to emulate; what do they view as this person's strengths/growth areas; etc... The student can create a power-point, Prezi, or some other presentation format to show the class. The student should also work to make the presentation engaging and interactive. The presentations will be scheduled throughout the

semester and each class meeting will begin with a student presentation on their influential leader. The written reflection paper will all be due at the same time and will need to be at least 2 typed pages, double-spaced, but no longer than 3 typed pages. Students will need to submit a reference page; showing at least 2 educational sources cited in APA format.

Personal Leadership Philosophy: (50 points)

Students will be asked to conduct a self-evaluation of the influences and factors which have shaped who they are. This activity will strengthen their self-awareness which is crucial for good leadership. Students will be asked to reflect on what they value; who and what have influenced your values and philosophy; what does leadership mean to you; how have you been a leader in the past and what do you enjoy about being in leadership roles; share your top five *Strengths Quest* themes and your thoughts about these traits...do you agree or disagree with the assessment; share your future leadership goals and what are you planning to do to hopefully achieve those goals. Your reflection should be at least 4 typed, double-spaced pages, but no more than 5 typed pages.

Exams: (100 points total; 50 points each)

There will be two exams in the course...a mid-term and a final exam. The mid-term will cover the materials presented during the first half of the course and the final exam will mostly cover material presented during the second half of the course, however it will ask students to reflect on what they have learned throughout the course.

On-Track Completion (25 points)

Students will need to register for one of the On-Tracks with Campus Life and complete that track by the end of the semester. Students will submit a verification notice, showing they have completed the track. In addition, they will submit a one page, typed reflection of their experience with On-Track and what they learned from their participation in the track.

Class Engagement/Participation/Reading Quizzes: (35 points total; 2.5 points each class meeting—14 total class meetings)

Students will be expected to be an active participant in class discussions and activities each class meeting. Points will be awarded in each class meeting for attendance and active engagement in the discussion. In addition, reading quizzes may be administered at the beginning of each class to ensure students are reading the chapters prior to class and can make an active contribution to that class meeting's discussion. For those class meetings assigning a reading quiz, the quiz will count as the class participation points for that class meeting.

Assignments:

The final grade will be based upon points earned and the letter grade earned will follow the grading scale of:

100-90 points=A 89-80 points=B 79-70=C 69-60=D 59-below=F

Tentative Course Topics

**Please Note...this schedule is tentative to change and students will be notified of any modifications and changes in a timely manner.*

Date:	Lecture Topic (s):	Assignments/Reading:
	Welcome/Class Introductions Undergraduate Leadership Minor Overview Preview On-Track Programming with Campus Life Class Syllabus Review	
	An Introduction to Leadership Influential Leader Presentation Leadership Opportunities—College of Education	
	The Changing Nature of Leadership Leadership Opportunities—College of Arts and Humanities Influential Leader Presentation	
	Generations of Leadership Theory Leadership Styles Leadership Opportunities—College of Engineering and Applied Sciences Influential Leader Presentation	
	Understanding Yourself Leadership Opportunities—College of Business Influential Leader Presentation	
	Strengths Quest Overview Leadership Opportunities—College of Natural Sciences Influential Leader Presentation	
	Strengths Quest Discussion (Continued) Uses of Strengths Quest Understanding your own strengths Leadership Opportunities—College of E-Tech Influential Leader Presentation	
	Campus Life Leadership Opportunities “A Day in my Life”—Student Leadership Panel Influential Leader Presentation	
	Understanding Others Leadership Opportunities—ATU Alumni/Tradition Keepers Influential Leader Presentation	
	Leading with Integrity Leadership Opportunities—Undergraduate Admissions Influential Leader Presentation	
	Transforming Leadership Theory, Ethical Decision making Being in Communities Leadership Opportunities—Community Service	
	Interacting in Teams and Groups Leadership Opportunities—Residence Life/Greek Life	
	Understanding and Renewing Complex Organizations Leadership Opportunities—Career Services/Dress the Part	
	Understanding Change Leadership Opportunities—Diversity and Inclusion Office	
	Strategies for Change, Social Change Model Leadership Opportunities—Academic Initiatives Office (Tutoring/SI/Peer Mentoring)	
	Thriving Together Leadership Challenge/Closing Thoughts—ATU Administrators	
	Final Exam	

Additional Leadership Academic Resources from ATU Library:

Newest eBooks

Leading with Vision (2014) Galloway, D. ISBN 0-8341-1724-X

Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration (2015) Hurwitz, M. & Hurwitz, S. ISBN 1-4426-5013-3

Next Gen Leader: Cutting Edge Strategies to Make You the Leader You Were Born to Be (2014) McMillan, R. ISBN 1-60163-309-2

The Responsible Leader Developing a Culture of Responsibility in an Uncertain World (2015) Richardson, T. ISBN 0-7494-7181-6

Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2014) Morse, S. ISBN 1-118-42700-9

Unleashing Your Inner Leader: An Executive Coach Tells All (2015) Bevenour, V. ISBN 0-7494-7181-6

Newest Print Titles

The End of Leadership (2012) Kellerman, B. ISBN 0062069160; ISBN 9780062069160

Grit to Great: How Perseverance, Passion, and Pluck Take You from Ordinary to Extraordinary (2015) Thaler, L.K., Koval E. ISBN 9780804139120 Ozark Campus Lib.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. (2012) Kouzes, J.M., Posner, B.Z. ISBN 0470651725; I

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (2015) Johnson, C.E. ISBN 9781452259185

The Student Leadership Challenge Student Workbook & Personal Leadership Journal (2013)

Journals

Journals in electronic databases with **leadership** in the title

Advancing Women in Leadership

Board Leadership

Executive Strategies

Global Leadership Review

International Journal of leadership in Public Services

International Journal of Leadership Studies

Leadership in Focus

Leadership News

Leadership Quarterly

Leadership & Organization Development Journal

Journal of Leadership, Accountability, & Ethics

Journal of Leadership Studies

Journal of Leadership & Organizational Studies

Strategy & Leadership

Arkansas Tech University

Course Addition

Assessment Form

LEAD1003

Our Mission

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

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


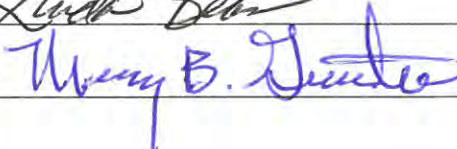


LEAD 1003—Introduction to Leadership

- a. How does this course fit with the university mission? This course will contribute to the scholastic development of future leaders by providing them with leadership skills and techniques needed to handle the challenges facing today's complex and diverse world.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? LO # 1: Students will be able to identify leadership opportunities available in academic and co-curricular areas at ATU; LO #2: Students will be able to identify leadership theories and how to put those theories into practical application; LO #3: Students will be able to recognize traits and characteristics that make individuals good leaders.
- d. What assessment tool or measure will you use to assess student learning? Self-reflections/analysis, exams, participation in campus events, critical issues analysis, and quizzes.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will gain an awareness of how leadership can be used in a variety of contexts; Students develop a personal philosophy of leadership.
- f. Provide an example or examples of student learning assessment evidence supporting the addition of this course. Focus groups were conducted with students and employers seeking the interest/need in students learning about leadership skills and concepts, with both groups stating there is genuine interest.
- g. How does this course fit in the current state of the discipline—ASU and John Brown University In each of these programs, they require a basic introduction to leadership course similar to the one being proposed. At ASU, students complete a total of 2 courses (UC 1002 and UC 3012) for 4 hours of credit, introducing them to leadership studies. At John Brown, students take LDR 2563 (Leadership Competencies).

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appl CC 9/27/16
 appl FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	College of Education
DATE SUBMITTED:	07/01/16

Title	Signature	Date
Department Head Dr. Linda Bean, Associate Dean, COE		7/1/16
Dean Dr. Mary B. Gunter		6/30/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/5/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

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

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

LEAD 2003—Ethics in Leadership

Course Syllabus

Instructor: TBA
Office:
Office Hours: By Appointment

Phone:
Email:
Skype:

Catalog Description: This course is an examination of ethics in leadership. Students will demonstrate critical thinking skills to identify and remedy ethical issues found in a variety of leadership situations. This includes understanding right and wrong, good versus evil, and how these decisions how it impacts their personal leadership as well as those around them.

Purpose of Course/Class Offering: This three-credit hour course is scheduled to be offered at least once/academic year, typically in the spring semester. Students will be encouraged to consider the ethical implications thoughts, actions, and decisions. This class will allow students to examine their own personal ethics and how that connects to their personal leadership identity. The course will be recognized as an elective on the student's degree plan and is open to students pursuing all academic majors, however it is a required course for those pursuing the undergraduate leadership minor.

Course Outcomes: Students will be able:

- To identify ethical behavior
- To develop a personal philosophy of ethical leadership
- To apply critical thinking skills in resolving ethical issues
- To communicate their personal values in the context of leadership

Methodology: The outcomes will be achieved through reflection, class assignments, critical thinking projects, exams/quizzes, and class discussions.

Required Texts: Johnson, C. E. (2015). *Meeting the ethical challenges of leadership: Casting light or shadow* (5th ed.). Thousand Oaks: Sage Publications.

Publication manual of the American Psychological Association, (6th ed.). (2010). Washington, DC: American Psychological Association.

Class Expectations:

*This is an academic course subject to all university guidelines and policies. As such, attendance and participation is critical to your success. Each one of us can learn a great deal from one another. You are awarded points for your active participation in each class meeting. Failure to attend class will result in you not earning participation points for that class meeting.

*Be on time for all classes. Anyone arriving late or leaving early will be considered "tardy". Two incidents of tardiness will constitute an absence.

*The classroom is a safe place to express ideas, opinions, and beliefs. Within the class academic criticisms and discussions will take place, but behavior that impedes mutual respect of others or comments that are degrading or inappropriate will not be tolerated.

*Remain alert and attentive during all classes. Do what you need to do so that you are awake and mentally prepared to participate in each class.

*Be courteous and respectful to instructors and guest speakers. You all know each other already and “side conversations” during class can be incredibly tempting and **distracting**. Please give others the same respect and attention you would expect to get if you were speaking.

*Cell phones should be turned **OFF** or placed on silent during each class. There should also be no text messaging during class lectures or activities.

Technology Competencies:

Students are expected to demonstrate mastery and appropriate application of related technology competencies. Those competencies include: word processing, PowerPoint (2010 version or ability to see later version of power-point) or Prezi, on-line research, email, Blackboard, and Tegrity (video lecture) technology.

Plagiarism/Cheating Policy:

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full references must appear in the reference section of the paper/assignment in APA format. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, having others complete student’s written work/tests, etc. Instances of academic dishonesty will result in the student’s work being submitted to other LEAD instructors and/or Associate Dean for Education for their interpretation of the work. If the instructors/administrators find the work is guilty of plagiarism, the instructor can make the recommendation to award: a grade of a “0” on the assignment; re-submit the work with substantial points deducted; an “F” in the course; the student may be reported to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

Disability Statement:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact Office of Disability Services at 479-968-0302 to register for their services or if they are not certain whether a medical condition/disability qualifies.

Evaluation: Students will be evaluated by completing self-assessments, active engagement in class discussions, critical thinking writing assignments, and group interactions. Even though this will be a classroom taught in the traditional classroom, Blackboard will be utilized as a supplemental resource and most of your class assignments will be submitted via Blackboard.

Submitting Assignments in Blackboard:

For most assignments, you will be able to click on the actual assignment listing and submit your work for evaluation to me directly through Blackboard. You can add comments to the submission if you desire. Be sure to attach your work. Do not forget to attach the document for grading. It is a very common mistake to forget to attach **and** submit. Once you attach the work, you need to submit the work to me by hitting the submit button at the bottom of the page. Please submit your assignments via Blackboard and avoid sending them via e-mail attachment. It makes grading your work easier and quicker if I receive your assignments through Blackboard.

Late Work: Deadlines for assignments will be clearly noted on the syllabus and all assignments are expected on their respected due date. Any work submitted after the deadline but prior to the next class meeting will be considered, however a 10% penalty will be applied to the final grade for the assignment. Any work submitted after 1 week of the initial due date will not be accepted and a grade of 0 will be awarded for that assignment, unless the student makes prior arrangements with the instructor ahead of the due date.

Assignments:

Chapter Self-Assessments: (110 points; 10 points each)

Students will complete the self-assessment at the end of each chapter to gauge their performance in the context of the chapter topic.

Chapter Quizzes: (110 points total; 10 points each)

Chapter quizzes should be completed on Blackboard prior to attending the class scheduled to discuss each chapter to ensure students are reading the chapter prior to class and can make an active contribution to that class meeting's discussion.

Article Critique: (30 points)

Students will be assigned an article that highlights an ethical issue or dilemma and write a critique on the overall issue or dilemma and how they would respond if in that situation. Ethical situations arise regularly in the professional world. It is important for students to think critically in order to make an ethical decision and consider all of its implications. Papers should be 2 pages, double spaced, with 1 inch margins and in Times New Roman font.

Personal Philosophy of Ethical Leadership Paper: (50 points)

Students will be asked to reflect upon what they have learned in the class to that point and develop a personal philosophy statement in regards to ethical leadership. It is recommended to utilize the chapter self-assessments to analyze how you approach different areas of leadership. Students should consider their personal academic field of study and how this personal philosophy can be implemented in their personal career. Papers should be 4 to 5 pages, double spaced, with 1 inch margins and in Times New Roman font.

Exams: (300 points total; 100 points each)

There will be three exams in the course. Exam one will cover chapters 1-4 (Part 1 and Part 2). Exam two will cover chapters 5-7 (Part 3). The final exam will cover chapters 8-11 (Part 4). The final exam will also include an overall reflection of what students have learned in the course.

Class Engagement/Participation: (35 points total; 2.5 points each class meeting—14 total class meetings)

Students will be expected to be an active participant in class discussions and activities each class meeting. Points will be awarded in each class meeting for attendance and active engagement in the discussion.

Assignments:

The final grade will be based upon points earned and the letter grade earned will follow the grading scale of:

100-90 points=A 89-80 points=B 79-70=C 69-60=D 59-below=F

Tentative Course Schedule and Due Date for Assignments

**Please Note ...this schedule is tentative to change and students will be notified of any modifications and changes in a timely manner.*

Date:	Lecture Topic (s):	Assignments/Reading:
	<ul style="list-style-type: none"> • Welcome/Class Introductions • Undergraduate Leadership Minor Overview • Class Syllabus Review 	
	Part 1 <ul style="list-style-type: none"> • Introduction • The Leader's Light or Shadow 	<ul style="list-style-type: none"> • Read Introduction and Chapter 1 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Stepping Out of the Shadows 	<ul style="list-style-type: none"> • Read Chapter 2 • Complete Quiz • Complete self-assessment
	Part 2 <ul style="list-style-type: none"> • The Leader's Character 	<ul style="list-style-type: none"> • Read Chapter 3 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Combating Evil 	<ul style="list-style-type: none"> • Read Chapter 4 • Complete Quiz • Complete self-assessment
	<i>Exam 1 (Part 1 & 2)</i>	
	Part 3 <ul style="list-style-type: none"> • Ethical Perspectives 	<ul style="list-style-type: none"> • Read Chapter 5 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Ethical Decision Making and Behavior 	<ul style="list-style-type: none"> • Read Chapter 6 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Normative Leadership Theories 	<ul style="list-style-type: none"> • Read Chapter 7 • Complete Quiz • Complete self-assessment
	<i>Exam 2 (Part 3)</i>	
	Part 4 <ul style="list-style-type: none"> • Building and Ethical Small Group 	<ul style="list-style-type: none"> • <i>Article Critique Due</i> • Read Chapter 8 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Creating an Ethical Organizational Climate 	<ul style="list-style-type: none"> • Read Chapter 9 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Meeting the Ethical Challenges of Diversity 	<ul style="list-style-type: none"> • Read Chapter 10 • Complete Quiz • Complete self-assessment
	<ul style="list-style-type: none"> • Ethical Crisis of Leadership 	<ul style="list-style-type: none"> • Read Chapter 11 • Complete Quiz • Complete self-assessment • <i>Personal Philosophy of Ethical Leadership Paper Due</i>
	<i>Final Exam (Part 4)</i>	

Additional Leadership Academic Resources from ATU Library:

Newest eBooks

Leading with Vision (2014) Galloway, D. ISBN 0-8341-1724-X

Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration (2015) Hurwitz, M. & Hurwitz, S. ISBN 1-4426-5013-3

Next Gen Leader: Cutting Edge Strategies to Make You the Leader You Were Born to Be (2014) McMillan, R. ISBN 1-60163-309-2

The Responsible Leader Developing a Culture of Responsibility in an Uncertain World (2015) Richardson, T. ISBN 0-7494-7181-6

Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2014) Morse, S. ISBN 1-118-42700-9

Unleashing Your Inner Leader: An Executive Coach Tells All (2015) Bevenour, V. ISBN 0-7494-7181-6

Newest Print Titles

The End of Leadership (2012) Kellerman, B. ISBN 0062069160; ISBN 9780062069160

Grit to Great: How Perseverance, Passion, and Pluck Take You from Ordinary to Extraordinary (2015) Thaler, L.K., Koval E. ISBN 9780804139120 Ozark Campus Lib.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. (2012) Kouzes, J.M., Posner, B.Z. ISBN 0470651725; I

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (2015) Johnson, C.E. ISBN 9781452259185

The Student Leadership Challenge Student Workbook & Personal Leadership Journal 2013)

Journals

Journals in electronic databases with **leadership** in the title

Advancing Women in Leadership

Board Leadership

Executive Strategies

Global Leadership Review

International Journal of leadership in Public Services

International Journal of Leadership Studies

Leadership in Focus

Leadership News

Leadership Quarterly

Leadership & Organization Development Journal

Journal of Leadership, Accountability, & Ethics

Journal of Leadership Studies

Journal of Leadership & Organizational Studies

Strategy & Leadership

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

LEAD2003

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

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

LEAD 2003—Ethics in Leadership

- a. How does this course fit with the university mission? This course will contribute to the scholastic development, integrity, and professionalism of students. Implementing ethical leadership is integral to the success of organizations and communities. This course will teach students how to think critically and consider the implications of their actions or inactions.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? LO# 1: Students will be able to identify ethical behavior. LO # 2: Students will be able to develop a personal philosophy of ethical leadership. LO # 3: Students will be able to apply critical thinking skills in resolving ethical issues.
- d. What assessment tool or measure will you use to assess student learning? Self-assessments, exams, article critique, self-reflection paper, and quizzes.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will be able to identify ethical behavior and to apply critical thinking skills in resolving ethical issues. Students will be able to communicate their personal values in the context of leadership along with a personal philosophy of ethical leadership.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Focus groups were conducted with students and employers seeking the interest/need in students learning about leadership, with both groups stating there is genuine interest.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. A minor in leadership is being offered at Arkansas State University (22 hours); UALR offers a non-profit leadership studies program (18 hours, plus internship); John Brown University offers a leadership minor (19 hours). Ethics is integral to the study of leadership, and it is proposed as a course for this minor.

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	College of Education
DATE SUBMITTED:	7/15/2016

Title	Signature	Date
Department Head Dr. Linda Bean, Interim Associate Dean, COE		7/15/2016
Dean Dr. Mary B. Gunter		7/20/2016
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/15/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) LEAD	Course Number: (e.g., 1003) 3003	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Leadership Skills Development/Group Dynamics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Leadership Skills		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

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LEAD 3003—Leadership Skill Development /Group Dynamics

JUL 25 2016

Registrar's Office

Instructor: TBA
Office:
Office Hours: By Appointment

Phone:
Email:
Skype:

Catalog Description: This is a course on leadership development and team building, where students will gain an understanding in the concepts, theories, and best practices regarding effective leadership.

Purpose of Course/Class Offering: This three-credit hour course is scheduled to be offered at least once/academic year, typically in the fall semester. Students will be encouraged to explore how to be a successful leader and practice skills related to developing leadership skills and team building. The course will be recognized as an elective on the student's degree plan and is open to students pursuing all academic majors, however it is a required course for those pursuing the undergraduate leadership studies minor.

Course Objectives: Students will be able:

- To bring out the best in themselves and those they lead
- To gain focus on how to be a successful leader.
- To utilize the Five Practices of Exemplary Leadership
- To participate in creative activities that address the Five Practices
- To understand how to model the way and inspire a shared vision
- To challenge the process and enable others to act
- To recognize and utilize leadership tools

Methodology: The outcomes will be achieved through reflection, class assignments, class activities, critical thinking projects, exams/quizzes, and class discussions.

Required Texts: Kouzes, J. M., Posner, B. Z. (2010) *The Leadership Challenge: Activities Book*. Pfeiffer, San Francisco, CA.

Publication manual of the American Psychological Association, (6th ed.). (2010). Washington, DC: American Psychological Association.

Class Expectations:

*This is an academic course subject to all university guidelines and policies. As such, attendance and participation is critical to your success. Each one of us can learn a great deal from one another. You are awarded points for your active participation in each class meeting. Failure to attend class will result in you not earning participation points for that class meeting.

*Be on time for all classes. Anyone arriving late or leaving early will be considered "tardy". Two incidents of tardiness will constitute an absence.

Registrar's Office

*The classroom is a safe place to express ideas, opinions, and beliefs. Within the class academic criticisms and discussions will take place, but behavior that impedes mutual respect of others or comments that are degrading or inappropriate will not be tolerated.

*Remain alert and attentive during all classes. Do what you need to do so that you are awake and mentally prepared to participate in each class.

*Be courteous and respectful to instructors and guest speakers. You all know each other already and "side conversations" during class can be incredibly tempting and **distracting**. Please give others the same respect and attention you would expect to get if you were speaking.

*Cell phones should be turned **OFF** or placed on silent during each class. There should also be no text messaging during class lectures or activities.

Technology Competencies:

Students are expected to demonstrate mastery and appropriate application of related technology competencies. Those competencies include: word processing, PowerPoint (2010 version or ability to see later version of power-point) or Prezi, on-line research, email, Blackboard, and Tegrity (video lecture) technology.

Plagiarism/Cheating Policy:

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Disability Statement:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact Office of Disability Services at 479-968-0302 to register for their services or if they are not certain whether a medical condition/disability qualifies.

Evaluation: Students will be evaluated by completing self-assessments, active engagement in class discussions, critical thinking writing assignments, and group interactions. Even though this will be a classroom taught in the traditional classroom, Blackboard will be utilized as a supplemental resource and most of your class assignments will be submitted via Blackboard.

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Submitting Assignments in Blackboard:

For most assignments, you will be able to click on the actual assignment listing and submit your work for evaluation to me directly through Blackboard. You can add comments to the submission if you desire. Be sure to attach your work. Do not forget to attach the document for grading. It is a very common mistake to forget to attach **and** submit. Once you attach the work, you need to submit the work to me by hitting the submit button at the bottom of the page. Please submit your assignments via Blackboard and avoid sending them via e-mail attachment. It makes grading your work easier and quicker if I receive your assignments through Blackboard.

Late Work: Deadlines for assignments will be clearly noted on the syllabus and all assignments are expected on their respected due date. Any work submitted after the deadline but prior to the next class meeting will be considered, however a 10-20% penalty will be applied to the final grade for the assignment. Any work submitted after 1 week of the initial due date will not be accepted and a grade of 0 will be awarded for that assignment, unless the student makes prior arrangements with the instructor ahead of the due date.

Assignments:**Five Practices of Exemplary Leadership – Define and Demonstrate: (20 pts each – 100 pts total)**

Students will define each of the five leadership practices and demonstrate how you put each of these in practice in your life and/or career. Be thorough and specific in your definitions and demonstrations. This will be five different papers that will be submitted through Blackboard and discussed in class.

Planning and Presenting a Training Session: (100 points)

Students will create and present a professional training session using the characteristics that make a good trainer. The student will integrate adult learning principles within this training session. The material will be created as documents and presented to the class utilizing whatever resources and technology that is needed. The written document will be submitted to Blackboard.

Creating an Original Leadership Activity: (50 points)

Students will be asked to create an original leadership activity based upon one of the five leadership practices. The student will be sharing and demonstrating this activity in class. They will submit this as an assignment to Blackboard and each student will share this with their classmates.

Exams: (100 points total; 50 points each)

There will be two exams in the course...a mid-term and a final exam. The mid-term will cover the materials presented during the first half of the course and the final exam will mostly cover material presented during the second half of the course, however it will ask students to reflect on what they have learned throughout the course.

On-Track Completion (25 points)

Students will need to register for one of the On-Tracks with Campus Life and complete that track by the end of the semester. Students will submit a verification notice, showing they have completed the

JUL 25 2016

Registrar's Office

track. In addition, they will submit a one page, typed reflection of their experience with On-Track and what they learned from their participation in the track.

Class Engagement/Participation/Reading Quizzes: (35 points total; 2.5 points each class meeting—14 total class meetings)

Students will be expected to be an active participant in class discussions and activities each class meeting. Points will be awarded in each class meeting for attendance and active engagement in the discussion. In addition, reading quizzes may be administered at the beginning of each class to ensure students are reading the chapters prior to class and can make an active contribution to that class meeting's discussion. For those class meetings assigning a reading quiz, the quiz will count as the class participation points for that class meeting.

Assignments:

The final grade will be based upon points earned and the letter grade earned will follow the grading scale of:

100-90 points=A 89-80 points=B 79-70=C 69-60=D 59-below=F

Tentative Course Topics

**Please Note...this schedule is tentative to change and students will be notified of any modifications and changes in a timely manner.*

Date:	Lecture Topic (s):	Assignments/Reading:
	Welcome/Class Introductions Preview On-Track Programming with Campus Life Class Syllabus Review	
	Leadership and the Challenge to Make It Work	
	Dynamic Delivery	
	Model the Way	
	Inspire a Shared Vision	
	Challenge the Process	
	Enable Others to Act Midterm Exam	
	Encourage the Heart	
	Overarching Activities	
	Leadership Tools and Other Times and Other Places	
	Other Times and Other Places	
	Where to Go Next	
	Ten Commitments of Exemplary Leadership	
	Presentations	
	Final Exam	

Registrar's Office

Additional Leadership Academic Resources from ATU Library:**Newest eBooks**

Leading with Vision (2014) Galloway, D. ISBN 0-8341-1724-X

Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration (2015) Hurwitz, M. & Hurwitz, S. ISBN 1-4426-5013-3

Next Gen Leader: Cutting Edge Strategies to Make You the Leader You Were Born to Be (2014) McMillan, R. ISBN 1-60163-309-2

The Responsible Leader Developing a Culture of Responsibility in an Uncertain World (2015) Richardson, T. ISBN 0-7494-7181-6

Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2014) Morse, S. ISBN 1-118-42700-9

Unleashing Your Inner Leader: An Executive Coach Tells All (2015) Bevenour, V. ISBN 0-7494-7181-6

Newest Print Titles

The End of Leadership (2012) Kellerman, B. ISBN 0062069160; ISBN 9780062069160

Grit to Great: How Perseverance, Passion, and Pluck Take You from Ordinary to Extraordinary (2015) Thaler, L.K., Koval E. ISBN 9780804139120 Ozark Campus Lib.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. (2012) Kouzes, J.M., Posner, B.Z. ISBN 0470651725; I

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (2015) Johnson, C.E. ISBN 9781452259185

The Student Leadership Challenge Student Workbook & Personal Leadership Journal 2013)

Journals

Journals in electronic databases with **leadership** in the title

Advancing Women in Leadership

Board Leadership

Executive Strategies

Global Leadership Review

International Journal of leadership in Public Services

International Journal of Leadership Studies

Leadership in Focus

Leadership News

Leadership Quarterly

Leadership & Organization Development Journal

Journal of Leadership, Accountability, & Ethics

Journal of Leadership Studies

Journal of Leadership & Organizational Studies

Strategy & Leadership

Team Building Books

Epstein, R. (2000) *The Big Book of Creativity Games*. McGraw Hill, New York.

Hendrickson, P. (2003) *Activity Energizer Resource*. Hendrickson Leadership Group, Inc. Wisconsin.

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6

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LEAD 3003 Syllabus

Moore, A. C. (1992). *The Game Finder*. Venture Publishing, Inc., Pennsylvania.

Newstrom, J. and Scannell E. (1998). *The Big Book of Team Building Games*. McGraw Hill, New York.

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Registrar's Office

Teacher Education Student Services Search Committee

LEAD 3003**Our Mission**

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

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

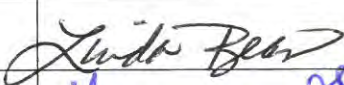
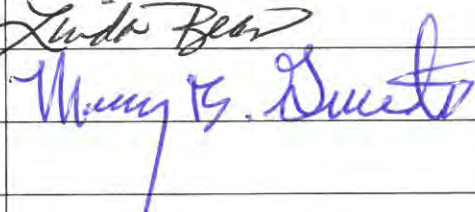


LEAD 3003 – Leadership Skill Development/Group Dynamics

- a. How does this course fit with the university mission? **This course will serve to enhance student leadership skills by practicing leadership skills learned and working with teams to prepare them for future career events and work environments.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **No Applicable**
- c. Provide up to three student learning outcomes students will achieve after completing this course? **LO #1. Students will be able to utilize the Five Practices of Exemplary Leadership; LO #2. Students will be able to participate in creative activities that address the Five Practices; LO #3. Students will be able to recognize and utilize leadership tools.**
- d. What assessment tool or measure will you use to assess student learning? **Planning and presenting a training session; creating a leadership activity, demonstrating knowledge and understanding of leadership skills.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will write 5 papers on their knowledge of leadership practices and demonstrate how they will put these tools to practice. Students will plan and present a training session using the characteristics of a good trainer and integrate adult learning principles. Students will create an original leadership activity based upon one of the five leadership practices. Students will be participating in class discussions and interacting utilizing the skills learned to take to the next level.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Focus groups were conducted with students and employers seeking the interest/need in students learning about leadership skills and developing them into a work ready employee. Several skills were shared by employers such as conflict resolution; group facilitation; or mentoring that would be good skills needed for future leaders in their company.**
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **A minor in leadership is being offered at Arkansas State University (22 hours); UALR offers a non-profit leadership studies program (18 hours, plus internship); John Brown University offers a Leadership minor (19 hours) . In each of these programs, they require courses that include organizational leadership, motivation, small group communication, student mentoring strategies and experience similar to the one being proposed.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appl cc 9/27/16
appl FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	College of Education
DATE SUBMITTED:	07/01/16

Title	Signature	Date
Department Head Dr. Linda Bean, Associate Dean, COE		7/1/16
Dean Dr. Mary B. Gunter		6/30/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/5/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

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

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

LEAD 4003—Leadership Internship Seminar Course Syllabus

Instructor:
Office:
Office Hours:

Phone:
Email:
Skype:

Catalog Description: A seminar designed to assist students with intergrating the formal leadership theories, concepts, and skills into practical application. The course will serve as the capstone seminar for those students pursuing a leadership studies minor.

Purpose of Course/Class Offering: This three-credit hour course is scheduled to be offered at least once/academic year, typically in the spring semester. Students will be asked to select an internship site where they are acting in a leadership role, not necessarily as an individual in a designated position of authority. The student will need to be given opportunities to apply the concepts learned from their courses in leadership studies. In addition, this class will have the student critically reflect upon their own leadership approach they have developed and evaluate the success and growth of this approach.

The course will be recognized as an elective on the student's degree plan and is open to students pursuing all academic majors, however it is a required course for those pursuing the undergraduate leadership studies minor.

Course Outcomes: Students will be able:

- To demonstrate their understanding of leadership and how leadership can impact and influence their actions
- To be knowledgeable of the leadership challenges facing our communities (university, city, state, region, country, global)
- To apply critical thinking skills to realistic situations that require purposeful leadership action
- To use skills necessary to have successful and productive interaction in groups
- To identify the principles of service learning and to implement those practices into action
- To successfully transition from collegiate positions of leadership to new environments outside of the university.

Methodology: The outcomes will be achieved through reflection, class assignments, critical thinking projects, group projects, case studies, and class discussions.

Optional Textbook: Latif, R, Clark, D, Martinez, J., Herren, T., & Aref, K. (2016). *Students lead now: The ultimate guide to student leadership*. ISBN:-13: 978-1530674626.

****Suggested Books:* (The instructor will select 2-3 books on a current topic of leadership. Students will select one of the current books listed for a book critique assignment.

Sample Books:

Clark, R. (2015). *Move your bus*.

Munn, B. (2016). *Why make eagles swim*.

Class Expectations:

*This is an academic course subject to all university guidelines and policies. As such, attendance and participation is critical to your success. Each one of us can learn a great deal from one another. You are awarded points for your active participation in each class meeting. Failure to attend class will result in you not earning participation points for that class meeting.

*Be on time for all classes. Anyone arriving late or leaving early will be considered “tardy”. Two incidents of tardiness will constitute an absence.

*The classroom is a safe place to express ideas, opinions, and beliefs. Within the class academic criticisms and discussions will take place, but behavior that impedes mutual respect of others or comments that are degrading or inappropriate will not be tolerated.

*Remain alert and attentive during all classes. Do what you need to do so that you are awake and mentally prepared to participate in each class.

*Be courteous and respectful to instructors and guest speakers. You all know each other already and “side conversations” during class can be incredibly tempting and **distracting**. Please give others the same respect and attention you would expect to get if you were speaking.

*Cell phones should be turned **OFF** or placed on silent during each class. There should also be no text messaging during class lectures or activities.

*Writing assignments should follow APA writing guidelines. Unless noted, students will Times New Roman; regular (default margins); font size of 12; and work will be double-spaced. All assignments should be proofed prior to submission to make sure there are no spelling or major grammatical errors.

Technology Competencies:

Students are expected to demonstrate mastery and appropriate application of related technology competencies. Those competencies include: word processing, PowerPoint (2010 version or ability to see later version of power-point) or Prezi, on-line research, email, Blackboard, and Tegrity (video lecture) technology.

Plagiarism/Cheating Policy:

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full references must appear in the reference section of the paper/assignment in APA format. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, having others complete student’s written work/tests, etc. Instances of academic dishonesty will result in the student’s work being submitted to other LEAD instructors and/or Associate Dean for Education for their interpretation of the work. If the instructors/administrators find the work is guilty of plagiarism, the instructor can make the recommendation to award: a grade of a “0” on the assignment; re-submit the work with substantial points deducted; an “F” in the course; the student may be reported

to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

Disability Statement:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact Office of Disability Services at 479-968-0302 to register for their services or if they are not certain whether a medical condition/disability qualifies.

Evaluation: Students will be evaluated by completing self-assessments, active engagement in class discussions, critical thinking writing assignments, and group interactions. Even though this will be a classroom taught in the traditional classroom, Blackboard will be utilized as a supplemental resource and most of your class assignments will be submitted via Blackboard.

Submitting Assignments in Blackboard:

For most assignments, you will be able to click on the actual assignment listing and submit your work for evaluation to me directly through Blackboard. You can add comments to the submission if you desire. Be sure to attach your work. Do not forget to attach the document for grading. It is a very common mistake to forget to attach **and** submit. Once you attach the work, you need to submit the work to me by hitting the submit button at the bottom of the page. Please submit your assignments via Blackboard and avoid sending them via e-mail attachment. It makes grading your work easier and quicker if I receive your assignments through Blackboard.

Late Work: Deadlines for assignments will be clearly noted on the syllabus and all assignments are expected on their respected due date. Any work submitted after the deadline but prior to the next class meeting will be considered, however a 10-20% penalty will be applied to the final grade for the assignment. Any work submitted after 1 week of the initial due date will not be accepted and a grade of 0 will be awarded for that assignment, unless the student makes prior arrangements with the instructor ahead of the due date.

Assignments:

— Leadership Tech Teams?

Leadership Experience (Internship): Students are required to document 60 clock hours in a capacity where there they are practicing leadership skills, approaches, and concepts. It can be leadership demonstrated through a student/community/civic organization (a maximum of two sites are accepted), in an industry where the student is shadowing a professional that supports the student's academic major, conducting a research project centering on an aspect of leadership (will require IRB approval, collecting data, and presenting in the research symposium), a creative project (art project, website design, video creation, etc...) focused on leadership; or development of a leadership guide for a specific context; or a project that is pre-approved by the course instructor. Students will fulfill the hour requirement throughout the semester and will log a total of 60 hours toward the finished project. Students will need a site host who will help guide them and provide constructive feedback throughout their leadership experience.

Internship Reflection

Upon the conclusion of the experience, students will need to write a reflection of their experience (share the good, bad, and ugly details), what they learned from the experience, and attach a finished

product, if applicable. In addition, students will share with the class their leadership experience and what they accomplished through the experience.

Internship Host Evaluation

Finally, the site host will complete a short evaluation of the student's experience. The evaluation form will be provided by the course instructor and the site host will submit the evaluation directly to the course instructor.

Learning Contract–Due prior to beginning the internship: Students will complete an agreement with the assistance of their site host. The student, the site host, and the instructor all must sign the contract prior to the beginning of the internship. The agreement provides an opportunity for the student, site host, and instructor to agree on the desired outcomes of the experience and how the outcomes will be achieved.

Journals: Students will develop and maintain a journal to record their experiences, insights, and feelings regarding their leadership experience/internship. The objectives of the journal entries are to keep the instructor informed and to provide a reflective opportunity for the student. Students are required to make journal entries at the conclusion of 20 hours of experience for a minimum total of 3 entries. These entries will be completed using a **journal entry form** provided and will be submitted **via e-mail to the instructor** as they are developed. Please submit the journal entries as each 20 hours of work is completed. Students will be working at different paces so it is the student's responsibility to submit the journal entries in a timely manner. The instructor reserves the right to **significantly lower** the class grade if journal entries are not submitted in a timely fashion throughout the practicum experience. These entries should be submitted only to your instructor. The entries are not intended to be shared with your site host. (**Warning – the journal entries will not be accepted all at once**).

Book Critique: Students will be asked to read a book on current leadership and critique the work. Students may choose a book from the "Suggested Books" list provided in the syllabus or submit a request to use a book of their choice (must have a copyright of 5 years or less from the current date) and include a hyper link to a description of the book to the course instructor for approval prior to reading. Each student will then write a critique (min of 4 pages, but no more than 5 typed pages) of the book's most valuable points/content, their personal critique of the work, and how they may apply the information to their own leadership approach.

\$100 Solution Group Project: <http://www.atu.edu/service/100solution.php> Students will be assigned into groups of 5 or less to develop a sustainable end product that enhances the quality of life for others. The group will work together to brainstorm over a project that takes very little money (\$100), but can make a lasting impact in their local community through a partnership with a community agency to solve a problem or address a need. The project will challenge the students to utilize the 5 principles of service learning, which will be learned in the course, and put into action all the leadership skills they gained through their study of leadership studies. Groups will volunteer with the community organization (min. of 10 hours for each person) and will work with them to develop a sustainable solution to the issue/problem the organization is facing.

Proposal Presentation--The groups will complete a proposal showing what they plan to do with the \$100 to the class and representatives from Campus Life. Each member of the group is expected to actively contribute to the creation and delivery of the proposal.

Service Hour Reflection—Each student will need to submit a typed 1 page summary outlining their 10 service hours to the agency the group selected. Share what you specifically did, leadership skills used during those hours, and your overall opinion about the experience.

Final Group Presentation to Class--Each group will also be asked to give a presentation at the end of the semester reporting on the finished product to the class. Each member of the group is expected to contribute to the presentation (power-point, Prezi; or video) showing

Reflection of Group Project--Once the plan is approved and implemented, each student in the group will write a reflection of their experience, what leadership skills/concepts they used, what role each member of their team played with the project, etc...

Final Paper: Students will be asked to reflect upon their overall leadership experiences at ATU. What did you learn about leadership that made an impact on you? Share and briefly describe what you view as your biggest leadership accomplishment at ATU. What would you do differently regarding leadership if given the opportunity? What advice would you give an incoming leadership studies minor student? What suggestions do you have on ways we can improve or enhance the leadership studies program at ATU?

Class Participation/Engagement: Students will earn credit for actively being engaged in class discussions or interacting with guest speakers that may visit the class. This participation can be earned by participating in discussions or a pop quiz evaluating what the student learned in that class meeting. Points are awarded to only those students attending the class and are not subject to make-ups.

Final Grade in Course:

The final grade will be based upon points earned and the letter grade earned will follow the grading scale of:

100-90 points=A 89-80 points=B 79-70=C 69-60=D 59-below=F

Tentative Course Topics for Class Discussions

**Please Note...this schedule is tentative to change and students will be notified of any modifications and changes in a timely manner. Readings and assignments will be made at the discretion of the instructor.*

Date:	Lecture Topic (s):	Assignments/Reading:
	Welcome/Class Introductions Class Syllabus Review Discuss Leadership Internship Experience	
	Introduction to Servant Leadership Principles of Service Learning \$100 Solution Overview/Examples of Past Projects Shared	
	Role of the Student Leader Educational Systems and Student Leadership	
	The Art of Advocacy Shared Governance Compromise	
	Future of Student Leadership Challenges facing tomorrow's student leaders	
	Transferable Leadership Skills How to use those leadership skills and experiences beyond College	
	\$100 Solution Group Proposal Presentations	

	Leadership in Action—Guest Speakers (ATU) Leadership Tech Candidates will possibly Visit	
	Leadership in Action—Guest Speakers (Local Community Leaders) Reps from City Government; Chamber of Commerce; etc... to visit	
	Power, Empowerment, and Influence	
	Staying Grounded –Transitioning from a Student Leader	
	Giving Back Staying Connected to Tech beyond Graduation	
	\$100 Solution Group Presentations	
	Leadership Internship Presentations	

Leadership Academic Resources from ATU Library:

Newest eBooks

Leading with Vision (2014) Galloway, D. ISBN 0-8341-1724-X

Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration (2015) Hurwitz, M. & Hurwitz, S. ISBN 1-4426-5013-3

Next Gen Leader: Cutting Edge Strategies to Make You the Leader You Were Born to Be (2014) McMillan, R. ISBN 1-60163-309-2

The Responsible Leader Developing a Culture of Responsibility in an Uncertain World (2015) Richardson, T. ISBN 0-7494-7181-6

Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2014) Morse, S. ISBN 1-118-42700-9

Unleashing Your Inner Leader: An Executive Coach Tells All (2015) Bevenour, V. ISBN 0-7494-7181-6

Newest Print Titles

The End of Leadership (2012) Kellerman, B. ISBN 0062069160; ISBN 9780062069160

Grit to Great: How Perseverance, Passion, and Pluck Take You from Ordinary to Extraordinary (2015) Thaler, L.K., Koval E. ISBN 9780804139120 Ozark Campus Lib.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. (2012) Kouzes, J.M., Posner, B.Z. ISBN 0470651725; I

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (2015) Johnson, C.E. ISBN 9781452259185

The Student Leadership Challenge Student Workbook & Personal Leadership Journal (2013)

Journals

Journals in electronic databases with **leadership** in the title

Advancing Women in Leadership

Board Leadership

Executive Strategies

Global Leadership Review
International Journal of leadership in Public Services
International Journal of Leadership Studies
Leadership in Focus
Leadership News
Leadership Quarterly
Leadership & Organization Development Journal
Journal of Leadership, Accountability, & Ethics
Journal of Leadership Studies
Journal of Leadership & Organizational Studies
Strategy & Leadership

Arkansas Tech University

Course Addition

Assessment Form

Our Mission	LEAD 4003
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.	

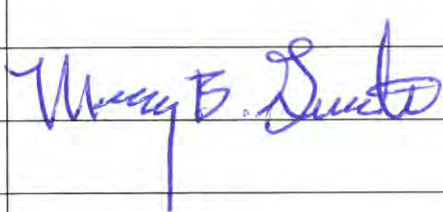


Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? This course will serve as the capstone seminar for the leadership studies minor and will give students the opportunity to apply the skills, theories, and concepts learned throughout the core leadership classes into action. The class will consist of a service learning component where students will be asked to think critically and develop a solution to an issue impacting a local community agency. Finally, students will complete an internship where they will demonstrate leadership with integrity and professionalism.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
c. Provide up to three student learning outcomes students will achieve after completing this course? LO #1: Students will be able to apply critical thinking skills to realistic situation that require purposeful leadership action; LO #2: Students will learn how to successfully transition from collegiate positions of leadership to new environments that require leadership.; LO# 3: Students will be able to identify the principles of service learning and how to implement them.
d. What assessment tool or measure will you use to assess student learning? Self- reflections, service project completion, critical issues analysis, and internship site evaluation.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a service project where they will implement the principles of service learning; students will complete 60 hours for an internship applying what they have learned about leadership into practical action.
f. Provide an example or examples of student learning assessment evidence supporting the addition of this course. Focus groups were conducted with students and employers seeking the interest/need in students learning about leadership skills and concepts, with both groups stating there is genuine interest. For the service learning component, the class will partner with Campus Life to complete the \$100 Solution project, enforcing the interdisciplinary focus on the minor.

- g. How does this course fit in the current state of the discipline—ASU requires a “Seminar in Leadership Development” course (UC 3023) where it is the capstone course for the minor; John Brown University requires their leadership minor students to complete “Leaders Scholar Capstone Practicum” course (LDR 3652). Other institutions outside the state with a leadership minor have a capstone or internship course as a requirement like Oklahoma Central University, Colombia College of Missouri has an “Applied Leadership Internship” course (LEAD 499) that is required for their students seeking the minor.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

apprec 9/27/16
 appr FS 10/11/16

TO:	Curriculum Committee
FROM (Initiating Department):	College of Education
DATE SUBMITTED:	07/01/16

Title	Signature	Date
Department Head Dr. Linda Bean, Associate Dean, COE		
Dean Dr. Mary B. Gunter		6/30/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/5/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Course Subject: (e.g., ACCT, ENGL) LEAD	Course Number: (e.g., 1003) 4103	Effective Term: <input checked="" type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Special Problems in Leadership		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Special Problems in Leadership		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

LEAD 4103:—Special Problems in Leadership Course Syllabus

Instructor:
Office:
Office Hours:

Phone:
Email:
Skype:

Catalog Description: Selected contemporary issues, topics, or challenges in leadership will be presented in depth. The course will examine trends, developments, and challenges facing leaders.

Purpose of Course/Class Offering: This three credit hour course is scheduled to be offered at least once/academic year. The course will be open to all students, but can serve as an elective option for students pursuing the leadership minor.

This course will provide an in depth analysis of a leadership topic with students studying best practices associated with the topic. This course is commonly offered at universities with a leadership minor option as an elective.

Course Outcomes: Students will be able:

- To identify current issues impacting today's world requiring good leadership
- To analyze and critique current scholarly leadership pieces associated with the course topic
- To demonstrate awareness of the effects of personal choices with respect to the course topic
- To discuss and/or develop leadership approaches or practices commonly associated with the course topic

Methodology: The outcomes will be achieved through reflection, class assignments, critical thinking projects, case studies, and class discussions.

Textbook: Will vary pending on the topic.

Class Expectations:

*This is an academic course subject to all university guidelines and policies. As such, attendance and participation is critical to your success. Each one of us can learn a great deal from one another. You are awarded points for your active participation in each class meeting. Failure to attend class will result in you not earning participation points for that class meeting.

*Be on time for all classes. Anyone arriving late or leaving early will be considered "tardy". Two incidents of tardiness will constitute an absence.

*The classroom is a safe place to express ideas, opinions, and beliefs. Within the class academic criticisms and discussions will take place, but behavior that impedes mutual respect of others or comments that are degrading or inappropriate will not be tolerated.

*Remain alert and attentive during all classes. Do what you need to do so that you are awake and mentally prepared to participate in each class.

*Be courteous and respectful to instructors and guest speakers. You all know each other already and “side conversations” during class can be incredibly tempting and **distracting**. Please give others the same respect and attention you would expect to get if you were speaking.

*Cell phones should be turned **OFF** or placed on silent during each class. There should also be no text messaging during class lectures or activities.

*Writing assignments should follow APA writing guidelines. Unless noted, students will Times New Roman; regular (default margins); font size of 12; and work will be double-spaced. All assignments should be proofed prior to submission to make sure there are no spelling or major grammatical errors.

Technology Competencies:

Students are expected to demonstrate mastery and appropriate application of related technology competencies. Those competencies include: word processing, PowerPoint (2010 version or ability to see later version of power-point) or Prezi, on-line research, email, Blackboard, and Tegrity (video lecture) technology.

Plagiarism/Cheating Policy:

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full references must appear in the reference section of the paper/assignment in APA format. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, having others complete student’s written work/tests, etc. Instances of academic dishonesty will result in the student’s work being submitted to other LEAD instructors and/or Associate Dean for Education for their interpretation of the work. If the instructors/administrators find the work is guilty of plagiarism, the instructor can make the recommendation to award: a grade of a “0” on the assignment; re-submit the work with substantial points deducted; an “F” in the course; the student may be reported to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

Disability Statement:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact Office of Disability Services at 479-968-0302 to register for their services or if they are not certain whether a medical condition/disability qualifies.

Evaluation: Students will be evaluated by completing self-assessments, active engagement in class discussions, critical thinking writing assignments, and group interactions. Even though this will be a classroom taught in the traditional classroom, Blackboard will be utilized as a supplemental resource and most of your class assignments will be submitted via Blackboard.

Submitting Assignments in Blackboard:

For most assignments, you will be able to click on the actual assignment listing and submit your work for evaluation to me directly through Blackboard. You can add comments to the submission if you desire. Be sure to attach your work. Do not forget to attach the document for grading. It is a very common mistake to forget to attach **and** submit. Once you attach the work, you need to submit the work to me by hitting the submit button at the bottom of the page. Please submit your assignments via Blackboard and avoid sending them via e-mail attachment. It makes grading your work easier and quicker if I receive your assignments through Blackboard.

Late Work: Deadlines for assignments will be clearly noted on the syllabus and all assignments are expected on their respected due date. Any work submitted after the deadline but prior to the next class meeting will be considered, however a 10-20% penalty will be applied to the final grade for the assignment. Any work submitted after 1 week of the initial due date will not be accepted and a grade of 0 will be awarded for that assignment, unless the student makes prior arrangements with the instructor ahead of the due date.

Assignments:

Article Critiques: Students will be asked to submit two article critiques from current (2010-later) publications centering on the topic of the course. A specific format will be provided for the critiques, but will include the formal citation for the article in proper APA format; an overview of the article; a critical critique of pro's and con's associated with the article; how this article can be beneficial or useful to one's personal leadership style.

Issue Analysis Paper: Students will be asked to reflect upon the class special topic and write an analysis paper that explores the topic in more depth and detail. Students will submit their topic to the instructor in advance for approval before beginning their research. Your paper should be at least 7-10 pages. The paper should include summaries from scholarly articles, information from books associated with the topic, historical reflection on the topic, challenges associated with the issue, possible solutions to the issue, and a section focused on your own analysis of the issue.

Poster Presentation: Students will be asked to develop an educational poster on their issue analysis selected for their research paper. The information needs to be concise and displayed professionally on a trifold, poster display. The poster should display research conducted; should be colorful and creative; educational; research methods used; conclusion/results; references used. Each student will be asked to prepare an "elevator speech" on the presentation to share with guests that may inquire more about their poster. We will hold a class session where our poster presentations will be on display and guests will visit to see the posters.

Exams: A mid-term and final exam will be administered. The exams will be essay format and will center on topics discussed in class and readings assigned.

Class Participation/Engagement: Students will be awarded points for being engaged in class discussions or interacting with guest speakers that may visit the class. This participation can be earned by participating in discussions or a pop quiz evaluating what the student learned in that class meeting. Points are awarded to only those students attending the class and are not subject to make-ups.

Final Grade in Course:

The final grade will be based upon points earned and the letter grade earned will follow the grading scale of:

100-90 points=A 89-80 points=B 79-70=C 69-60=D 59-below=F

Potential Topics for Course:

Women in Leadership
Group Facilitation
Diversity in Leadership
Servant Leadership
Peer Mentoring

Leadership Academic Resources from ATU Library:

Newest eBooks

Leading with Vision (2014) Galloway, D. ISBN 0-8341-1724-X

Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration (2015) Hurwitz, M. & Hurwitz, S. ISBN 1-4426-5013-3

Next Gen Leader: Cutting Edge Strategies to Make You the Leader You Were Born to Be (2014) McMillan, R. ISBN 1-60163-309-2

The Responsible Leader Developing a Culture of Responsibility in an Uncertain World (2015) Richardson, T. ISBN 0-7494-7181-6

Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2014) Morse, S. ISBN 1-118-42700-9

Unleashing Your Inner Leader: An Executive Coach Tells All (2015) Bevenour, V. ISBN 0-7494-7181-6

Newest Print Titles

The End of Leadership (2012) Kellerman, B. ISBN 0062069160; ISBN 9780062069160

Grit to Great: How Perseverance, Passion, and Pluck Take You from Ordinary to Extraordinary (2015) Thaler, L.K., Koval E. ISBN 9780804139120 Ozark Campus Lib.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. (2012) Kouzes, J.M., Posner, B.Z. ISBN 0470651725; I

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (2015) Johnson, C.E. ISBN 9781452259185

The Student Leadership Challenge Student Workbook & Personal Leadership Journal 2013)

Journals

Journals in electronic databases with leadership in the title

Advancing Women in Leadership

Board Leadership

Executive Strategies

Global Leadership Review

International Journal of Leadership in Public Services

International Journal of Leadership Studies

Leadership in Focus

Leadership News

Leadership Quarterly

Leadership & Organization Development Journal

Journal of Leadership, Accountability, & Ethics

Journal of Leadership Studies

Journal of Leadership & Organizational Studies

Strategy & Leadership

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

LEAD 4103

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

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

LEAD 4103—Special Problems

- a. How does this course fit with the university mission? This course will serve as a special problems course focused on increasing one's knowledge on a special class leadership topic and how they can take this information and apply it to a variety of environments.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? LO #1: Students will be able to analyze and critique current scholarly leadership pieces associated with the course topic; LO # 2: Students will be able to demonstrate awareness of the effects of personal choices with respect to the course topic; LO #3: Students will be able to identify current issues impacting today's world and what leadership approaches being used to address the issues.
- d. What assessment tool or measure will you use to assess student learning? Self- reflections, service project completion, critical issues analysis, and internship site evaluation.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete an issue analysis paper and poster presentation n on a topic related back to the class topic. Students will need to respond to questions they may be asked regarding their scholarly posters, demonstrating their learning and comprehension of the material.
- f. Provide an example or examples of student learning assessment evidence supporting the addition of this course. Focus groups were conducted with students and employers seeking the interest/need in students learning about leadership skills and concepts, with both groups stating there is genuine interest. There were several skills that were shared by employers such as conflict resolution; group facilitation; or mentoring that they felt would be good skills they seek in future leaders with their companies. These skills could be possible topics/special problems for this class to explore.
- g. How does this course fit in the current state of the discipline—ASU offers UC 4803 (Special Problems course) as a required course for their leadership minor; Appalachian State offers

several special problem courses for their leadership minor (HPC 3533—Women in Leadership; HPC 3542—Multicultural Leadership).

Attached appx 9/8/16
 appx CC 9/27/16
 appx FS 10/11/16

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/29/2016

Title	Signature	Date
Department Head		8/11/16
Dean		8/11/16
Teacher Education Council (if applicable)		8/27/16
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		8-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
ELED	3113
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: ELED3113: Human Development and Learning Theories	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number <input type="checkbox"/> Cross-Listing <input type="checkbox"/> Grading <input type="checkbox"/> Other	<input type="checkbox"/> Title <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Fee
<input type="checkbox"/> Course Description <input type="checkbox"/> Co-requisite	

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Remove: Prerequisite: **Admission to Stage II of the Teacher Education Program.**

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

ELED 3113

Our Mission

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

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The course is being moved from a Stage II requirement to a non-Stage II requirement. This will allow an additional elementary education course offering for students in elementary education offered prior to Stage II and will allow additional time for students to complete the Praxis I while still completing required elementary education courses.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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


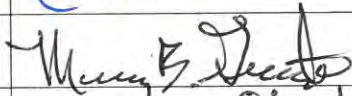
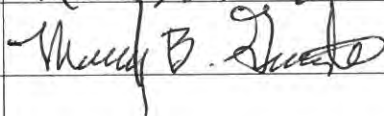
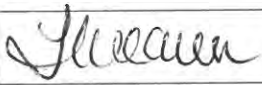
Department Affected: Mathematics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The course MATH 2163: Introduction to Statistical Methods will be replaced with MATH 3033: Methods of Teaching Elementary Mathematics for the Elementary Education program within Curriculum and Instruction. MATH 2163 will be dropped, and MATH 3033 will be added in the Elementary Education program.	

Department Head Signature: Janice L. Myers
Date: 8/11/16

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

*Slack Ed appr 9/8/16
appr CC 9/27/16
appr FS 10/11/16*

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/29/2016

Title	Signature	Date
Department Head		8/24/16
Dean		8/24/16
Teacher Education Council (if applicable)		9/27/16
Graduate Council (if applicable)		
Registrar		8/24/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SPED	3023
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: SPED 3023 Development & Characteristics of Diverse Learners	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Remove: Prerequisite: Admission to Stage II of the Teacher Education Program.

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

Our Mission

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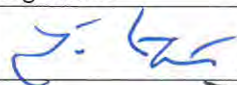
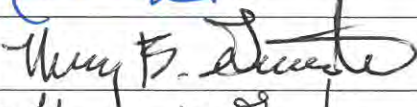
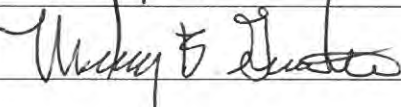
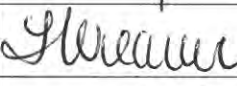

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The course is being moved from a Stage II requirement to a non-Stage II requirement. This will allow an additional elementary education course offering for students in elementary education offered prior to Stage II and will allow additional time for students to complete the Praxis I while still completing required elementary education courses.

Teacher ed appl 9/8/16
 appl CC 9/27/16
 appl FS 10/11/16

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/29/2016

Title	Signature	Date
Department Head		8/11/16
Dean		8/11/16
Teacher Education Council (if applicable)		9/27/16
Graduate Council (if applicable)		
Registrar		8/12/16
Vice President for Academic Affairs		1-11-17

Program Title: Elementary Education	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) 1.) Delete MATH 2163: Introduction to Statistical Methods 2.) Add MATH 3033: Methods of Teaching Elementary Mathematics (Stage II Course)	
What impact will the change have on staffing, on other programs and space allocation? No impact is anticipated. A math course will replace another math course.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog
Curriculum in Elementary Education
(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: MATH 3033: Methods of Teaching Elementary Mathematics</p> <p>Delete: MATH 2163: Introduction to Statistical Methods</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Elementary Education

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? This course prepares students to teach mathematics in a way expected of elementary school teaching professionals. It prepares these teacher candidates to impact a diverse community of learners in the public school setting effectively with strong content and pedagogical skills and dispositions.
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. How will the program change impact learning for students enrolled in this program? The program change will provide a preparation course for elementary school teachers in the area of mathematics, which has been identified as an ongoing need of public school students in their college and career readiness. The class will also assist students in understanding student assessment results and how these assessments may be interpreted and considered in planning and mathematics instruction.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? The students will produce lesson planning, unit planning, case study, professional literature reviews, professional growth plans, assessments, intervention plans, and impact on student learning artifacts within the program to demonstrate attainment of teaching standards for Arkansas and the nation.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. This is a new program that was recently initiated. At this point, students have completed few courses in the program of study. However, with the increased emphasis on mathematics within the state and within local schools, this additional preparation course will assist students in their preparation for this environment.
f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Other universities in the state have a mathematics methods course. Our course was originally designed to be a mathematics/science interdisciplinary course. This course still exists. However, the

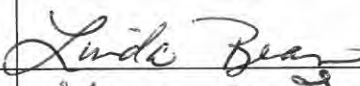
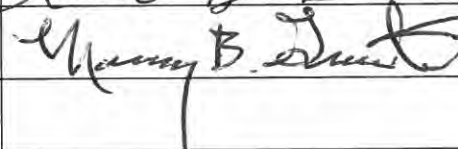
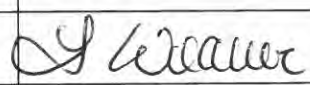

elementary education faculty and department members have determined that there does need to be a specific course for mathematics instruction in addition to the interdisciplinary course already being offered. This course will also provide students with content knowledge in the interpretation and application of assessment results (statistics/classroom and school data analytics) to consider in the planning and implementation of math teaching approaches.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) All program courses are aligned to the Arkansas Teaching Standards, TESS Framework Criteria, and to the draft CAEP Elementary Education Standards. The requirements for this standards include the Specialized Program Association Eight Assessments that are submitted for national recognition. These include the Praxis II Elementary Education Subject Test, a Unit Plan completed during internship, a Diagnosis and Assessment Academic Intervention and Reflection completed during ELED 3123, the Student Internship Formative Observation Form, an Assessment of Student Learning analysis completed during internship, a Multicultural Presentation and Reflections completed during the SPED 3023: Development and Characteristics of Diverse Learners course, a Behavioral Intervention Plan completed during the ELED 4033 Classroom and Behavior Management course, and a Learning Center completed during the RDNG 4003 Literacy Assessment and Intervention course. These artifacts are collected in Taskstream, and the results are considered by faculty members each year to determine what changes need to occur in the Elementary Education program. These data findings are analyzed by numbers of people on rubric criteria that score at the Unacceptable, Acceptable, or Highly Effective levels. These data are then ultimately reported to the national recognition agency for national recognition. It is expected that we have a minimum 80% pass rate on the ELED Praxis II Subjects Test. It is expected that we have a minimum of 80% scoring in the Acceptable and Highly Effective rating categories for program assessment artifacts.

CEPPU CC 9/27/16
 APPR FS 10/11/16

**Arkansas Tech University
 PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	College of Education
DATE SUBMITTED:	06/30/16

Title	Signature	Date
Department Head Dr. Linda Bean, Interim Assoc. Dean, COE		9/13/16
Dean Dr. Mary Gunter, COE Dean		9/13/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		9/15/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		11-17

Program Title: Leadership Studies (Interdisciplinary Studies)	CIP Code:
Contact Person: Name: Dr. Linda Bean Institution Name: Arkansas Tech University Address: 1310 North El Paso Ave, Russellville, AR 72801 E-mail Address: lbean@atu.edu Phone Number: 479.880.4401	Proposed Date: Fall 2017
<p>Program Summary: The proposed 18-hour interdisciplinary program is designed for undergraduate students wanting to gain leadership skills that can be applied to their involvement with co-curricular activities while they are pursuing their degree and also can be applied to their work in their chosen profession following graduation. This proposed curriculum will lead to a student earning a minor in Leadership Studies. The curriculum includes courses specifically focused on leadership development, electives that are</p>	

identified as leadership focused from a variety of disciplines, and will require completion of an internship (capstone seminar) that will have students put what they have learned in their leadership coursework into action. In addition, a collaborative relationship will be established with partners from the university, local, and possibly state level leadership to role model, instruct, and possibly mentor these undergraduate students wanting to make a positive impact in their communities. Currently, Campus Life at ATU is providing many co-curricular leadership and service activities, which are essential to creating a holistic development of the college student, but these activities can now be intertwined with formal leadership theories, skills, and concepts that can be gained through leadership focused courses. This proposed leadership minor supports the strategic plan goal 1.8, which is focused on promoting co-curricular and high-impact educational practices, such as interdisciplinary collaboration.

The goal of creating an interdisciplinary leadership program that is intertwined with the co-curricular experience is to equip Arkansas Tech graduates with knowledge and experience so they may be better prepared to become leaders in both their professional careers and communities. This can be accomplished by offering students opportunities to practically apply what they have learned in the classroom in to their real world experiences. In addition, students in this program will interface with the Leadership Tech curriculum during their capstone experience, thus providing more opportunities for collaboration between both leadership programs.

The 18 proposed hours for the Leadership Studies Minor will be comprised of the following courses:

LEAD 1003—Introduction to Leadership

LEAD 2003—Ethical Decision Making with Leadership

LEAD 3003—Leadership Skills Development/Group Dynamics

LEAD 4003—Leadership Internship (Capstone Seminar)

*Six hours (6) of approved, electives with at least 3 hours at the 3000 or 4000 level that are focused on leadership outside of the student's declared academic major offerings. Suggested electives have been submitted from the academic colleges to serve as approved leadership electives (see attached sheet for courses). Other approved courses could be added at a later date.

Proposed Costs:

The primary academic home for the core courses will be within the College of Education. The interdisciplinary elective courses will be taught by faculty in programs from all the academic colleges. The only resources needed would be overload and/or adjunct funding (\$8400 for the first year to \$16,800 for year two and beyond) to compensate instructors teaching the core classes. Instructors for the core classes will be from all academic colleges. A call-out for instructors with an interest in and experience working with student leaders or leadership development will be sent out among the faculty to teach the core classes. There will be no new administrative costs. The Associate Dean for the College of Education will serve as the leadership studies minor program contact/advisor. There will be no new full-time faculty costs. There will be no new instructional equipment costs needed to support the program.

Library resources:

The following results are available to Tech students using the *find it...* (Primo Discovery) tool:

Search: **leadership** as a **subject** within the **Tech Collections** scope (books, media, limited electronic resources) between 2005 and 2016...resulted in 2,091 Results

Newest eBooks

Leading with Vision (2014) Galloway, D. ISBN 0-8341-1724-X

Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration (2015)
Hurwitz, M. & Hurwitz, S. ISBN 1-4426-5013-3

Next Gen Leader: Cutting Edge Strategies to Make You the Leader You Were Born to Be (2014)
McMillan, R. ISBN 1-60163-309-2

The Responsible Leader Developing a Culture of Responsibility in an Uncertain World (2015) Richardson,
T. ISBN 0-7494-7181-6

*Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter
Future (2014)* Morse, S. ISBN 1-118-42700-9

Unleashing Your Inner Leader: An Executive Coach Tells All (2015) Bevenour, V.
ISBN 0-7494-7181-6

Newest Print Titles

The End of Leadership (2012) Kellerman, B. ISBN 0062069160; ISBN 9780062069160

Grit to Great: How Perseverance, Passion, and Pluck Take You from Ordinary to Extraordinary (2015)
Thaler, L.K., Koval E. ISBN 9780804139120 Ozark Campus Lib.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. (2012) Kouzes,
J.M., Posner, B.Z. ISBN 0470651725; I

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow (2015) Johnson, C.E. ISBN
9781452259185

The Student Leadership Challenge Student Workbook & Personal Leadership Journal 2013)

Journals

Journals in electronic databases with **leadership** in the title

Advancing Women in Leadership

Board Leadership

Executive Strategies

Global Leadership Review

International Journal of leadership in Public Services

International Journal of Leadership Studies

Leadership in Focus

Leadership News

Leadership Quarterly

Leadership & Organization Development Journal

Journal of Leadership, Accountability, & Ethics

Journal of Leadership Studies

Journal of Leadership & Organizational Studies

Strategy & Leadership

Subject Specific Databases:

Business

ABI/INFORM Complete

Business Source Complete

eBook Business Collection

Lexis Nexis Academic

ProQuest Research Library: Business

Regional Business News

Education

Education Source

ProQuest Education Journals

ProQuest Dissertations & Theses A&I: Social Sciences

General Databases:

Academic Search Complete

ProQuest Central

Statista

This is a sample of the most relevant resources. More sources may be found using a wide variety of keywords and subject headings. The Library is a member of ARKLink, a state-wide consortium that allows students and faculty at member colleges and universities to use resources at other member institutions. A membership in Amigos Library Services lets the Interlibrary Loan (ILL) Department use their courier services for regional resource sharing. The Library has recently implemented ILLiad, a software that makes the ILL process much more efficient.

List existing degree programs that support the proposed program:

Upon conversations with academic deans in all colleges, they were receptive to the development of this minor. Each college can actively contribute to providing courses for students to take in the form of electives that are supporting the students' academic and professional goals. These courses will address some aspect of leadership not clearly addressed in the core leadership courses that will prepare them to be effective leaders in their chosen workplace and local communities.

Need for the Program:

The development of an interdisciplinary academic program focused on leadership can help prepare students to meet the needs and challenges of society that require complex thinking and approaches to problem solving that cannot be confined through the study of one discipline (Sternberg, 2008). The creation of this minor aligns with the university's strategic plan, in particular goal 1, action item number 8 that seeks to "recognize, encourage and promote the use of co-curricular and high impact educational practices such....interdisciplinary project-based courses."

Two focus groups were conducted by Campus Life staff with current undergraduate students at ATU and with employers regarding the development of a leadership minor. A total of 22 students participated in the student focus groups. Overwhelmingly, students were in favor of pursuing a leadership minor. Specific transcripts from the focus groups are available for review upon request. In addition, a focus group was conducted in coordination with Norman Career Services, seeking their input regarding offering leadership focused courses to students. Six employers participated in the discussion and stated they want to hire graduates with skills commonly associated with good leadership (conflict resolution; communication; problem solving; relationship building). A copy of the transcript from the focus group is The responses from the employers coincided with the research (2015) from the National Association of Colleges and Employers (NACE) that state employers want to hire college graduates who can lead others and work collaboratively as part of a team. These are skills and concepts that are planned to be addressed in the leadership studies minor.

A minor in a leadership focused area is currently being offered by several institutions within the state of Arkansas. Arkansas State University offers a leadership minor (22 hours); UALR offers a non-profit leadership studies (18 hours, plus internship); John Brown University offers a Leadership Minor (19 hours).

Curriculum Outline by Semester

LEAD 1003—Introduction to Leadership (FA)
 LEAD 2003—Ethical Decision Making in Leadership (SP)
 LEAD 3003—Leadership Skills and Group Dynamics (FA)
 LEAD 4003—Internship in Leadership (Capstone) (SP and/or SU)

*The electives will be offered throughout the fall, spring, and summer terms.

Total number of Semester Hours Required for Minor: 18

Can the program be completed in 8 semesters?

Yes No

If not, provide justification.

List New Courses (Please attach New Course Proposals):

All the core LEAD courses will be new courses; syllabi are attached

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

LEAD 1003, 2003, 3003, and 4003—Core Classes; LEAD 4103—Elective

Courses currently offered via distance technology:

Approved electives for the minor may be offered online. Core courses will be offered in a traditional classroom format.

Program Admission Requirements:

Students pursuing the leadership minor will need to be actively pursuing a bachelor's degree and will need to earn a "C" or higher in each of the core leadership courses and in the 6 hours of approved leadership electives. In addition they will need to have 6 hours of residency at ATU.

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

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

*This will be an interdisciplinary program that will use faculty from across disciplines with a background in leadership will be invited to teach courses, however the College of Education will serve as the academic home to the program. In addition, university administrators with appropriate educational and leadership experiences may teach as adjunct instructors. Primary faculty contacts for the program from within the College of Education will be:

Dr. Linda Bean
Interim Associate Dean, College of Education
Professor, College of Business
Ed.D.—Oklahoma State University

Dr. Christopher Giroir
Interim Associate Dean, Graduate College
Head, Department of College Student Personnel
Associate Professor of College Student Personnel
PhD-University of Southern Mississippi

Vitas for the lead faculty with leadership studies can be available upon request.

Total number of faculty required (existing and new)

2

For proposed graduate programs attach curricula vitae for the faculty teaching the program
Not applicable

Description of Resources

Please refer to library resources listed on page 2 of this document.

Current Library and instructional facilities

The current library is the Ross Pendegraft Library. Instructional facilities for the College of Education take place in Crabaugh Hall, Tomlinson Hall and the newly built Brown Building.

New Resources Required (include costs and acquisition plan):

None

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

New administrative costs: None

New faculty: None

New library resources and costs: None

New/renovated facilities and costs: None

New instructional equipment and costs: None

Distance delivery costs: None

Other new costs: Overload pay for instructors (as noted previously in the proposal)

Detail Marketing Plan, Strategies, and Costs:

A flyer will be created in coordination with the College of Education and Student Services to inform students of the new minor and will be given to each undergraduate academic department to promote among their students. Information sessions will be held through Student Services educating students about the program throughout the fall and spring semester through the On-Track programming model. Visits will be made to student organizations informing them about the new minor. Material will be posted on the College of Education website regarding the leadership minor. Costs for all the marketing will be minimal.

LEADERSHIP Minor
Proposed Course for Electives (Interdisciplinary Study)

College of Arts and Humanities

PSY/SOC 4043: Social Psychology
COMM 4063: Organizational Communication
JOUR 3173: Public Relations Principles
PHIL 3023: Ethics

College of Business

MGMT 4123: Business Leadership

College of Engineering and Applied Sciences

EAM 4063: Leadership
EAM 3053: Introduction to Ethical and Legal Issues in Emergency Management
EAM 3013: Public Policy and Politics in Emergency Management
EAM 4043: Disaster and Emergency Management Ethics

AGLE 3003: Personal Leadership Theory and Development
AGLE 3013: Team Leadership and Organizational Change

College of Education

*LEAD 4103—Special Problems in Leadership

**Pending course is approved by governance.*

Arkansas Tech University
Proposal for New Program Assessment Form

Our Mission

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

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

Leadership Minor Program Assessment

- a. How does this proposal for the new program fit with the university mission? The leadership minor is focused on educating students about the leadership needed for today's complex and diverse world, regardless of their chosen profession. The interdisciplinary approach brings individuals from diverse backgrounds together to focus on best leadership practices.
- b. How will this new program enhance learning for students enrolled in the program? Students will learn how to be effective leaders in formal and informal roles in a variety of contexts (i.e. university, local, state, national, global). The interdisciplinary and experiential components of the leadership studies minor will have students putting formal leadership theories into practical application.
- c. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate an understanding of how leadership concepts, theories, and skills can not only be utilized to improve their participation in co-curricular activities at ATU, but can be applied to their chosen career fields.
- d. Provide an example or examples of assessment evidence which supports adding this new program. Based upon the recommendation of 2 student and 1 employer focus groups, participants overwhelmingly were in favor of a leadership minor. According to NACE in a national survey of employers in 2015 indicating skills they seek in new hires are the ability to lead others and to work collaboratively as part of a team, which are both skills and concepts being covered by the leadership minor.
- e. How does this course fit in the current state of the discipline? A minor in leadership is currently being offered by several institutions across Arkansas, including Arkansas State (22 hours); UALR has a non-profit leadership minor (18 hours); and John Brown University offers a minor in leadership (19 hours).
- f. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. **See attached**

Arkansas Tech University
Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: New Program Proposal
Program: Leadership Studies Minor

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Students will be able to demonstrate an understanding of leadership theories and concepts and how those influence their personal leadership style	LO1: Students will identify formal leadership theories and assess their own leadership style in comparison to the formal theories.	LEAD 1003	Reflective portfolio	High Pass 90-100% Pass 80-80%
PO2: Students will learn leadership approaches that are reflective of ethical decision making.	LO2: Students will identify the characteristics of ethical decision making and be able to analyze and assess ethical behavior.	LEAD 2003	Case Studies	High Pass 90-100% Pass 80-89%
PO3: Students will learn how to apply leadership theories and skills to practical situations related to their respected career fields.	LO3: Students will integrate leadership theory with problem solving skills by participating in an internship	LEAD 3003	Reflective journals Internship final reflection paper	High Pass 90-100% Pass 80-89% Documentation of 60 hours with an internship.
PO4: Students will learn how to use leadership approaches to navigate change in	LO4: Students will understand the importance of community engagement and	LEAD 4003	\$100 Solution Group Project	Finished service project; 10 hours of


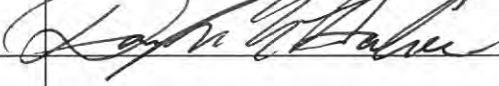


Office of Assessment and Institutional Effectiveness (2015)

self and others.	service by volunteering with local service agencies.			community service hours completed
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appl cc 9/27/16
appl FS 10/11/16

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Agriculture
DATE SUBMITTED:	08/09/2016

Title	Signature	Date
Department Head Malcolm R. Rainey, Ph.D.		8-9-16
Dean Douglas Barlow, Ph.D.		9 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		8/10/16
Vice President for Academic Affairs Mohamad Abdelrahman, Ph.D.		1-11-17

Program Title: Agriculture Business	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete AGBU 4043 Appraisal of Farm Real Estate and add 3 hours of upper division agriculture electives	
What impact will the change have on staffing, on other programs and space allocation? This change will not impact staffing or space allocations.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog
Curriculum in_Agriculture Business
(enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: Add 3 hours of upper division Agriculture electives.</p> <p>Delete: Delete AGBU 4043 Appraisal of Farm Real Estate</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? The curricular change to the Agriculture Business program will provide students the opportunity to tailor their educational desires and advance their professional goals, while developing a solid foundation in agriculture business.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. How will the program change impact learning for students enrolled in this program? The removal of AGBU 4043 Appraisal of Farm Real estate as a required course for agriculture business students simply provides our students a little more flexibility in their course choices. Ag Students will still have to complete a minimum of 40 hours of upper division agriculture courses to complete their degree. Students will have the opportunity to develop more specialized competencies in other areas of agriculture such as animal science, plant science, public relations or feed mill management.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain advanced knowledge in agriculture business which provides sufficient breadth and depth to function in a variety of professional environments. Students will emphasize skills in economics, marketing, management and finance.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on post-graduate assessment fewer than 35% of our Agriculture Business students pursue careers in real-estate, real-estate finance. Providing Appraisal of Farm Real-Estate as an elective and not a required course allows students to personalize their degree with their career goals.
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. No other agriculture

business degree in the state (U of A, ASU or SAU) of Arkansas requires Appraisal of Farm Real-Estate. If the course is even offered it is an elective.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Assessment will continue as we have been. The Appraisal of Farm Real-Estate AGBU 4043 has never been included in the assessment of our general Agriculture Business core course requirements.

Continuous Improvement plan

Annual Assessment Cycle

Academic Cycle: Change in Academic Program

Program: Bachelor Science in Agriculture Business

Program Objectives/Standards (align with mission)	Learning Objectives/Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Provide knowledge of Plant and Animal Science and Agriculture Business practices	LO1: Students will apply knowledge of agriculture, science and business	AGAS 1014 Principles of Animal Science AGPS 1024 Principles of Plant Science AGBU 1013 Principles of Agriculture Business	Comprehensive Final Exam Comprehensive Final Exam Comprehensive Final Exam	High Pass 90-100 Pass 70-80 Below 70 Fail
PO2: Analyze and interpret qualitative and quantitative data	LO2: Students will analyze and interpret qualitative and quantitative data	AGBU 2063 Principles of Ag Macroeconomics AGBU 2073 Principles of Ag Microeconomics	Comprehensive Final Exam Comprehensive Final Exam	High Pass 90-100 Pass 70-80 Below 70 Fail
PO3: Develop a business plan	LO3: Students will design a business plan to meet the realistic needs within the economic, finance, marketing and policy constraints	AGBU 4013 Ag Marketing AGBU 4003 Ag Management AGBU 4023 Ag Finance AGBU 4033 Ag Policy AGBU 4993 Ag Senior Seminar	Individual class project develop a business plan Comprehensive final exam Comprehensive final exam Individual class project develop a business plan	High Pass 90-100 Pass 70-80 Below 70 Fail
PO4: Identify formulate and solve business problems	LO4: Students will identify, formulate and solve business problems	AGBU 4013 Ag Marketing AGBU 4003 Ag Management AGBU 4023 Ag Finance AGBU 4033 Ag Policy	Individual class project develop a business plan Comprehensive final exam Comprehensive final exam	High Pass 90-100 Pass 70-80 Below 70 Fail

		AGBU 4993 Ag Senior Seminar	Individual class project develop a business plan	
PO5: Use techniques, skills, and business tools	LO5: Students will use modern business tools, skills and techniques necessary for business	AGBU 4013 Ag Marketing AGBU 4003 Ag Management AGBU 4023 Ag Finance AGBU 4033 Ag Policy AGBU 4993 Ag Senior Seminar	Individual class project develop a business plan Comprehensive final exam Comprehensive final exam Individual class project develop a business plan	
PO6: Provide a comprehensive program that advances the knowledge of Agriculture and Business and prepares students for employment or graduate school	LO6: Pre graduation students will evaluate the academic program and preparation for employment	Prior to graduation	Senior exit survey	Rate program a 3.5 or higher on a 4.0 scale

Assessment Process

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	AGAS 1014 AGPS 1014 AGBU 1013 AGBU 2063 AGBU 2073 AGBU 3213 AGBU 4003 AGBU 4013 AGBU 4023 AGBU 4033	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
Indirect and Direct Measures Alignment	Pre & Post Test assessment Pre- graduation senior survey	Pre-test administered during orientation Post-test administered during Senior seminar Senior exit survey done on-line pre-graduation	Analyze Pre & Post-test and survey results	Program and curriculum changes

Continuous Improvement Plan

Summarize each category from assessment results and conclusions.

Categories of Improvement:	Recommended Changes:
A. Student learning	Course embedded student learning outcome assessment
B. Instruction and Curriculum	Course embedded student learning outcome assessment
C. Assessment	Evaluate assessment process from student learning reports.
D. Program Quality	Evaluate program quality from pre & post-test and senior exit surveys.
E. Budget	Budget request supported by student learning and program

Not approved as option
by ADHE

Memorandum

list in catalog like
RN to BSN

Vice President

Office of Academic Affairs

TO: File

FROM: Pat Chronister
Assistant to the Vice President for Academic Affairs

RE: Attached proposal

DATE: October 25, 2016

In collaboration with the Ozark Campus and to formalize a seamless transition from the A.A.S. in Emergency Medical Services to the B. S. in Emergency Management, the attached proposal to form a concentration in the Emergency Management degree was submitted through faculty governance and approved. However, the Arkansas Department of Higher Education determined the proposal did not meet the criteria for a concentration or option but instead was simply a clarification of an ATU practice. The transition from the A.A.S. to the B.S. will be outlined in the Russellville Campus catalog using the regular matrix format.

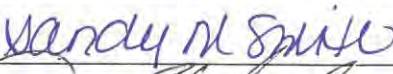
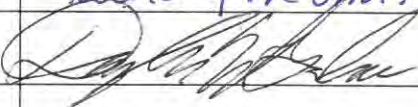
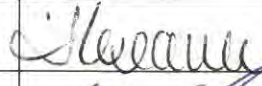
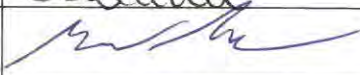
In response to your question about EMTP to EAM and HLC

If this is approved by ADHE it should pose no issues for HLC. Programs that are within the level of our approval (EDS plus one doctorate) are no of interest to HLC. They will only look at whether the program has gone through our internal review processes for faculty and committee approval prior to being approved by ADHE and this one has done so. Also, since Tammy has signed it without raising concerns, we can be assured it has passed muster.

appl CC 9/27/16
 appl FS 10/11/16

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	9/22/2016

Title	Signature	Date
Department Head Dr. Sandy Smith		9-22-16
Dean Dr. Douglas Barlow		23 Sep 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		9/26/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		10/25/16

Program Title: BS - Emergency Management	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program</p> <p>Add the Curriculum in Emergency Management – Emergency Medical Services Concentration. Use courses required in the Curriculum in Emergency Management with the exception of the following:</p> <ol style="list-style-type: none"> Allow TECH 1001: Orientation to the University, or OZRK 1001: Ozark Campus Orientation, to satisfy the orientation to the university; Delete EAM 1003: Living in a Hazardous Environment, and EAM 4106: Internship/Practicum; Reduce EAM electives from 15 hours to 9 hours; Remove EAM 2033: Citizen/Family/Community Disaster Preparedness Education, from EAM electives; Allow COMS 1003: Introduction to Computer Based Systems, COMS 2003: Microcomputer Applications, BST 1303: Introduction to Computers, or CIS 1113: Fundamental Computer Operation, to satisfy the technology requirement; Add the EMTP concentration area which includes the following courses: 	

1. EMTP 1232: Pharmacology;
 2. EMTP 1233: Medical Emergencies I with Laboratory;
 3. EMTP 1234: Clinical Practicum I;
 4. EMTP 2111: Clinical Practicum II;
 5. EMTP 2112: Cardiology I;
 6. EMTP 2113: Life Span Development;
 7. EMTP 2211: Clinical Practicum III;
 8. EMTP 2213: Emergency Medical Service Operations;
 9. EMTP 2221: Cardiology II Laboratory;
 10. EMTP 2222: Cardiology II;
 11. EMTP 2313: Medical Emergencies II with Laboratory;
 12. EMTP 2316: Paramedic Internship;
 13. EMTP 2322: Assessment Based Management;
 14. EMTP 2323: Trauma Management;
- g. Delete 18 hours of general electives.

No changes will be made to the existing Curriculum in Emergency Management. List the programs in the catalog as follows:

Emergency Management

Emergency Management – Emergency Medical Services Concentration

Minor

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

No impact

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

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

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

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

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

This change in our program will allow for a “stackable” degree for students who have earned an Associate in Applied Science (AAS) in Emergency Medical Services (EMS) to complete a Bachelor of Science (BS) in Emergency Management (EM). This change fits the university mission of “student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement.”

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

c. How will the program change impact learning for students enrolled in this program? It will allow for students who have earned an AAS in EMS to have a clear path for a BS degree in EM. This change will not affect students earning a BS in EM.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Assessment measures for the program will continue to be the same as all students choosing this concentration will continue to take the required courses of the EM Program (with the exception of 1003 and 4106 which are incorporated in the AAS courses).

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Students who earn the AAS in EMS at the Ozark campus will often elect to continue their degree by transferring to the University of Arkansas Medical Sciences or the University of South Alabama. This change in the EM Program will allow students earning an AAS in EMS to complete the BS in EM degree in 120 hours at ATU.

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

No comparisons are available regionally.

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

2016-2017 EAM - Concentration in Emergency Medical Services

Last Name	First Name	Student T#	Date				
	Course#	Title	Offered	Grade	Term	Sub Course	Sub Inst
Associate of Applied Science Requirements	BST 1303 or CIS 1113	Intro to Computers or Fundamental Computer Operation	Fall				
	ENGL 1013	Comp I	Fall				
	TECH 1001 OZRK 1001	Orientation to the University	Fall				
	BIOL 2404	Human Anatomy and Physiology I	Fall				
	MATH 1003 MATH 1113	College Mathematics College Algebra	Fall				
	BIOL 2414	Human Anatomy and Physiology II	Spring				
	EMTP 1232	Pharmacology <i>(prerequisite: TMAT 1203)</i>	Spring				
	EMTP 1233	Medical Emergencies I w/Lab <i>(prerequisite: EMTP 1015 & ENGL 1013)</i>	Spring				
	EMTP 1234	Clinical Practicum I <i>(prerequisite: EMTP 1007 or licensed EMT; co-requisite: BST 1303 or CIS 1113)</i>	Spring				
	ENGL 1023	Composition II <i>Must pass with "C" or better</i>	Spring				
	EMTP 2111	Clinical Practicum II <i>(prerequisite: EMTP 1234)</i>	Sum 1				
	EMTP 2112	Cardiology I	Sum 1				
	EMTP 2113	Life Span Development	Sum 1				
	EMTP 2211	Clinical Practicum III <i>(prerequisite: EMTP 2111)</i>	Sum 2				
	EMTP 2213	EMS Operations	Sum 2				
	EMTP 2221	Cardiology II Lab <i>(co-requisite: EMTP 2222)</i>	Sum 2				
	EMTP 2222	Cardiology II <i>(co-requisite: EMTP 2221)</i>	Sum 2				
	EMTP 2313	Medical Emergencies II <i>(prerequisite: EMTP 1233)</i>	Fall				
	EMTP 2316	Paramedic Internship <i>(prerequisite: EMTP 2211)</i>	Fall				
	EMTP 2322	Assessment Based Management	Fall				
EMTP 2323	Trauma Management	Fall					
3 hours	Social Science elective	Fall				60 hours	
Other General Education	3 hours	Communication Elective					
	3 hours	Social Science elective					
	6 hours	Fine Arts electives					
	3 hours	History elective					15 hours

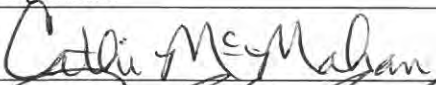



EAM/EMS Electives	9 Hours	EAM / EMS Electives					
		Options:					
	EAM 2033	Citizen/Family/Community Disaster Preparedness Education					
	EAM 3033	The Social Dimensions of Disaster					
	EAM 3123	Public Information Skills for Emergency Managers					
	EAM 3143	The Economics of Hazards and Disaster					
	EAM 3243	Introduction to Terrorism and Anti-Terrorism					
	EAM 4043	Disaster and Emergency Management Ethics					
	EAM 4053	Community Management of Hazardous Materials					
	EAM 4063	Leadership					
	EAM 4083	Legal Issues in Emergency Management					
	EAM 4991, 4992, or 4993	Special Problems and Topics					9 Hours
Required EAM Core	EAM 1013	Aim and Scope of Emergency Mgt					
	EAM 3003	Developing Emergency Management Skills					
	EAM 3013	Public Policy and Politics in Emergency Management					
	EAM 3023	Principles of Preparedness and Response Operations					
	EAM 3053	Introduction to Ethical and Legal Issues in Emergency Management					
	EAM 3063	Emergency Management Doctrine					
	EAM 4003	Principles of Disaster Relief and Recovery					
	EAM 4013	Mitigation and Continuity of Operations					
	EAM 4023	Information Technology and Emergency Management					
	EAM 4033	Emergency Management Research Methods/Analysis					
	EAM 4606	Capstone					36 Hours
							120 Hours

NOTE: includes graduation requirements for Gen Ed and Upper level semester hours

appl cc 9/27/16
appl FS 10/11/16

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	PRHA Department
DATE SUBMITTED:	7/28/2016

Title	Signature	Date
Department Head		7/28/16
Dean		2 Aug 16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/22/16
Vice President for Academic Affairs		1-11-17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	4116
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Internship	
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	

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

4114

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

Internship

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

Internship

New Course Description:

Course description stays the same.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

HA4116

Our Mission

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

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. After comparing the number of credit hours students earn for senior internship in Hospitality programs at other colleges/universities we discovered that the number of credit hours earned varies greatly. We discussed with our advisory board and they felt as though the number of credit hours earned in the ATU HA Program could be decreased due to students also completing a 3 credit hour Work Experience class, so the decision was made to reduce it to a 4 credit hour class (the number or clock hours that students were required to complete during internship was reduced a few years back – so now credit earned is a better match to hours worked).

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

appu ec 9/27/16
appu FS 10/11/16

TO:	Select Appropriate Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 29, 2016

Title	Signature	Date
Department Head DR. CATIE MEMAHAN		6/29/16
Dean DR. DOUGLAS BARLOW		7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar MS. TAMMY WEAVER		7/11/16
Vice President for Academic Affairs DR. MOHAMED ABDELRAHMAN		7-11-17

Course Subject: (e.g., ACCT, ENGL) RP	Course Number: (e.g., 1003) 4042
---	--

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

Yes No

Official Catalog Title:

Field Seminar in Interpretive Methods

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)

RP 4043

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

Field Seminar in Interpretive Methods

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

Field Seminar in Interp Method

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

RP4042

Our Mission

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





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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- b. Provide an example or examples of student learning assessment evidence which supports the course change. There is not an example(s) of student learning assessment evidence to support this change. The RPA Program has a new adjunct faculty member that is teaching this course as of now and he has added additional rigor and in class hours to the course. Students are now required to be in class a minimum of 45 hours during the week long field trip – so students enrolling and completing the course should earn three credit hours for the course.

appx CC 9/27/16

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

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 29, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan		6/29/16
Dean Dr. Douglas Barlow		7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		7/1/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		7-1-17

Program Title: Lodging Management	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete 2 hours of HA required coursework Change HA 4116 to 4114 Add 2 hours of HA electives	
What impact will the change have on staffing, on other programs and space allocation? No change	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

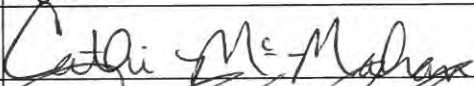
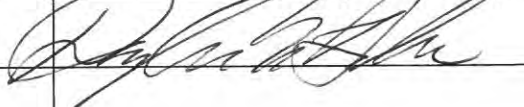
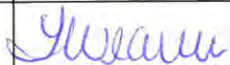

Fall Start Curriculum Matrix for Catalog
 Curriculum in _____ Lodging Management _____
 (enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester (Senior 9th Semester)</p> <p>Add/Change: HA 4114 Internship</p> <p>Add 2 hours of HA electives</p> <p>Delete: HA 4116 Internship</p> <p>2 hours of HA required coursework</p> <p>Total Hours: 6</p>

appe cc 9/27/16
 appe FS 10/11/16

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

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 29, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan		6/29/16
Dean Dr. Douglas Barlow		7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		7/1/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Program Title: Foodservice Management	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete 2 hours of HA required coursework Change HA 4116 to 4114 Add 2 hours of HA electives	
What impact will the change have on staffing, on other programs and space allocation? No change	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

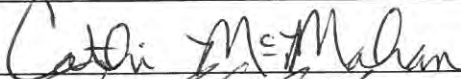
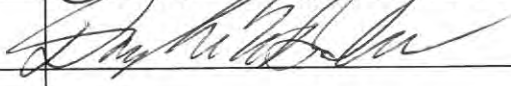


Fall Start Curriculum Matrix for Catalog
 Curriculum in _____ Foodservice Management _____
 (enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester (Senior 9th Semester)</p> <p>Add/Change: HA 4114 Internship</p> <p>Add 2 hours of HA electives</p> <p>Delete: HA 4116 Internship</p> <p>2 hours of HA required coursework</p> <p>Total Hours: 6</p>

appl ec 9/27/16
 appl FS 10/11/16

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

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 29, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan		6/29/16
Dean Dr. Douglas Barlow		7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		7/11/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		7-11-17

Program Title: Event Management	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete 2 hours of HA required coursework Change HA4116 to 4114 Add 2 hours of HA electives	
What impact will the change have on staffing, on other programs and space allocation? No change	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

<p style="text-align: center;">Fall Start Curriculum Matrix for Catalog Curriculum in _____ Event Management _____ (enter title for program changing)</p>	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester (Senior 9th Semester)</p> <p>Add/Change: HA 4114 Internship</p> <p>Add 2 hours of HA electives</p> <p>Delete: HA 4116 Internship</p> <p>2 hours of HA required coursework</p> <p>Total Hours: 6</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? The curricular changes to the Bachelor of Science in Hospitality Administration will provide students the opportunity to enhance their "scholastic development" and provide a solid educational foundation for life-long learning.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
c. How will the program change impact learning for students enrolled in this program? Students will now be required to complete a 400 hour internship for 4 hours of college credit. This change in the curriculum will allow students to enroll in and complete two additional hours of general electives. This change allows students to complete their internship requirements in the summer and graduate at the end of the summer term.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will meet the assessment criteria and goals outlined for HA 4114 Internship.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. No examples noted – this change was necessary due to changes in financial aid (decrease in length/weeks of internship – which in turn led to decrease in number of credit hours for internship).
f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. When looking at various programs in state and out of state that require internships the number of credit hours for internships vary greatly (anywhere from 3 credit hours to 12 credit hours).
g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. See attached.

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

**Hospitality Administration Assessment Plan
2015-16**

Arkansas Tech University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Universities. ATU was last reviewed by the Higher Learning Commission in the spring of 2011 and was granted accreditation until the next review in 2020/21.

General Education

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

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

Students who earn degrees at ATU will be able to:

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

To accomplish the above goals, ATU requires the completion of a general education curriculum. Students should refer to the curriculum in their major area of study for specific courses either recommended or required by the academic department to fulfill the general education requirements.¹ The general education core for Hospitality Administration satisfies Standard V (a) of the ACPHA accreditation requirements "Students shall have an opportunity for study in the natural and physical sciences, social sciences, and communication, arts and humanities, and quantitative reasoning."²

¹ See 2014-15 on-line catalog <http://www.atu.edu/academics/catalog/graduation-requirements.html#GenEdRequirements>

² Standard V (a) Guide to Accreditation: Commission for Programs in Hospitality Administration (2013).

Hospitality Administration Accreditation

The Hospitality Administration Program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). Standard V (a) in the Self Study Guide for accreditation states the curriculum in hospitality administration should contain "Knowledge and understanding of the general principles of the following areas, and specific applications in hospitality management:

1. overview of the hospitality industry and the profession
2. the operations relative to lodging management
3. the operation relative to food service management
4. human resources
5. the marketing of goods and services
6. accounting procedures and practices
7. the legal environment;
8. the economic environment
9. management information systems
10. organizational theory and foundations of management
11. facility operations maintenance and management
12. financial management
13. ethical considerations
14. strategic management
15. leadership theory
16. provision for an evaluative culminating experience

Table 1

At the conclusion of the program, students will be able to exhibit professional hospitality administration knowledge, skills, and abilities.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Identify entry level knowledge of the hospitality industry and profession.	Syllabus (HA 1043)	Computerized Exam (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the computerized exam		
		Research Paper (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Research paper		
		Verbal Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Verbal Presentation		
	Syllabus (HA 2023)	Role Play Assignment (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Role Play Assignment		
		Case Study (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Case Study		
Demonstrate entry level skills of the hospitality industry and profession.	Syllabus (HA 2063)	Course Exam Questions (HA 2063)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		
		Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes lab reports		

	Syllabus/Work Experience Manual (HA 2053)	Agency Final Evaluation and Final Report (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes agency final evaluation and final report		
Apply entry level abilities of the hospitality industry and profession.	Syllabus and Course Exam (HA 2003)	Course Exam Questions (HA 2003)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 1063)	Course Exam Questions (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Case Study (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		
Support advanced knowledge of hospitality industry and profession.	Syllabus and Course Exam (HA 4013)	Course Exam Questions (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Special Project (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Special Project		
	Syllabus and Course Exam (HA 4033)	Course Exam Questions (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Case Studies (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		

	Syllabus and Case Studies (HA 4073)	Case Studies (HA 4037)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		
		Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus and Ethical Dilemma (HA 4113)	Ethical Dilemma Assignment (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Ethical Dilemma assignment		
Execute advanced skills of the hospitality profession and industry.	Syllabus and Presentation (HA 4023)	Presentation (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes class presentation		
		Course Exam (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus and Internship Manual (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Agency Final Evaluation		
		Final Report (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Final Report		
Incorporate advanced abilities of the hospitality industry and profession.	Syllabus and Project Management Assignment (HA 4023)	Project Management Assignment (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Project Management Assignment		
	Syllabus and Research Project (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Research Project		

	Syllabus and Agency Final Evaluation (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Agency Final Evaluation		
		Final Report (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Final Report		

At the conclusion of the program, students will be able to execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Develop management concepts in hospitality accounting.	Syllabus and Course Exam (HA 2003)	Course Exam (HA 2003)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 4073)	Course Exam (HA 4073) Case Study (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the course exam and case study		
Develop management concepts in hospitality finance.	Syllabus (HA 4073)	Course Exam (HA 4073) Case Study (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the course exam and case study		
	Syllabus (HA 4023)	Project Budget Assignment (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Project Budget Assignment		
Develop management concepts in human resources.	Syllabus (HA 4113)	Course Exam	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Case Study			
		Ethical Dilemma			

	Syllabus and Course Exams (HA 4033)	Course Exams (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
Develop management concepts in hospitality marketing.	Syllabus (HA 4013)	Course Exam (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Marketing Plan Assignment (HA 4013)			
Produce management concepts in hospitality accounting.	Syllabus (HA 4073)	Course Exams (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Case Study (HA 4073)			
Produce management concepts in hospitality finance.	Syllabus (HA 4073)	Course Exams (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Case Study (HA 4073)			
Produce management concepts in human resources.	Syllabus (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Ethical Dilemma Assignments			
	Syllabus and Case Project Assignment (HA 4033)	Case Project Assignment (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Produce management concepts in hospitality marketing.	Syllabus and Marketing Plan (HA 4013)	Marketing Plan (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Produce management concepts in hospitality operations.	Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Final Report (HA 2053)			
	Syllabus and Internship Manual (HA 4114)	Final Report (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
	Special Project Assignment (HA 4114)				

Produce management concepts in hospitality technology.	Syllabus (HA 1063)	Course Exam (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Case Study (HA 1063)			
At the conclusion of the program, students will be able to describe the fundamental principles of leadership and demonstrate successful leadership skills.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Identify the fundamental principles of leadership.	Syllabus (HA 2023)	Course Exams (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Class Presentations (HA 2023)			
	Syllabus (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Demonstrate successful leadership skills.	Syllabus (HA 2053)	Student Initial and Final Self-Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Agency Final Evaluation (HA 2053)			
	Syllabus and Internship Manual (HA 4116)	Student Initial and Final Self-Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Agency Final Evaluation (HA 2053)			
	Syllabus (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Role Play Activities (HA 2063)			

At the conclusion of the program, students will be able to utilize critical thinking, problem solving, written and oral communication and investigative skills specific to Hospitality Administration.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Identify critical thinking skills specific to hospitality administration.	Syllabus (HA 1043)	Class Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Group Presentations (HA 1043)			
	Syllabus (HA 2023)	Class Presentation (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Written Assignment (HA 2023)			
Syllabus (HA 2053)	Mid-Term Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Syllabus (HA 4114)	Mid-Term Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Execute critical thinking skills specific to hospitality administration.	Syllabus (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Ethical Dilemma (HA 4113)			
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Role Play (HA 4203)			
Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Syllabus (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning			

			outcome which includes the listed course assignment		
Identify problem solving skills.	Syllabus (HA 2053)	Mid-Term Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4114)	Mid-Term Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Course Exams (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
Execute problem solving skills.	Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Execute oral and written communication.	Syllabus (HA 1043)	Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Research Paper (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2063)	Guest Service Performance (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

		Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4023)	Project Presentation (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Project Binder (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Story Board (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4033)	Journal Article Reviews (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4001)	Portfolios (HA 4001)	70% of students will earn a 70% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus and Internship Manual (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related		

			educational/learning outcome which includes the listed course assignment		
		Final Report (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Execute investigative skills.	Syllabus (HA 1043)	Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4013)	Marketing Plan (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
At the conclusion of the program, students will be able to apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Relate experiential learning experiences to become a successful professional.	Syllabus (HA 2053)	Initial and Final Self-Evaluation	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

	Syllabus (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4023)	Implementation of Design (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus and Internship Manual (HA 4114)	Initial and Final Self-Evaluation (HA 4114)	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

At the conclusion of the program, students will be able to demonstrate best practices to meet ever changing guest needs and expectations.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Relate best practices learned in the classroom to meet ever changing guest needs and expectations.	Syllabus (HA 2053)	Initial and Final Self-Evaluation	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report	70% of students will earn a 75% or higher on related educational/learning outcome which		

			includes the listed course assignment		
	Syllabus (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus and Internship Manual (HA 4114)	Initial and Final Self-Evaluation (HA 4114)	70% of students' scores will have improved from the initial self-evaluation to the final self-evaluation		
		Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Final Report (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

Lodging Emphasis

At the conclusion of the program, students will be able to understand and analyze the functions of lodging and club operations.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Explore the day to day operations of lodging and club management.	Syllabus (HA 1043)	Course Exam Questions (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 2043)	Course Exam Questions (HA 2043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Lab Assignments (HA 2043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4253)	Course Exam Questions (HA 4253)	70% of students will earn a 75% or higher on related educational/learning		

			outcome questions on the course exam		
		Property Critiques (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4093)	Simulation Activity (HA 4093)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Interpret the functions of lodging and club management.	Syllabus (HA 2043)	Night Audit Assignment (HA 2043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4253)	Course Exam Questions (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Property Evaluations (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4093)	Simulation Activity (HA 4093)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
<i>Lodging Emphasis</i>					
At the conclusion of the program, students will be able to distinguish guest needs specific to operational settings.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Analysis guest needs specific to operational settings.	Syllabus (HA 3143)	Lab Field Trips (HA 3143)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

		Course Exams (HA 3143)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Journal Assignment (HA 3143)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4093)	Course Exam Questions (HA 4093)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 4253)	Presentations (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Field Trip Analysis (HA 4253)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4063)	Field Trip Report (HA 4063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
		Target Market Project (HA 4063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

<i>Event Management Emphasis</i>					
At the conclusion of the program, students will be able to understand and analyze the role of tourism and event management.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Explore the role of tourism and event management.	Syllabus (HA 2133)	Course Exams (HA 2133)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Semester Project (HA 2133)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 1043)	Course Exam Questions (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
Distinguish the role of tourism and event management.	Syllabus (HA 2133)	Course Exams (HA 2133)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabus (HA 4053)	Mid-term Exam (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Debate Assignment (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

<i>Tourism and Event Management Emphasis</i>					
At the conclusion of the program, students will be able to plan, organize, coordinate, develop, and evaluate the issues related to tourism planning and event management.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Compile the issues and trends related to tourism planning and event management.	Syllabus (HA 3133)	Class Assignment (HA 3133)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4053)	Execution of events (2) (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3033)	Business Plan (RP 3033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3503)	Class Assignment (RP 3503)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Critique the issues and trends related to tourism and event management.	Syllabus (HA 3133)	Class Assignment (HA 3133)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4053)	Execution of Events (2) (HA 4053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3033)	Business Plan (RP 3033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (RP 3503)	Class Assignment (RP 3503)	70% of students will earn a 75% or higher on related		

			educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
<i>Food Management Emphasis</i>					
At the conclusion of the program, students will be able to understand and analyze the function of food and beverage operations.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Explore the functions of food and beverage operations.	Syllabus (HA 1923)	Course Exams (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Field Trip Reports (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2913)	Lab Reports (HA 2913)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2813)	Menu Analysis (HA 2813)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 1013)	National Certification Exam (Serve Safe) (HA 1013)	100% of students will earn a 75% or higher on related educational/learning outcome which includes the national certification exam		
Distinguish the functions of food and beverage operations.	Syllabus (HA 1923)	Course Exams (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		

		Field Trip Reports (HA 1923)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 2913)	Lab Reports (HA 2913)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4063)	Course Exams (HA 4063)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		

Food an Management Emphasis

At the conclusion of the program, students will be able to manage the entire operation; coordinate and evaluate all aspects of food and beverage services.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Appraise all aspects of food and beverage services.	Syllabus (HA 4983)	Final Exam (HA 4983)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
		Kitchen Manager's Report (HA 4983)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
	Syllabus (HA 4114)	Agency Final Evaluation (HA 4114)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		

Other Assessment Tools

Course Certifications. Certifications may/should be obtained in the following courses:

HA 1013 Sanitation Safety (Servsafe)

HA 4063 Beverage Management (Servsafe Alcohol)

Student Evaluations

Mid-term and end-of-semester student evaluations for every HA course, each semester

Senior Exit Surveys. Graduating seniors in Hospitality Administration will be sent a survey via e-mail to be completed before graduation. This survey is used as an assessment tool to get student feedback on preparedness for the RP profession, study habits, use of textbooks, academic advising, amount of work during their collegiate years, membership in student organizations, overall impression of their education and major, as well as their knowledge and skills in areas of professional competency. An informal Senior Exit Survey is also conducted in HA 4001 Internship Preparation.

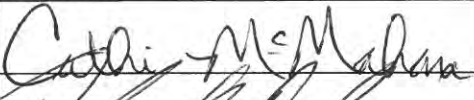
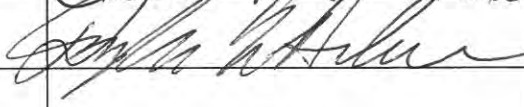


A Senior Exit Survey will be completed in the Fall of 2014 and in the Spring of 2015.

Alumni Survey. At least once every five years there will be a survey of alumni to maintain contact with graduates, track who is working (or not) in the Hospitality Administration profession, areas in which they are working, salaries, ect

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

appr ec 9/27/16
appr FS 10/11/16

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 27, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan		6/29/16
Dean Dr. Douglas Barlow		7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		7/11/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

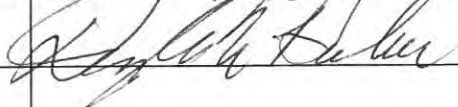
Program Title: RPA - Interpretation	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete 2 hours of RP required coursework Change RP 4116 to 4114 Add 2 hours of RP electives	
What impact will the change have on staffing, on other programs and space allocation? No change	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Fall Start Curriculum Matrix for Catalog Curriculum in _____ Interpretation _____ (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: 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 (9 th Semester) Add/Change: RP 4114 Internship Add 2 hours of RP electives Delete: RP 4116 Internship 2 hours of RP required coursework Total Hours: 6

appe cc 9/27/16
 appe FS 10/11/16

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

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 29, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan		6/29/16
Dean Dr. Douglas Barlow		7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		7/11/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

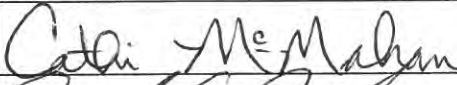
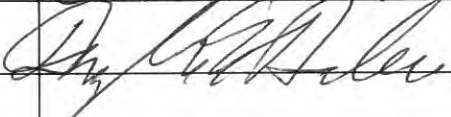


Program Title: Natural Resource - RPA	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Delete 2 hours of RP required coursework Change RP 4116 to 4114 Add 2 hours of RP electives Add RP 4043 and RP 4991-4993 as Approved Elective	
What impact will the change have on staffing, on other programs and space allocation? No change	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Fall Start Curriculum Matrix for Catalog Curriculum in _____ Natural Resource _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester (Senior 9th Semester)</p> <p>Add/Change: RP 4114 Internship</p> <p>Add 2 hours of RP electives Footnote 3</p> <p>Delete: RP 4116 Internship</p> <p>2 hours of RP required coursework</p> <p>Total Hours: 6</p>

appc cc 9/27/16

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

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 29, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan		6/29/16
Dean Dr. Douglas Barlow		7/6/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		7/11/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		1-11-17

Program Title: Recreation Sport Management	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>Delete 2 hours of RP required coursework Change RP 4116 to 4114</p> <p>Add 2 hours of Approved Electives – total of 8</p> <p>Delete HA 1923 and HA 4253 as Approved Electives</p> <p>Add RP 4991-4993 as Approved Electives</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>No change</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/</p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

Fall Start Curriculum Matrix for Catalog Curriculum in _____ Recreation Sport Management _____ (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: 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 (Senior 9 th Semester) Add/Change: RP 4114 Internship Add 2 hours of Approved Electives Delete: RP 4116 Internship 2 hours of RP required coursework Total Hours: 6

apprec 9/27/16
 appr FS 10/11/16

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

TO: Registrar	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation & Hospitality Administration
DATE SUBMITTED:	June 27, 2016

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	6/29/16
Dean Dr. Douglas Barlow	<i>Douglas Barlow</i>	7/1/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/11/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman	<i>Mohamed Abdelrahman</i>	7-11-17

Program Title: RPA-Therapeutic Recreation	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Senior 9 th Semester – make requirement RP 4116 or RP 4114 and RP 4112	
What impact will the change have on staffing, on other programs and space allocation? No change	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

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

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester (9th Semester)</p> <p>Add/Change: RP 4116 or RP 4114 and RP 4112</p> <p>Delete:</p> <p>Total Hours: 6</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? The curricular changes to the Bachelor of Science in Recreation and Park Administration will provide students the opportunity to enhance their “scholastic development” and provide a solid educational foundation for life-long learning.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. How will the program change impact learning for students enrolled in this program? Students will now be required to complete a 400 hour internship for 4 hours of college credit. This change in the curriculum will allow students to enroll in and complete two additional hours of Recreation and Park electives. This change allows students to complete their internship requirements in the summer and graduate at the end of the summer term.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will meet the assessment criteria and goals outlined for RP 4114 Internship.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. No examples noted – this change was necessary due to changes in financial aid (decrease in length/weeks of internship – which in turn led to decrease in number of credit hours for internship).
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. When looking at various programs in state and out of state that require internships the number of credit hours for internships vary greatly (anywhere from 3 credit hours to 12 credit hours).
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. See attached.

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

**Recreation & Park Administration Assessment Plan
2015-16**

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

General Education

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

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

Students who earn degrees at ATU will be able to:

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

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

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

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

Recreation & Park Accreditation

The Recreation and Park Administration Program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Following (COAPRT) accreditation guidelines Arkansas Tech graduates should have knowledge in the natural and physical sciences, social sciences, and communication, as well as in the arts and humanities. In addition, Recreation and Park graduates should have knowledge and understanding of general principles in specific areas of the recreation, park and leisure disciplines including conceptual foundations, the leisure services profession, leisure services delivery systems, programming and event planning, administration and management, legal aspects of leisure services, and professional work experience. The current COAPRT standards, adopted in October of 2008 (with revisions in April 2010, October 2010, April 2011, November 2012, January 2013, April 2013, and April 2014), are listed in Table 1.

The newest standards address the "learning outcomes" of the Program. These standards describe the goals of student learning for "core" professional preparation in recreation, park resources, leisure services, and other elements of the human service and experience industries. The four components include:

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

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

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

- 7.02.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.*

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

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

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

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

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

The Professional Core

The professional core courses in Recreation and Park Administration includes 15 courses totaling 47 credit hours. The professional core courses introduce the student to the field of Recreation and Park Administration, its conceptual foundations, the leisure services profession, leisure services delivery systems, programming and event planning, administration and management, legal aspects of leisure services, and professional work experience. These professional core courses include the following:

<u>Core Course</u>	<u>Credit hours</u>
RP 1013 Principles of Recreation and Park Administration	3
RP 2003 Recreation Programming	3
RP 2033 Recreation Leadership	3
RP 3013 Recreation for Special Populations	3
RP 3033 Commercial Recreation	3
RP 3034 Site Planning & Design	4
RP 3043 Work Experience	3
RP 3063 Outdoor Education	3
RP 3403 Financing Recreation and Parks	3
RP 4001 Internship Preparation	1
RP 4013 Recreation and Park Administration	3
RP 4023 Research Methods in Recreation and Park Administration	3
RP 4103 Recreation Law and Policy	3
RP 4113 Personnel Management in RP	3
RP 4116 Internship	6
	47 credit hours

The professional core provides the foundation upon which the Recreation and Park Administration degree is based. Core courses are required for all Recreation and Park majors. Table 1 lists the 2008 (revised in April 2014) COAPRT Standards, learning outcomes, evidence used to measure learning outcomes, the performance measure/tool, performance levels, assessment results, and evidence of curricular and/or programmatic changes.

The following learning outcomes will be utilized and assessed for each academic year, starting with academic year 2014-2015. Assessment will be conducted on learning outcomes each semester by collecting information pertaining to the Performance Measure or Tools and the data that is collected will be recorded and stored in TracDat. Each faculty member will be responsible for obtaining data from his/her classes and entering the data in TracDat in a timely fashion at the end of every semester. The Assessment Results then in turn will be utilized to make curricular or programmatic changes (after a three year period of gathering initial data). These results will be required to make any curriculum changes through the ATU Curriculum Committee.

Table 1

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and of the scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.01-A Demonstrate entry-level knowledge of the organization of public, non-profit, and commercial recreation and park agencies	Syllabus and Course Exams (RP 1013)	Course Exam Questions (RP 1013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on the course exam		
	Course Content (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
	Syllabus and Course Exams (RP 3033)	Course Exam Questions (RP 3033)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Case Study (RP 4013)	Case Study (RP 4013)	70% of students will earn an average score of 70% or higher case studies related to this learning outcome.		
	Internship Management Exercise (RP 4116)	Management Exercise (RP 4116)	70% of students will earn a "2" (out of 4) or higher the Internship Management Assignment		
7.01-B Demonstrate knowledge of the theoretical foundations of the profession.	Syllabus and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Course Content (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
	Syllabus and Course Exam (RP 3063)	Course Exam Questions (RP 3063)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		

	Syllabus and Course Exam Questions (RP 2033)	Course Exam Questions (RP 2033)	70% of students will achieve a score of 70% or higher on questions related to this learning outcome on a course exam		
7.01-C Demonstrate knowledge of the philosophical foundations of the profession.	Syllabus and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will achieve score of 70% or higher on questions related to this learning outcome on a course exam		
	Portfolio Assignment – Professional Philosophy (RP 4001)	Portfolio Assignment - rubric (RP 4001)	70% of students will earn a score of 2 or higher on the portfolio.		
	Course Content (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
7.01-D Demonstrate knowledge of people related to the foundations of profession.	Syllabus and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Course Content (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
	Professional Philosophy (RP 4001)	Philosophy Assignment (RP 4001)	70% of students will earn a score of 2 or higher on the professional philosophy assignment.		
	Syllabus and Course Exams (RP 3013)	Course Exam Questions (RP 3013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam (RP 3063)	Course Exam Questions (RP 3063)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
7.01-E Demonstrate knowledge of historical events that contribute to the foundation of the profession.	Syllabus and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		

	Course Content (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
	Professional Philosophy (RP 4001)	Professional Philosophy Assignment rubric (RP 4001)	70% of students will achieve a score of 2 or higher on the professional philosophy assignment		
	Syllabus and Course Exams (RP 3013)	Course Exam Questions (RP 3013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam (RP 3063)	Course Exam Questions (RP 3063)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		

7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.02-A Demonstrate the ability to design recreation programs that embrace personal and cultural dimensions of diversity.	Recreation Program Plan Assignment (RP 2003)	Recreation Program Plan and Rubric (RP 2003)	70% of students will earn a 70% or higher on the program plan assignment.		
	Programming Assignment (RP 4116)	Programming Assignment Rubric (RP 4114)	70% of students will earn a 2 (out of 4) or higher on the Design Recreation Program assignment in RP 4114		
	Syllabus and Leadership Program (RP 2033)	Leadership Program (RP 2033)	70% of students will earn a 70% or higher on related educational/learning outcome including the Leadership Program Assignment		
	Lesson Plan Assignment (RP 3063)	Lesson Plan rubric	70% of students will earn a 2 (out of 4) or higher on the lesson plan assignment		
	Exercise Plan Assignment (RP 3013)	Exercise Plan (RP 3013)	70% of students will earn a 70% or higher on the Exercise Plan Assignment		

7.02-B Demonstrate the ability to design recreation areas and facilities.	Site Plan Assignment (RP 3034)	Site Plan Assignment Rubric (RP 3034)	70% of students will earn a 70% or higher on Site Plan Assignment		
7.02-C Demonstrate the ability to implement recreation programs.	Programming Assignment (RP 4114)	Program Implementation Assignment Rubric (RP 4114)	70% of students will earn a 2 (out of 4) or higher on the Internship Program Implementation Assignment		
	Kidsfest Assignment (RP 2003)	Kidsfest Assignment Rubric (RP 2003)	70% of students will earn a 70% or higher on Kidsfest assignments		
	Camp Stormy activity (lesson plan) assignment (RP 3063)	Instructor evaluation of student led activity during Camp Stormy (RP 3063)	70% of students will achieve a 2 or higher (out of 4) on instructor evaluations of activity leadership at Camp Stormy.		
	Syllabus and Leadership Program (RP 2033)	Leadership Program rubric (RP 2033)	70% of students will earn a 70% or higher on the RP 2033 Program		
7.02-D Demonstrate the ability to evaluate leisure services and experiences and to use data to improve quality of services and experiences.	Syllabus and Camper Evaluations (RP 3023)	Camper Evaluation Assignment rubric (RP 3023)	70% of students will earn a 70% or higher on Camp Evaluation assignment		
	Syllabus and Program Plan Assignment (RP 2003)	Recreation Program Plan rubric (RP 2003)	70% of students will earn a 70% or higher on Recreation Program Evaluation Plan in Recreation Program Assignment.		
	Program Evaluation (RP 4114)	Program Evaluation Assignment rubric (RP 4114)	70% of students will achieve a score of 2 (out of 4) on the Internship Program Evaluation assignment.		
	Syllabus and Program Evaluation (RP 2033)	Program Evaluation rubric (RP 2033)	70% of students will earn a 70% or higher Program Evaluation		

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.03-A Demonstrate the ability to recognize the principles and procedures of management and/or administration.	Syllabus and course exam (RP 4013)	Course Exam Questions (RP 4013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Management Assignment (RP 4114)	Management Assignment rubric (RP 4114)	70% of students will achieve a score of 2 or higher on a scale of 1-4 on the management assignment		
	Course Content (RP 4013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this learning outcome correctly on the comprehensive exam		
	Syllabus and Business Plan Assignment (RP 3033)	Business Plan Assignment rubric (RP 3033)	70% of students will earn a 70% or higher the business plan assignment.		
	Syllabus and Course Exams (RP 4063)	Course Exams (RP 4063)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam (RP 4273)	Course Exams (RP 4273)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exams (RP 4103)	Course Exams (RP 4103)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
7.03-B Demonstrate the ability to recognize the principles and procedures of park and facility maintenance.	Syllabus and course exam (RP 4063)	Course Exam Questions (RP 4063)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Course Content (RP 4013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this learning outcome correctly on the comprehensive exam		
	Syllabus and Site Plan Narrative (RP 3034)	Site Plan Narrative (RP 3034)	70% of students will earn a 70% or higher on the Site Plan Narrative		

	Syllabus and Landscape Narrative (RP 2013)	Landscape Project Narrative (RP 2013)	70% of students will earn a 70% or higher the Landscape Narrative		
	Syllabus and Course Exams (RP 3503)	Course Exams (RP 3503)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
7.03-C Demonstrate the ability to recognize the principles and procedures of financial management	Syllabus and course exam (RP 4013)	Course Exam Questions (RP 4013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
		Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
	Syllabus and Course Exam (RP 3403)	Course Exam Questions (RP 3403)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Site Plan Narrative (RP 3034)	Site Plan Narrative (RP 3034)	70% of students will earn a 70% or higher on related educational/learning outcome including the Site Plan Narrative		
	Program Plan (RP 2003)	Recreation Program Plan (RP 2003)	70% of students will earn a 70% or higher on the Recreation Program Plan		
	Business Plan Assignment (RP 3033)	Course Exam Questions (RP 3033)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam Questions (RP 4273)	Course Exam Questions (RP 4273)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	7.03-D Demonstrate the ability to recognize the principles and procedures of human resource management	Syllabus and course exam (RP 4113)	Course Exam Questions (RP 4113)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam	
Syllabus and Course Exam Questions (RP 2003)		Course Exam Questions (RP 2003)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		

	Syllabus and Course Exam Questions (RP 3033)	Course Exam Questions (RP 3033)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam Questions (RP 4013)	Course Exam Questions (RP 4013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam Questions (RP 4273)	Course Exam Questions (RP 4273)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exam Questions (RP 4063)	Course Exam Questions (RP 4063)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Course Content (RP 4113)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
7.03-E Demonstrate the ability to recognize the principles and procedures of marketing and/or public relations	Syllabus and Course Exam (HA 4013)	Course Exam Questions (HA 4013)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Syllabus and Course Exams (RP 2003)	Course Exam Questions (RP 2003)	70% of students will achieve an average score of 70% or higher on questions related to this learning outcome on a course exam		
	Course Content (HA 4013)	Comprehensive Exam (RP 4001)	70% of students will answer 70% or more of the questions related to this leaning outcome correctly on the comprehensive exam		
	Internship Management Assignment (RP 4114)	Management Assignment rubric (RP 4114)	70% of students will complete the management assignment with a score of a 2 or higher on a scale of 1-4		

7.03-F Demonstrate the ability to apply principles and procedures of management and/or administration	Syllabus and Case Studies (RP 4013)	Case Study Rubric (RP 4013)	70% of students will earn a 70% the case studies related to this learning outcome.		
	Case Study (RP 4103)	Case Study Assignment (RP 4103)	70% of students will earn a 70% or case studies related to this learning outcome.		
	Business Plan (RP 3033)	Business Plan Assignment rubric (RP 3033)	70% of students will earn a 70% or higher the Business Plan		
	Policy and Procedure Manual (RP 4273)	Policy and Procedure Manual Exercise (RP 4273)	70% of students will earn a 70% or higher on the Policy and Procedure Manual Exercise		
7.03-G Demonstrate the ability to apply the principles and procedures of park and facility maintenance	Syllabus and Simulation Project (RP 4063)	Appletown Project and Rubric	70% of students will earn a 2 (out of 4) or higher on the Appletown Project Simulation		
7.03-H Demonstrate the ability to apply the principles and procedures of financial management	Syllabus and Simulation Project (RP 4063)	Appletown Project rubric (RP 4063)	70% of students will earn a 2 (out of 4) or higher the Appletown Project Simulation		
	Syllabus and Assignments (RP 3403)	Assignments rubrics (RP 3403)	70% of students will earn a 70% or higher assignments.		
	Syllabus and Business Plan Assignment (RP 3033)	Business Plan Assignment rubric (RP 3033)	70% of students will earn a 70% or higher the business plan		
	Syllabus and Assignments (RP 3503)	Assignments pertaining to financial management rubrics	70% of students will earn a 70% or higher assignments related to this learning outcome.		
7.03-I Demonstrate the ability to apply the principles and procedures of human resource management	Syllabus and Case Studies (RP 4113)	Case Studies rubrics (RP 4113)	70% of students will earn a 70% or higher on case studies related to this learning outcome.		
	Syllabus and Business Plan Assignment (RP 3033)	Business Plan rubric (RP 3033)	70% of students will earn a 70% or higher the business plan		

7.03-J Demonstrate the ability to apply the principles and procedures of marketing and/or public relations	Syllabus and Marketing Plan (HA 4013)	Marketing Plan Assignment rubric (HA 4113)	70% of students will earn a 70% or higher on the Marketing Plan		
	Syllabus and Business Plan Assignment (RP 3033)	Business Plan rubric (RP 3033)	70% of students will earn a 70% or higher the business plan		
	Syllabus and Case Study (RP 3503)	Case Studies rubrics (RP 3503)	70% of students will earn a 70% on case studies related to this learning outcome		
7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.04-A Students shall participate in an internship of not less than 560 clock hours over no fewer than 14 weeks.	Internship Manual (RP 4114)	Weekly Reports (RP 4116)	Minimum of 560 work hours documented on weekly reports		
7.04 B Demonstrate the ability to succeed as a professional	Professional Portfolio Assignment (RP 4001)	Professional Portfolio Rubric (RP 4001)	70% of students will earn a 2 or higher out of 4 the Professional Portfolio		
	Internship Manual (RP 4114)	Initial and Final Student Self-Evaluations (RP 4114)	70% of evaluate themselves at a median score of 3 or higher on all items in the evaluation.		
	Internship Manual (RP 4114)	Agency Evaluation of the Student (RP 4114)	70% of students will be evaluated at an average of 3 (out of 4) or higher by the person supervising the intern at the host organization on the items completed by a numbered response on the evaluation form.		

Other Methods of Assessing Recreation and Park Learning Outcomes

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

A Senior Exit survey will be completed in the Fall of 2015 and in the Spring of 2016.

Alumni Survey. At least once every five years there will be a survey of alumni to maintain contact with graduates, track who is working (or not) in the Recreation and Park professional areas, salaries, etc. The RPA Program is looking to conducting an alumni survey in academic year 2015-16 prior to the 50th Anniversary of the RPA Program

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, February 14, 2017, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Jason Patton
Dr. Jon Clements	Dr. Michael Rogers
Dr. Melissa Darnell	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. Monty Smith
Mr. Ken Futterer	Dr. James Stobaugh
Dr. Debra Hunter	Dr. Bruce Tedford
Dr. Sean Huss	Dr. Jack Tucci
Dr. Shelia Jackson	Dr. Susan Underwood
Dr. Chris Kellner	Dr. James Walton
Dr. Johnette Moody	Dr. Dana Ward

Dr. V. Carole Smith was absent. Dr. Mohamed Abdelrahman, Ms. Pat Chronister, Mr. Wyatt Watson, Dr. Hanna Norton, Dr. Jeff Aulgur, Mr. Michael Murders, Dr. Bruce Chehroudi and Mr. Wesley Duke were visitors.

CALL TO ORDER

President Huss called the meeting to order, and distributed a requested amendment to the December 2016 minutes from Ms. Brooke Southard (Attachment A). President Huss called for a motion in regard to the minutes, given the amendment.

APPROVAL OF
MINUTES

Motion by Dr. Clements, seconded by Dr. Moody, to approve the minutes as amended.
Motion carried.

VPAA UPDATE

President Huss invited Dr. Abdelrahman to address the Senate. Dr. Abdelrahman provided an enrollment update, including drop out statistics, and emphasized the importance of faculty engaging students through mentoring, advising, and teaching. He noted the advertisement for a permanent Assistant Vice President for Student Success was now posted. He also announced the implementation of the Ellucian ADVISE software, which will make better use of student data to allow the university to intervene with high risk populations earlier.

Dr. Abdelrahman reported the scholarship pilot resulted in 111 students retaining an academic scholarship that otherwise would have been lost. Statistically, 17 of the 111 students would have dropped out by the spring semester, but only seven were not retained. He clarified that he had originally stated to the Senate the pilot required a 2.0 minimum GPA for the fall semester, and would require a 3.0 *cumulative* GPA by the end of the spring semester, but the pilot was instead implemented with a 3.0 *term* GPA for spring.

Dr. Patton asked Dr. Abdelrahman if there was a policy for Deans and Department Heads to retain a higher salary if returning to nine-month faculty status. Dr. Abdelrahman stated there was not a policy and, in his experience, the nine-month base salary was often negotiated at the time of administrative appointment. President Huss asked if this was currently being considered by a committee. Dr. Abdelrahman responded he had held a discussion with the Deans, but the discussion had not gone beyond that. Dr. Patton asked if his intent was to standardize, rather than individually negotiate such salaries, and Dr. Abdelrahman responded, if a policy was drafted, he would share it with the Senate prior to adoption.

Dr. Tedford asked how the recently announced Campus Security Authority designation, which applied to many faculty members, fit into the faculty load. Dr. Abdelrahman noted the designation and training was based on a federal requirement, similar to the mandatory reporter designation and training already in place. He stated, in terms of service, this was professional development, and each faculty member would need to decide if the time spent constituted service.

President Huss asked for a motion to amend the agenda to add a report from Mr. Wyatt Watson as an item of New Business after the curricular items.

Motion by Dr. Stobaugh, seconded by Dr. Schwehm, to amend the agenda as requested. Motion carried.

**NEW BUSINESS:
CURRICULAR
ITEMS**

President Huss called for a motion in regard to the curricular proposals from the College of eTech. He noted the proposals had been revised to address some concerns voiced by the College of Business during the Curriculum Committee meeting.

Motion by Dr. Walton, seconded by Dr. Jackson, to approve the curricular proposals from the College of eTech as presented:

College of eTech

Department of Professional Studies

1. Add the following courses to the course descriptions:
 - a. BAS 4253: Quality Control and Continuous Improvement;
 - b. BAS 4353: Applied Project Management;
 - c. BAS 4453: Problem Solving and Root Cause Analysis;
 - d. BAS 4553: Workplace Health and Safety;
 - e. BAS 4653: Production Planning and Scheduling;
 - f. BAS 4751: Career Planning and Personal Development; and
 - g. PS 4743: Organizational Change; and
2. Add the Bachelor of Applied Science.

Discussion following the motion centered on the lack of emphasis for the Bachelor of Applied Science. Dr. Jeff Aulgur, Department Head for Professional Studies, explained the degree targets Associate of Applied Science students from two-year institutions, and it was broad by design. He stated the student market for the degree consists primarily of those working in industry, looking for upward mobility within their career.

Motion carried.

**FACULTY CUPA
DATA**

Mr. Wyatt Watson, Director of Institutional Research, distributed the 2015-16 CUPA data for both tenure track and non-tenure track faculty positions. He stated this data could be shared internally on campus, but could not be published publically per the university's agreement with CUPA. He explained at least five of the 40 peer institutions must have reported at least five individual salaries of the same discipline and rank for CUPA to return data. Mr. Watson noted the university does not average salaries or report that to CUPA; CUPA does that calculation. He asked for the senators to review the data and email him any questions they would like addressed during the March meeting, so he can come prepared.

Mr. Watson thanked the Senate for their time, and excused himself from the meeting.

- CULTURAL CLIMATE SURVEY Dr. Kellner reported, during the professional development session on the importance of service, faculty were asked if there was a fear to participate, with approximately 20-25% reporting there was a fear to participate. He stated Dr. Bowen was interested to identify the source of the fear, and Dr. Kellner had suggested a survey to gather information. Dr. Moody and Mr. Futterer volunteered to serve, and President Huss stated he would check with the Sociology faculty who were trained in cultural climate surveys for volunteers to serve.
- FACULTY SERVICE Dr. Kellner reported a faculty member had suggested reserving one hour per week, when classes were not scheduled, for faculty committee meetings and miscellaneous events, such as Vice President open forum sessions. The discussion continued, focusing on the scheduling challenge the reserved hour could create.
- OZARK FACULTY REPRESENTATIVE ON SENATE President Huss reported, in discussion with Mr. Mike Murders, Ozark Chief Academic Officer, he would like to invite an Ozark faculty member to attend Russellville Faculty Senate meetings on a regular basis. He stated the faculty member will be Ms. Gwen Faulkenberry for the rest of this academic year.
- OLD BUSINESS: FACULTY GRIEVANCE COMMITTEE President Huss stated there was a tabled motion from the December meeting to approve the changes to the Faculty Grievance Committee, with an amendment to permit the complainant to send materials to the Board of Trustees directly. He noted a provision for forwarding to the Board already exists in the *Faculty Handbook*, so no amendment was necessary.
- Motion by Dr. Kellner, seconded by Dr. Jackson, to approve the changes to the Faculty Grievance Committee as presented in December, and allow the previously tabled motion to expire. Motion carried.
- FINAL EXAM AND GRADE SCHEDULE Dr. Rogers requested, having been absent at the December meeting, to hear the arguments against adding five minutes to the Monday/Wednesday/Friday class period, noting the Student Government Association was in favor of the change. Dr. Hunter responded adding five minutes does not compensate for the loss of a class day and potential testing period. Dr. Jackson noted the class start times would be unusual.
- Dr. Rogers asked how the Senate would like the subcommittee to proceed. The senators agreed they should not make a recommendation without input from faculty and students. After discussion, President Huss stated the Senate would move forward with a survey to all faculty and students on the topic.
- SECURITY CAMERAS Dr. Kellner reported Legal Counsel had reviewed the security camera policy. The senators discussed that the language prohibiting cameras in faculty offices could prevent faculty from electing to have a camera, and agreed to modified verbiage in section 2.3.1. Dr. Stobaugh suggested including the Testing Center in the exemptions listed in section 2.3.3. President Huss called for a motion on the security camera policy, with the changes incorporated (Attachment B).
- Motion by Dr. Stobaugh, seconded by Dr. Schwehm, to approve the security camera policy as amended. Motion carried.
- PHISHING/FRAUD President Huss stated the senators had suggested removing the verbiage “disciplinary action may be taken by the university,” and Mr. Thomas Pennington, Legal Counsel, had agreed. It was also noted the name of the office in the last line should be corrected to “Information Systems.” President Huss called for a motion on the phishing and fraud policy, with the changes incorporated (Attachment C).
- Motion by Dr. Walton, seconded by Dr. Brant, to approve the phishing and fraud policy as amended. Motion carried.

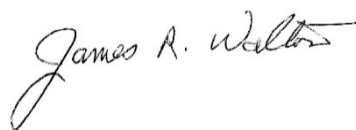
EXTERNAL WORK POLICY	Dr. Patton indicated the subcommittee had not met since the fall semester, but was waiting on a revised draft from Mr. Pennington. President Huss stated this topic would be tabled for further discussion at the March meeting.
STUDENT EVALUATION QUESTIONS	Dr. Patton reported the subcommittee, consisting of several undergraduate and graduate students, as well as faculty and some senators, had discussed the overall goal for reviewing and updating the questions for the student evaluation of faculty. He stated they would begin formulating questions during their next meeting. President Huss noted the deadline for updating the spring evaluations had passed, but the questions should be finalized this term to be implemented for summer and fall.
PROMOTION AND TENURE	<p>President Huss distributed a representation of the progression of changes to the evaluation, promotion and tenure process (Attachment D). He noted the departmental promotion and tenure committee (DPTC) would replace the peer review committee, as the DPTC function would include peer review, as well as annually reviewing faculty, particularly on scholarship and service. Dr. Patton indicated the DPTC would make promotion and tenure recommendations during the fall, and the same committee would do annual evaluations in the spring, but it would only be occasionally, when a faculty member in the department is applying for promotion or tenure that the committee would need to convene in the fall.</p> <p>Dr. Rogers suggested the college promotion and tenure committee (CPTC) also evaluate for the third year review, noting some departments may be too lenient to their own faculty.</p>
SHARED GOVERNANCE	President Huss stated, for non-tenure track faculty, the “visiting” designation that currently exists in the <i>Faculty Handbook</i> would be removed, and the Faculty Senate would recommend a new policy that would move “visiting” into new non-tenure track instructor rank positions, with salary recommendations based on longevity. He indicated non-tenure track faculty have concerns about job security. He reported UAFS uses a system in which, as non-tenure track faculty move up in rank, the contract period extends from annual renewal to as much as a three-year renewal for UAFS, but that the Faculty Senate would recommend an annual contract for Instructors, a three-year contract for Senior Instructors, and a six-year contract for University Instructors.
OPEN FORUM	<p>Senators reported positive feedback from the Professional Development sessions and workshop in January on shared governance.</p> <p>Dr. Tucci stated students are still able to evaluate courses/instructors after dropping the course.</p> <p>Dr. Brant asked if it would be possible to receive an automated email, confirming successful submission of grades.</p> <p>President Huss distributed the anonymous feedback that had been received in recent months from the Faculty Senate website (http://www.atu.edu/facultysenate/) for the senators to review (Attachment E).</p> <p>Dr. Tedford indicated the email sent to faculty and staff regarding the Campus Security Authority designation was not well presented, and should have better explained the law prompting the designation. Dr. Rogers asked if Chief Josh McMillian, Director of Public Safety, could be invited to address the Senate on the matter, and President Huss agreed to do so.</p> <p>President Huss reported he would be meeting with the Curriculum Committee to discuss the role of each committee in reviewing curriculum.</p>

- ANNOUNCEMENTS President Huss distributed the schedules for the upcoming Vice President for Student Services on campus interviews (Attachment F).
- ADJOURNMENT The meeting adjourned at 5:15 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Sean Huss", with a long horizontal flourish extending to the right.

Sean Huss, Ph.D., President

A handwritten signature in black ink, appearing to read "James A. Walton", written in a cursive style.

James Walton, Ph.D., Secretary

Attachment A

Sean Huss

From: Southard, Sarah Brooke
Sent: Wednesday, January 18, 2017 11:55 AM
To: Sean Huss
Subject: Fw: December Faculty Senate minutes draft

Dr. Huss,

Please include my email below disputing my comment in the Faculty Senate December minutes. I have also added an additional sentence to help clarify my original comment.

Thank you,

Brooke Southard, CPA, SHRM-SCP
Director of Payroll and Special Services
Interim Director of Human Resources
479-968-0226



ARKANSAS TECH
UNIVERSITY

From: Southard, Sarah Brooke
Sent: Monday, January 16, 2017 9:16 AM
To: Sean Huss
Subject: December Faculty Senate minutes draft

Dr. Huss,

Would you please give me a call when you have a chance? I was reviewing the December Faculty Senate minutes and would like to dispute the comment it says I made.

What I said was, the committee reviewing the changes did not want the highest paid tier to subsidize the lower tiers. The total difference between the \$950 PPO plan and the HSA plan is \$104. At one point it was suggested that the higher tiers pay more than the \$104 difference. This is where the committee said they were ok with the lower tiers not paying the full \$104 difference, but they were not ok with the highest tier subsidizing premiums for the lower paid employees in excess of the \$104 difference. The difference between the employee paid premiums in the lower tiers is being covered by the University not by the higher paid employees. The premium difference for an individual employee was \$104, but if anything over this amount was charged it would have been used to offset another employees premium.

Please give me a call so we can discuss this in more detail.

Thank you,

Brooke Southard, CPA, SHRM-SCP
Director of Payroll and Special Services

Attachment B

Security Camera Acceptable Use Policy

1. Purpose of this policy

To protect individual privacy rights in accordance with state and federal laws, this policy is adopted to formalize procedures for the installation of security cameras on campus and the handling, viewing, retention, dissemination, and destruction of recordings. The purpose of this policy is to regulate the use of camera systems used to observe and record public areas for the purposes of safety and security. The existence of this policy does not imply or guarantee that cameras will be monitored in real time 24 hours a day, seven days a week.

2. Policy

All existing security camera systems on campus will be required to comply with the policy. Nonconforming camera systems will be removed if they don't meet compliance 6 months after this policy is adopted.

2.1 Responsibilities

The Department of Public Safety (DPS), in conjunction with the Office of Information Systems (OIS), is responsible for implementation of this policy. Additionally, OIS and the DPS are responsible for advising departments on appropriate applications of surveillance technologies and for providing technical assistance to departments preparing proposals for the purchase and installation of security cameras.

DPS and OIS will review proposals and recommendations for camera installations and review existing camera locations to determine that the perimeter of view of fixed location cameras conforms to this policy. Proposals for the installation of cameras shall be reviewed by the Chief of Police or designee. Recommendations shall be forwarded to the Campus Security Committee.

An annual evaluation of existing camera locations and incidents will be conducted by the Department of Public Safety. The Department of Public Safety will publish this evaluation to a public domain available to all interested parties.

2.1.1 Responsibilities of the Campus Security Committee (CSC)

The CSC will be responsible for reviewing and approving or denying all proposals for security camera equipment recommended by the Chief of Police and the Director of OIS or designee. The CSC shall be responsible for the review and approval of any requested exceptions to this policy.

The CSC shall be comprised of seven members;

- The Chief of Police (non-voting)
- Director of Information Services (non-voting)
- Vice President for Student Affairs or designee
- Staff Senate member
- Faculty Senate member
- Facilities Management member
- Student Government member

*Approved
Faculty Senate
2/14/17*

2.2 Scope

This policy applies to all personnel, departments, and colleges of Arkansas Tech in the use of security cameras and their video monitoring and recording systems. Cameras will be limited to uses that do not violate the reasonable expectation of privacy as defined by law including entrances to the counseling center and health center. In no instance will cameras be used under this policy to evaluate faculty in the course of their normal duties. Where appropriate, the cameras may be placed campus-wide, inside and outside buildings. Although the physical cameras may be identical, the functions of these cameras fall into three main categories:

- A. **Property Protection:** Where the main intent is to capture video and store it on a remote device so that if property is reported stolen or damaged, the video may show the perpetrator. Examples: an unstaffed computer lab, an unstaffed science lab, or a parking lot.
- B. **Personal Safety:** Where the main intent is to capture video and store it on a remote device so that if a person is harmed, the video may show the perpetrator. Examples: building entrances, entrance to campus on a public roadway, a public walkway, or a parking lot.
- C. **Extended Responsibility:** Where the main intent is to have the live video stream in one area monitored by a staff member in close proximity. In this case video may or may not be recorded. Example: a computer lab with multiple rooms and only one staff.
- D. **Student Misconduct:** cameras may be used to evaluate misconduct such as cheating on exams, vandalism, making false calls at security phones etc...

2.3 General Principles

Information obtained from the cameras shall be used for safety and security purposes and for law and policy enforcement, including, where appropriate, student discipline or other misconduct matters.

Departments requesting security cameras will be required to follow the procedures outlined in this policy.

2.3.1 Placement of Cameras

No audio shall be recorded.

Placement of security cameras in the following locations is prohibited:

- Student dormitory rooms in the residence halls
- Counseling Services
- Health Services
- Bathrooms
- Locker rooms
- Private faculty and staff offices, unless requested by the occupant(s) of the office
- Classrooms not used as a lab
- Faculty Lounges

Signs should be placed in buildings in which cameras are installed. Further, video camera installations should be visible. The installation of “dummy” cameras that do not operate on a regular basis is prohibited.

2.3.2 Appropriate Use and Confidentiality

Personnel are prohibited from using or disseminating information acquired from university security cameras, except for official security purposes, as permitted by this policy, or as otherwise required by law. All information and/or observations made in the use of security cameras are considered confidential and can only be used for official university and law enforcement purposes. In no case will camera systems covered by or video recordings created in accord with this policy be used to evaluate faculty performance.

2.3.3 Exceptions

This policy does not apply to:

1. Cameras used for academic purposes;
2. The use of video equipment for the recording of public performances or events, interviews, or other use for broadcast or educational purposes. Examples of such excluded activities would include videotaping of athletic events for broadcast or post-game review, videotaping of concerts, plays, and lectures, or videotaped interviews of persons;
3. Automated teller machines (ATMs), which utilize cameras;
4. Public Safety “pull stations” are also exempt from this policy.
5. The University Testing Center/Testing Services

3. Procedures

Departments requesting security cameras will be required to follow the procedures outlined in this policy. Departments requesting security cameras will also be required to give all faculty and staff members in the department at least 30 days to comment to the Campus Security Committee on the proposed camera system before said proposal is adopted.

3.1 Installation

Individual colleges, departments, programs, or campus organizations installing video surveillance equipment shall submit a written request to their appropriate dean or vice president describing the proposed location of surveillance devices, justifying the proposed installation, and identifying the funding source or sources for purchase and ongoing maintenance.

- The vice president, dean or designee will review the request and, if appropriate, recommend it to the Chief of Police and the Director of Information Services.
- The Chief of Police or designee and the Director of Information Services will review all proposals from deans and vice presidents. Upon completion of review of the project, the Chief of Police and Director of Information Services will forward the proposal to the CSC with a recommendation.
- The CSC will be responsible for reviewing and approving or denying all proposals for security camera equipment recommended by the Chief of Police and the Director of Information Services.

3.2 Storage and Retention of Recordings

No attempt shall be made to alter any part of any surveillance recording. Surveillance centers and monitors will be configured to prevent camera operators from tampering with or duplicating recorded information.

Surveillance records shall not be stored by individual departments. All surveillance records shall be stored in a secure university centralized location for a period of 28 days and will then promptly be erased or written over, unless retained as part of a criminal investigation, employee grievance, student discipline proceedings, Affirmative Action investigations, pending or anticipated court proceedings (criminal or civil), or other bona fide use as approved by the Chief of Police or designee.

A log shall be maintained of all instances of access to or use of surveillance records. The log shall include the date and identification of the person or persons to whom access was granted. For cases in which an instructor's presentation is to be viewed, that instructor will be notified that the tape is scheduled for viewing and will be allowed to participate in the viewing.

Attachment C

Phishing and Fraud Data Security PolicyDefinitions

“Confidential Information” as used in this policy includes confidential employee and student information, information concerning Arkansas Tech University research programs, proprietary information of Arkansas Tech University, and sign-on and password codes for access to Arkansas Tech University computer systems. Confidential Information shall include education records protected by the Family Educational Rights and Privacy Act (FERPA). Confidential Information includes information maintained or transmitted in any form, including verbally, in writing, or in any electronic form.

“Phishing” as used in this policy is the attempt by criminals to acquire sensitive information (such as usernames, and passwords or credit card, social security or bank account numbers) from Internet users by pretending to be a trusted entity or business (such as an Arkansas Tech University department), and then use the information to steal business (such as Arkansas Tech University department), and then use the information to steal business or personal income or data, access financial accounts, or infect computers with viruses or malware.

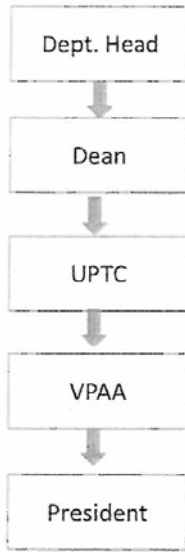
Policy

Arkansas Tech University is not responsible for employees or students who release their confidential information in response to a phishing scheme delivered through the Arkansas Tech University e-mail system, smart phone text messages, phone calls, or any other technology or from face-to face scam artists. Each individual is responsible for any personal financial loss incurred (including lost wages or salaries earned at Arkansas Tech University) as a result of the individual providing confidential information in response to a phishing scheme. Optional training will be provided by the Arkansas Tech University Office of Information Systems to members of the campus community on an annual basis.

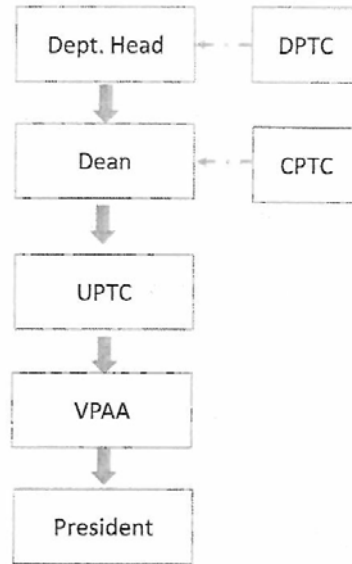
*Approved Faculty Senate
2/14/17*

Attachment D

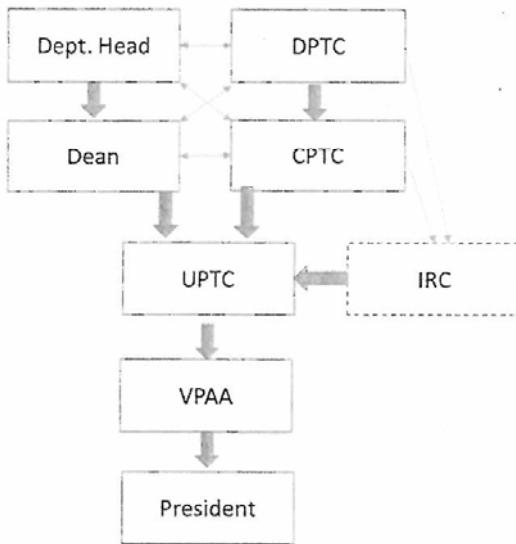
Current Handbook



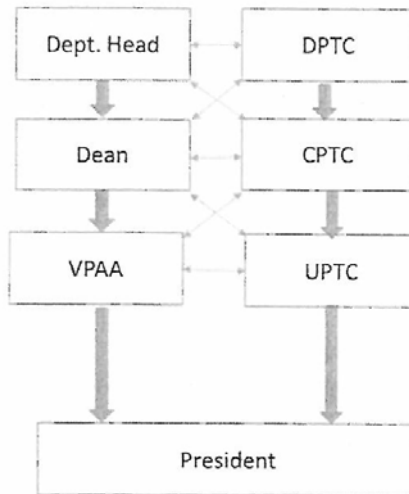
Drafting Committee



Faculty Senate Sub-Committee



After PD Day Input from Faculty



Attachment E

Sean Huss

From: forms@atu.edu
Sent: Tuesday, February 14, 2017 12:54 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['ATU Faculty']

Email:

Comments: Rumor has it that there are discussions pertaining to 'parachutes' for Deans/Dept Heads who are about to be returned to the faculty. Rumor includes discussions of them keeping some level of \$ when they return to faculty positions. Really? Do faculty get \$ 'parachutes' when their overloads go away? Do faculty get \$ 'parachutes' when low enrollment programs go away. Do faculty get \$ 'parachutes' when programs stop paying for summer classes? Do faculty get \$ 'parachutes' when their grants are not renewed? Do faculty get \$ 'parachutes' when they are denied tenure? I don't think so.

Sean Huss

From: forms@atu.edu
Sent: Monday, January 16, 2017 5:28 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['Prefer Not To Disclose']

Email:

Comments: Has anyone other than the admin actually seen the CUPA salary data?

Sean Huss

From: forms@atu.edu
Sent: Tuesday, December 20, 2016 12:45 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am:

Email:

Comments: I would like for the faculty senate to add the following to its agenda:

- 1) It has become apparent that in at least one case, the text within the body of an email forwarded through a Dept Head has been 'altered' before forwarding. Do we have a policy in place concerning the integrity of email as a form of communication? If not, do we need one?
- 2) In light of # 1, how do we protect the integrity and trust in communication between faculty, chain of command and administration in our efforts to establish shared governance (i.e. are other forms of communication being altered)? If this has happened once, has it happened in other cases? How do we ensure the integrity of communication up and down the chain of command?
- 3) A member of the chain of command has now produced a document bearing the faculty members name which the faculty member did not write. This seems to be a somewhat untenable position for both faculty and University. How do we protect faculty from this sort of behavior?

Good luck!

Sean Huss

From: forms@atu.edu
Sent: Sunday, December 04, 2016 12:40 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['ATU Faculty']

Email:

Comments: Recently, my college announced a 'Director of Operations' position and asked for applications. There was no formal search, no faculty input, no nothing. The decision was made solely by the Dean and Dept Heads. This is NOT shared governance. This is cronyism at its best. I want the Senate to investigate!

Sean Huss

From: forms@atu.edu
Sent: Monday, November 28, 2016 2:04 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['ATU Faculty']

Email:

Comments: Dept. heads are now 100% CUPA and 12 month employees. Yes, we checked the 'Open Checkbook' and they are paid the 'stipend' 12 months per year! Supposedly, this is due to a higher workload/responsibilities'. Why then are they allowed to drag in at 9am, leave at 4pm, and skip out anytime there are no classes, etc? This is a special concern when faculty can document that issues/initiatives/etc are NOT being handled in a timely manner.

Sean Huss

From: forms@atu.edu
Sent: Friday, November 18, 2016 11:24 AM
To: Sean Huss
Subject: Faculty Senate - Feedback

Follow Up Flag: Follow up
Flag Status: Flagged

I am: ['ATU Faculty']

Email:

Comments: The largest raise in recent history. A reduction in required office hours. Streamlining of processes that were previous nightmares. Etc., etc., etc. Now we curse, slander and libel them because they make a simple 'raise the bar' request. A request that could potentially place additional resources at our disposal. It even has potential to place more \$ in our pockets. Really? This is juvenile and highly unprofessional.

Sean Huss

From: forms@atu.edu
Sent: Wednesday, November 16, 2016 6:07 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['ATU Faculty']

Email:

Comments: We asked for a raise and were brought to the highest level of the CUPA median that we have ever seen. We complained about office hours and they were reduced from 10/week to 6/week. We asked for this and got it. We asked for that and got it.

Now they have asked for us to engage in high-impact student engagement practices and our response has been wholly unprofessional, ranging from ignoring the request, to obfuscation, to work slowdowns, to open rebellion. They gave us quite a bit of what we asked for and this is how we repay? Really?

Sean Huss

From: forms@atu.edu
Sent: Wednesday, November 09, 2016 6:06 AM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['ATU Faculty']

Email:

Comments: I just learned that several colleges now have 'Director of College Operations' positions (i.e. - new Deanlets) to help the Deans with their workload. Isn't the higher workload why they get the higher paycheck? Are their paychecks being reduced accordingly? When faculty have higher than normal workloads (i.e. facilities renovations, science lab equipment repairs/maintenance, huge advising loads, etc) we don't get 'assistants'. In addition, Dean's have been seen cruising the hallways looking in offices. Mine has confessed and admitted that they are told to 'check and see which faculty are around'. Who is checking to see if the Deans are working?

I would like to see a workload analysis for both mid-level admin and faculty positions. Faculty should be involved in the reporting so that repair/maintenance/renovation/etc workloads do not disappear.

Sean Huss

From: forms@atu.edu
Sent: Friday, November 04, 2016 3:21 PM
To: Sean Huss
Subject: Faculty Senate - Feedback

I am: ['ATU Faculty']

Email:

Comments: I read with great interest the email on shared governance.


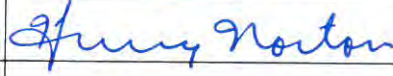
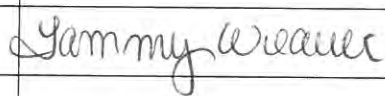
- 1) Individual colleges/departments are known to restrict election of faculty senate members to tenured faculty.
- 2) Elected senators in a number of areas show little or no accountability to the faculty they supposedly represent. Instead, they use the 'elected' position to voice their own viewpoints.

Might the 1st order of business be to 'clean up' faculty senate's own shared governance issues?

Arkansas Tech University
REQUEST FOR COURSE ADDITION

APPR CC 1/31/17
APPR FS 2/14/17

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4253	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) Quality Control & Continuous Improvement		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Quality Control & Cont Improve		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Arkansas Tech University
BAS 4253 Quality Control and Continuous Improvement
Term

Instructor:
Office:
Phone:
Email:
Office Hours:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

BAS 4253 Quality Control and Continuous Improvement

Prerequisite: None

Course Description:

BAS 4253 Quality Control and Continuous Improvement provides the student with a substantive background in a prevailing approach to quality control and continuous improvement: The Toyota Way. The course addresses quality control and continuous improvement as a complex methodology with two primary dimensions: "Continuous Improvement" and "Respect for the People." The emphasis of the course is how theory and application can inform the practice of quality control and continuous improvement in a wide-array of organizational settings. Students are expected to understand the theoretical basis of the model and how to apply the model to practical situations. Offered: Spring/Fall/Summer

Required Texts:

Liker, J. (2003). *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*. McGraw-Hill Education.

ASIN: B000SEGIVS

Liker, J. & Meire, D. (2005). *The Toyota Way Fieldbook: A Practical Guide for Implementing Toyota's 4Ps*. McGraw-Hill Education.

ASIN: B000SBTWBE

Justification for the Course

This course focuses on quality control and continuous improvement through students' study of The Toyota Way, through students' analyses of representative case studies, and through the application of a standard methodology and philosophy to identify and eliminate waste in the production system.

At the completion of this course, you should be able to:

- Understand and apply important concepts relating to the study of lean manufacturing and the Toyota Way.
- Develop a long-term philosophy to building a learning organization and adapting to changes in the environment.
- Deploying the Toyota Way to achieve the best quality at the lowest cost with high safety and morale outcomes.
- Integrate a set of tools designed to support people continuously improving and continuously developing.
- Anticipate root causes of problems and preventing them from occurring
- Development of a Toyota Way documentation on a real-world project

How the Course Meets the General Education Requirements

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

Think critically

Develop ethical perspectives

Communicate effectively

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

Assessments*Assignments*

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation will be assessed on the extent to which you reply to

my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting on discussion boards. This endeavor is a senior-level course,

and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24 hour period.

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor. A tentative course outline is provided below.

- Module 1: Introduction to the Toyota Way
- Module 2: Developing a Long-Term Philosophy
- Module 3: Right Process, Right Results
- Module 4: Adding Value Through People
- Module 5: Solving Root Problems
- Module 6: Process Flow
- Module 7: Standardized Process and Procedures
- Module 8: Leveling
- Module 9: Developing Leaders and Team Associates
- Module 10: Problem Solving I
- Module 11: Problem Solving II
- Module 12: PDCA
- Module 13: Lean Implementation
- Module 14: Leading Organizational Change
- Module 15: The Toyota Way Capstone Course

Grading Summary

Blogs	75 points
Wikis	50 points
Assignments	300 points
Journal	100 points
Paper	100 points
Discussions	150 points
Study Guide Group	100 points
One Minute Topics	75 points
Group Project	100 points
Case Studies	300 points
Goal Assessment	50 points
Mid-Term Exam	100 points
Final Exam	100 points

Total Possible: 1600 points

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that 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.

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act 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>

University Testing and Disability Services- <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

BAS 4253 Quality Control & Continuous Improvement Course Calendar – (Term)

1 Module 1	Blackboard	<p>Introduction to the Toyota Way</p> <ul style="list-style-type: none"> Understand The Toyota Way Principles Define course expectations Evaluate personal pre-course understanding of the concepts of lean manufacturing 	<p>DUE</p> <ul style="list-style-type: none"> Complete the Introductory Blog (25) One-Minute Blog: Toyota Way Principles (25) Wiki: Do You See What I See (25) Wiki Study Group Guide Module 1 (100 end of term) Read Chapter 1 in Liker & Meier Read pp. 1-66 in Liker
2 Module 2	Blackboard	<p>Developing a Long-Term Philosophy</p> <ul style="list-style-type: none"> Describe and analyze a company philosophy Explain the TW Sense of Purpose Create a personal TW philosophy 	<p>Due</p> <ul style="list-style-type: none"> Long-Term Philosophy Assignment (50) Discussion: A Sense of Purpose (30) Wiki Study Group Guide Module 2 Read Chapter 2 in Liker & Meier Read pp. 67-84 in Liker View
3 Module 3	Blackboard	<p>Right Process, Right Results</p> <ul style="list-style-type: none"> Describe Lean and the Waste Elimination Process Explain Value Stream Mapping Recognize and apply a Current State Map 	<p>Due</p> <ul style="list-style-type: none"> Personal Leadership Journal (100 end of term) One-Minute Topic: Value Stream Mapping (25) Wiki Study Guide Group Module 3 Personal Goals and Learning Assessment Part I (50) Read Chapter 3 in Liker & Meier Read pp. 85-168 in Liker View
4 Module 4	Blackboard	<p>Adding Value Through People</p> <ul style="list-style-type: none"> Describe and deploy Basic Stability Explain how 5S and Workplace Organization inform TW Recognize and apply the reduction of variability through isolation techniques 	<p>Due</p> <ul style="list-style-type: none"> The Five S (5S) Analysis Paper (100) Wiki Study Guide Group Module 4 Read Chapter 4 in Liker & Meier Read pp. 169-220 in Liker Personal Journal Entry (personal reflection) View Read
5 Module 5	Blackboard	<p>Introduction to Solving Root Problems</p> <ul style="list-style-type: none"> Describe the concept of Root Problem Analysis Explain how Root Problem Analysis influence the Toyota Way Recognize and apply solutions to Root Problems 	<p>Due</p> <ul style="list-style-type: none"> Module 5 Discussion Board: Root Problem Analysis (30) Wiki Study Guide Group Module 5 Read pp. 221-266 in Liker View Personal Journal Entry (personal reflection)
6 Module 6	Blackboard	<p>Process Flow</p> <ul style="list-style-type: none"> Describe and deploy One-Piece Flow Explain and create a Connected Flow Process Recognize and apply Flow, Pull, and Waste Elimination Processes 	<p>Due</p> <ul style="list-style-type: none"> Process Flow Assignment (50) Wiki Study Guide Group Module 6 Personal Journal Entry (personal reflection) Read Chapter 5 in Liker & Meier View

7 Module 7	Blackboard	<p>Standardized Processes and Procedures</p> <ul style="list-style-type: none"> Describe Standardization within the Toyota Way Explain how standardized procedures integrate within the Toyota Way Recognize and apply Time Task applications 	<p>Due</p> <ul style="list-style-type: none"> Standardize Processes Assignment (50) Module 7 Discussion Forum (30) Wiki Study Guide Group Module 7 Personal Journal Entry (personal reflection) Read Chapter 6 in Liker & Meier View View
8 Module 8	Blackboard	<p>Leveling</p> <ul style="list-style-type: none"> Describe and deploy the Leveling Paradox Explain Heijunka and its role in the Toyota Way Recognize and apply points of control and inventory management 	<p>Due</p> <ul style="list-style-type: none"> Leveling Paradox Assignment (50) Heijunka Case Study (100) Submit the mid-term examination (100)
9 Module 9	Blackboard	<p>Develop Leaders and Team Associations</p> <ul style="list-style-type: none"> Describe the Toyota Georgetown Leadership Model Explain how to create and deploy a production leadership structure Recognize and apply methodologies for selecting and developing leaders 	<p>Due</p> <ul style="list-style-type: none"> Virtual Group Project Phase 1 (100 end of term) Module 9 Discussion Board (30) Module 9 Blog (25) One-Minute Paper – Toyota Georgetown Leadership Model (25) Read Chapters 10-11 in Liker & Meier View
10 Module 10	Blackboard	<p>Problem Solving Part I</p> <ul style="list-style-type: none"> Describe problem solving and improvement opportunity Explain the Problem Solving Story Recognize and apply techniques for examining a problem in reverse 	<p>Due</p> <ul style="list-style-type: none"> Problem Solving Story Assignment (50) Wiki Study Guide Group Module 10 Personal Journal Entry (personal reflection) Read Chapters 13-14 in Liker & Meier View
11 Module 11	Blackboard	<p>Problem Solving Part II</p> <ul style="list-style-type: none"> Describe the Principles of Effective Analysis Explain the A3 One-Page Report Discuss the strengths of Possible Cause Exploration Recognize and apply effectiveness testing 	<p>Due</p> <ul style="list-style-type: none"> Module 11 Course Wiki Assignment (25) Module 11 Discussion Forum (30) Virtual Group Project Part 2 Wiki Study Guide Group Module 11 Read Chapters 15-16 in Liker & Meier
12 Module 12	Blackboard	<p>PDCA</p> <ul style="list-style-type: none"> Define PDCA Identify and deploy the key principles of PDCA Recognize applications of PDCA Deploy PDCA with a presented case study 	<p>Due</p> <ul style="list-style-type: none"> Module 12 Discussion Forum 1 (30) PDCA Assignment (50) Wiki Study Guide Group Module 12 Personal Journal Entry (personal reflection) Read Chapter 17 in Liker & Meier View

13
Module 13

Lean Implementation

- Describe levels and their role in lean implementation
- Explain lean implementation strategies
- Recognize and deploy lean implementation tools

Due

- Module 13 Blog: Levels, Strategies and Tools (25)
- Virtual Group Project Final Submission
- Wiki Study Guide Group Module 13
- Read Chapter 19 in Liker & Meier

14
Module 14

Leading Organizational Change

- Describe the avoidance of politics in lean transformation
- Describe and deploy lean critical metrics
- Discuss changing behavior to change culture

Due

- Organizational Change Case Study (100)
- Wiki Study Guide Group Module 14
- Read Chapter 20 in Liker & Meier
- View

15
Module 15

The Toyota Way Capstone Case Study

- Recognize opportunities for deployment of the Toyota Way
- Analyze the scenario for potential improvement
- Deploy the Toyota Way for enhanced quality control and continuous improvement

Due

- The Toyota Way Case Study Assignment (100)
- Self-Assessment Exercise Part II
- Personal Journal Entry (personal reflection)
- Read Chapter 20 in Liker & Meier
- Read Final Examination Information

Final Examination

Due

- Value of 100 points
- Must complete in a single session
- Three hours to complete the final
- Utilize all resources available

Arkansas Tech University

Course Addition

Assessment Form

BAS 4253 Quality Control and Continuous Improvement

Our Mission

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

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

- a. How does this course fit with the university mission? BAS 4253 Quality Control and Continuous Improvement focuses on quality control and continuous improvement through students' study of The Toyota Way, through students' analyses of representative case studies, and through the application of a standard methodology and philosophy to identify and eliminate waste in the production system. BAS 4253 Quality Control and Continuous Improvement supports the mission of Arkansas Tech University by providing opportunities for progressive intellectual development and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Understand and apply important concepts relating to the study of lean manufacturing and the Toyota Way. 2) Deploying the Toyota Way to achieve the best quality at the lowest cost with high safety and morale outcomes. 3) Develop a long-term philosophy to building a learning organization and adapting to changes in the environment.
- d. What assessment tool or measure will you use to assess student learning? Exams, Discussion Forums, Personal Journals, Analysis Papers, Topic-Driven Assignments, Virtual Group Project
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate a comprehensive knowledge of quality control and continuous improvement by developing a long-term continuous improvement strategy, understanding and analyzing process flow, deploying standardized processes and procedures, and recognizing and applying points of control and inventory management. Students will demonstrate through applied methodologies the Toyota Georgetown Leadership Model in order to select and develop future leaders. As an introduction to


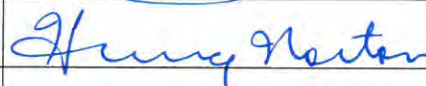
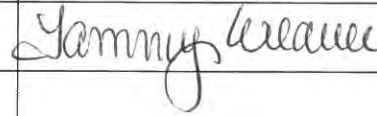
standard problem solving methods, students recognize and apply solutions as Root Problem Analysis.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Quality control and continuous improvement were identified by employers as a highly-desired skills. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers PRFS 4443 Supervisory Total Quality Management as a part of a Bachelor of Applied Science degree.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

appr CC 1/31/17
appr FS 2/14/17

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4353	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

~~Applied Project Management~~ **Workflow Monitoring**

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

~~Applied Project Management~~ **Workflow Monitoring and Industrial Environments**

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

Arkansas Tech University
BAS 4353 ~~Applied Project Management~~
Term

Workflow Monitoring and Industrial Environments

Instructor:
Office:
Phone:
Email:
Office Hours:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

BAS 4353: Applied Project Management

Prerequisite: None

Course Description:

BAS 4353 ~~Applied Project Management~~ provides the student with a substantive background in project management effective for deployment in multiple industrial, manufacturing, and technical domains. The course prepares the student to pursue the Certified Associate in Project Management (CAPM) credential offered by the Project Management Institute (PMI). The CAPM is designed for those with less project experience and is intended to demonstrate candidate's understanding of the fundamental knowledge, terminology, and processes of effective project management. Offered: Spring / Fall / Summer

Required Texts:

Project Management Institute (PMI). (2012). *A Guide to the Project Management Body of Knowledge (5th ed.)*. Philadelphia, PA: Project Management Institute.

ASIN: B00BR3P4IC

Verzuh, E. (2015). *The Fast Forward MBA in Project Management (5th ed.)*. Hoboken, NJ: Wiley.

ASIN: B018YWBG3A

Justification for the Course

This course focuses on the exploration of project management as a discipline to keep pace with global change and to prepare students for an ever-evolving workplace. Leaders at every level must be capable of speaking the language of project management: executives select projects, functional managers sponsor, and lead projects, and team members who understand project management are a value-added asset to the team.

At the completion of this course, you should be able to:

- Recognize issues in a realistic project scenario.
- Employ project management processes for a project
- Evaluate project time, scope and cost.
- Analyze real-world case studies of project management outcomes.
- Collaborate virtually with peers to produce a project proposal based on a presented case study.
- Demonstrate knowledge of the CAPM examination requirements.

How the Course Meets the General Education Requirements

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

Think critically

Develop ethical perspectives

Communicate effectively

Course Content Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4353 Applied Project Management addresses the following:

- Module 1: Introduction
- Module 2: Project Life Cycle and Organization
- Module 3: Project Management Processes for a Project
- Module 4: Project Integration Management
- Module 5: Project Scope Management
- Module 6: Project Time Management
- Module 7: Project Cost Management
- Module 8: Project Quality Management
- Module 9: Project Human Resource Management
- Module 10: Project Communications Management
- Module 11: Project Risk Management
- Module 12: Project Procurement Management
- Module 13: Project Stakeholder Management
- Module 14: Project Portfolio Management
- Module 15: CAPM Exam Preparation

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their

thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting on discussion boards. This endeavor is a senior-level course, and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24 hour period.

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

Blogs	100 points
Wikis	50 points
Assignments	200 points
Journal	100 points
Paper	100 points
Discussions	240 points
Study Guide Group	100 points
One Minute Topic	50 points
Personal Goals	50 points
Group Project	100 points
Case Study	100 points
Mid-Term Exam	100 points
Final Exam	100 points

Total Possible: 1390 points

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that 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.

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

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

University Testing and Disability Services- <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability

Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Work Flow Monitoring and Industrial Environments

BAS 4353 Applied Project Management Calendar – (Term)

1	Module 1	<p>Blackboard</p> <p>Introduction</p> <ul style="list-style-type: none"> Understand the definition of Project Management Apply the Role of the Project Manager Review the PM Body of Knowledge 	<p>DUE</p> <ul style="list-style-type: none"> Complete the Introductory Blog (25) One-Minute Blog: What is Project Management (25) Wiki: What is a Project (25) Wiki Study Group Guide Module 1 (100 end of course) Read Chapter 1 in PMBOK Read Chapter 1 in Verzuh
2	Module 2	<p>Blackboard</p> <p>Project Life Cycle and Organization</p> <ul style="list-style-type: none"> Describe organizational influences and project life cycle. Explain Project Stakeholders and Governance Discuss the Composition of Project Teams. Recognize and apply the project life cycle. 	<p>Due</p> <ul style="list-style-type: none"> Life Cycle Assignment (50) Discussion: Project Stakeholders and Governance (30) Wiki Study Group Guide Module 2 Read Chapter 2 in PMBOK Read Chapter 2 in Verzuh View <i>The Project Life Cycle</i> (15:36)
3	Module 3	<p>Blackboard</p> <p>PM Processes for a Project</p> <ul style="list-style-type: none"> Describe the Project Management Process Explain common project management process interactions Analyze project information Recognize and apply the roles of the Process Group in Project Management 	<p>Due</p> <ul style="list-style-type: none"> Personal Project Management Journal (100 end of term) One-Minute Topic: Common PM Process Interactions (25) Wiki Study Guide Group Module 3 Personal Goals and Learning Assessment Part 1 (50) Read Chapter 3 in PMBOK Read Chapter 3 in Verzuh View <i>Project Management Processes</i> (28:36)
4	Module 4	<p>Blackboard</p> <p>Project Management Integration</p> <ul style="list-style-type: none"> Describe project integration management requirements. Explain how the Project Charter drives the PM process Employ the six steps of project integration management 	<p>Due</p> <ul style="list-style-type: none"> PMI Analysis Paper (100) Wiki Study Guide Group Module 4 Read Chapter 4 in PMBOK Personal Journal Entry (personal reflection) View <i>Project Integration Management</i> (1:08:10) Read Chapter 4 in Verzuh
5	Module 5	<p>Blackboard</p> <p>Project Scope Management</p> <ul style="list-style-type: none"> Describe the six steps of Project Scope Management Explain how each step is critical to PM success Employ WBS in project scope management Recognize and apply project scope management 	<p>Due</p> <ul style="list-style-type: none"> Module 5 Discussion Board: What is WBS? (30) Wiki Study Guide Group Module 5 Read Chapter 5 in PMBOK Read Chapter 5 in Verzuh View <i>Project Scope Management</i> (1:48:21) Personal Journal Entry (personal reflection)
6	Module 6	<p>Blackboard</p> <p>Project Time Management</p> <ul style="list-style-type: none"> Define and apply sequence activities and estimates Estimate activity durations Develop a schedule based upon known parameters Control the schedule based upon known parameters 	<p>Due</p> <ul style="list-style-type: none"> Project Time Management Assignment (50) Wiki Study Guide Group Module 6 Personal Journal Entry (personal reflection) Read Chapter 6 in PMBOK / Chapter 6 in Verzuh View <i>Project Time Management</i> (44:09)

7 Module 7	Blackboard	<p>Project Cost Management</p> <ul style="list-style-type: none"> Describe key components of project cost management Explain how to plan cost management Discuss the requirements of estimating cost Recognize and apply budget constraints and cost controls 	Due	<ul style="list-style-type: none"> Project Cost Management Assignment (50) Module 7 Discussion: Estimate Costs (30) Wiki Study Guide Group Module 7 Personal Journal Entry (personal reflection) Read Chapter 7 in PMBOK Read Chapter 7 in Verzuh View <i>Project Cost Management (1:08:56)</i>
8 Module 8	Blackboard	<p>Project Quality Management</p> <ul style="list-style-type: none"> Describe planning for quality management Perform quality assurance with defined parameters Deploy quality control techniques for inputs, tools and techniques, and outputs 	Due	<ul style="list-style-type: none"> Mid-Term Examination (100) Read Chapter 8 in PMBOK Read Chapter 8 in Verzuh
9 Module 9	Blackboard	<p>Project Human Resource Management</p> <ul style="list-style-type: none"> Describe key components of human resource management Explain the steps to acquiring a successful project team Discuss the strengths and weaknesses of project team development Recognize and apply project team management 	Due	<ul style="list-style-type: none"> Virtual Group Project Phase 1 (100 end of term) Module 9 Discussion – Acquiring the Project Team (30) Module 9 Blog – Managing the Project Team (25) One-Minute Paper – Developing the Project Team (25) Read Chapter 9 in PMBOK Read Chapter 9 in Verzuh View <i>Introduction to Project HR Management (21:25)</i>
10 Module 10	Blackboard	<p>Project Communications Management</p> <ul style="list-style-type: none"> Describe key components of planning communications management Explain how managing communication impacts PM Discuss the strengths and potential weaknesses of project communications management Recognize and apply steps to controlling communications 	Due	<ul style="list-style-type: none"> Project Communications Management Assignment (50) Read Chapter 10 in Verzuh Wiki Study Guide Group Module 10 Personal Journal Entry (personal reflection) Read Chapter 10 in PMBOK View <i>Project Communications Management (29:49)</i>
11 Module 11	Blackboard	<p>Project Risk Management</p> <ul style="list-style-type: none"> Describe the keys to project risk management Explain the differentiation between qualitative and quantitative risk analysis Discuss the strengths and potential weaknesses of planning risk responses Deploy risk controls given a set of conditions 	Due	<ul style="list-style-type: none"> Module 11 Course Wiki: Planning Risk Management (25) Module 11 Discussion: Risk Control (Mitigation) (30) Virtual Group Project Part 2 Wiki Study Guide Group Module 11 Read Chapter 11 in PMBOK Read Chapter 11 in Verzuh
12 Module 12	Blackboard	<p>Project Procurement Management</p> <ul style="list-style-type: none"> Define project procurement management Compare perspectives on planning, conducting, and controlling procurements Identify the key principles of closing procurements Employ procurement skills given a set of conditions 	Due	<ul style="list-style-type: none"> Module 12 Discussion 1: Conducting Procurements (30) Module 12 Discussion 2: Controlling Procurements 2 (30) Wiki Study Guide Group Module 12 Personal Journal Entry (personal reflection) Read Chapter 12 in PMBOK View <i>Project Procurement Management (25:26)</i>

13
Module 13

Project Stakeholder Management

- Discuss key components to stakeholder identification
- Explain concepts of stakeholder management
- Deploy the components of stakeholder engagement
- Recognize applications of controlling stakeholder engagement

Due

- Module 13 Blog: Identifying Stakeholders (25)
- Virtual Group Project Final Submission
- Wiki Study Guide Group Module 13
- Read Chapter 13 in PMBOK
- Read Chapter 13 in Verzuh
- View *Project Stakeholder Management (23:33)*

14
Module 14

Project Portfolio Management

- Describe the scope and goals of the portfolio
- Describe the Stakeholders role in PPM
- Analyze project selection and prioritization
- Monitor and analyze the results of projects and the portfolio

Due

- TBD PPM Case Study (100)
- Wiki Study Guide Group Module 14
- Read Chapter Verzuh Chapter 20

15
Module 15

CAPM Exam Preparation

- Define the requirements to earn the CAPM
- Create a personal CAPM study guide
- Demonstrate knowledge of the CAPM examination requirements

Due

- Module 15 Discussion: CAPM Requirements (30)
- Self-Assessment Exercise Part II
- Personal Journal Entry (personal reflection)
- Read Verzuh Chapter 21
- Read Final Examination Information

Final Examination

Read the information in Module 15 and in your final exam folder

Due

- Value of 100 points (100)
- Must complete in a single session
- Three hours to complete the final
- Utilize all resources available

Arkansas Tech University

Course Addition

Assessment Form

BAS 4353 Applied Project Management

Our Mission

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

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

- a. How does this course fit with the university mission? BAS 4353 Applied Project Management will provide students with an exploration of project management as a discipline to keep pace with global change and to prepare students for an ever-evolving workplace. Leaders at every level must be capable of speaking the language of project management: executives select projects, functional managers sponsor and lead projects, and team members who understand project management are a value-added asset to the team. BAS 4353 supports the university mission by embracing and expanding on technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Analyze real-world case studies of project management outcomes. 2) Evaluate project management time, scope, and cost. 3) Collaborate virtually with peers to produce a project management proposals based on a prepared case study.
- d. What assessment tool or measure will you use to assess student learning? Exams, Discussion Forums, Personal Journals, Analysis Papers, Topic-Driven Assignments, Virtual Group Project
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate a comprehensive knowledge of the Project Management process from inception to delivery. Student will demonstrate a knowledge of project management integration, scope, time, cost, and quality control. Additionally, students must demonstrate an applied understanding of risk management, procurement management, and stakeholder management. Finally, students will demonstrate preparation for successful completion of the CAPM examination.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and


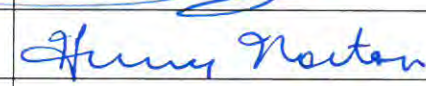
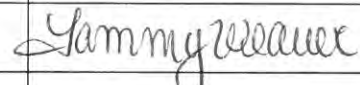
technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Project Management was identified by employers as a highly-desired skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers PRFS 4133 Project Management as a part of a Bachelor of Applied Science degree.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

Apprec 1/31/17
Appr FS 2/14/17

TO:	Curriculum Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	1/6/2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	4453	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Problem Solving and Root Cause Analysis		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Root Cause Analysis		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Arkansas Tech University
BAS 4453: Problem Solving and Root Cause Analysis

Instructor:

Phone:

Office:

E-mail:

Office Hours:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

BAS 4453: Problem Solving and Root Cause Analysis

Prerequisites: None

Course Description

This course is designed to introduce students to the systematic processes of problem solving and root cause analysis. Students will learn how to apply root cause methodologies to identify and solve complex issues in organizations. Topics covered include: incident investigation, data collection and analysis, solution identification and implementation, and assessment.

Offered: Fall, Spring and Summer

Required Course Text (eBooks available through ATU Library)

Vanden Heuvel, L. (2008). Root cause analysis handbook: A guide to efficient and effective incident investigation. Brookfield, CT: Rothstein Publishing.

Andersen, B. and Fagerhaug, T. (2013). ASQ pocket guide to root cause analysis. Milwaukee, WI: ASQ Quality Press.

Required Course Reading

Lam, M., O'Donnell, M., & Robertson, D. (2015). Achieving employee commitment for continuous improvement initiatives. *International Journal of Operations & Production Management*, 35(2), 201.

Justification for the Course

To function in complex organizations, individuals must possess the skills necessary to continuously evaluate and improve processes. In BAS 4453, course participants will learn to apply systematic problem solving and root cause analysis strategies to identify and solve complex, recurring issues within organizations. Participants will learn about techniques used to identify and define problems, collect and analyze data, determine and implement solutions, and evaluate results. Students who successfully complete this course will develop critical skills in implementing effective, lasting solutions to problems.

Course Objectives**The student will:**

1. Evaluate multiple approaches to root cause analysis
2. Identify steps in the root cause analysis process
3. Define complex problems
4. Apply standard procedures to investigate and analyze problems
5. Identify root cause(s) of complex problems
6. Assess problem containment strategies based on type of problem and industry
7. Demonstrate effective team-based problem solving skills
8. Develop solution implementation plan
9. Assess effectiveness of solutions
10. Design a process for continuous improvement

How Course Meets General Education Requirements

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

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through video lectures, supplemental readings, and PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings, and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab.

Assessments**Assignments**

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their

thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each other's work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

This is an online course. Therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period.

Course Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4453 Problem Solving and Root Cause Analysis addresses the following:

Learning Modules

- Module 1 – Root Cause Analysis Methods
- Module 2 – Incident Investigation
- Module 3 – Gathering Data
- Module 4 – Analyzing Data
- Module 5 – Identifying Root Causes
- Module 6 – Identifying and Selecting Solutions
- Module 7 – Developing Recommendations
- Module 8 – Midterm Exam
- Module 9 – Completing Investigations
- Module 10 – Selecting Incidents for Analysis
- Module 11 – Data and Results Trending
- Module 12 – Training Development
- Module 13 – Organizational Issues
- Module 14 – Continuous Improvement
- Module 15 – Final Exam

Points

Course Participation	200 points
Tests & Quizzes	100 points
Midterm Exam	50 points
Group Case Study Portfolio	100 points
Final Exam	50 points
Total	500 points

Grading Scale

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

Returning of Assignments

Every attempt will be made to have assignments graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends, or holidays.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59PM on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

Course Policies**Academic Misconduct**

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a “FE” grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a “FE” grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- [Link to Disability Services](#)

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information

University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

BAS 4453: Problem Solving and Root Cause Analysis
Course Schedule

Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.

Begins 7:00 a.m.	Bb Module	Required Reading	Graded Assignments	Due 11:59 p.m.
	Module 1	<ul style="list-style-type: none"> • Vanden Heuvel – Forward • Anderson – Section 1 	<ol style="list-style-type: none"> 1. Scavenger Hunt 2. Module 1 Introduction Discussion Forum 3. Module 1 Discussion Forum 	
	Module 2	<ul style="list-style-type: none"> • Vanden Heuvel – Sections 1 & 2 • Anderson – Section 2: Step 1 	<ol style="list-style-type: none"> 1. Module 2 Discussion Forum 2. Organizational Incident Selection Assignment 3. Group Introduction 	
	Module 3	<ul style="list-style-type: none"> • Vanden Heuvel – Section 3 	<ol style="list-style-type: none"> 1. Module 3 Group Discussion Forum 2. Organizational Data Collection Plan Assignment 3. Module 3 Quiz 	
	Module 4	<ul style="list-style-type: none"> • Vanden Heuvel – Section 4 	<ol style="list-style-type: none"> 1. Module 4 Discussion Forum 2. Organizational Data Analysis Plan Assignment 3. Group Case Study 1 	
	Module 5	<ul style="list-style-type: none"> • Vanden Heuvel – Section 5 • Anderson – Section 2: Step 3 	<ol style="list-style-type: none"> 1. Module 5 Group Discussion Forum 2. Organizational Root Cause Identification Assignment 3. Module 5 Quiz 	
	Module 6	<ul style="list-style-type: none"> • Anderson – Section 2: Step 4 	<ol style="list-style-type: none"> 1. Module 6 Discussion Forum 2. Organizational Solution Identification Assignment 3. Group Case Study 2 	
	Module 7	<ul style="list-style-type: none"> • Vanden Heuvel – Section 6 • Anderson – Section 2: Step 5 	<ol style="list-style-type: none"> 1. Organizational Recommendation Implementation Assignment 2. Group Case Study Portfolio 	

Module 8			<ol style="list-style-type: none"> 1. Midterm Exam 2. Midcourse Evaluation 	
Module 9		<ul style="list-style-type: none"> • Vanden Heuvel – Section 6 	<ol style="list-style-type: none"> 1. Module 9 Discussion Forum 2. Module 9 Quiz 3. RCA Blog Entry 1 	
Module 10		<ul style="list-style-type: none"> • Vanden Heuvel – Section 8 • Anderson – Section 2: Step 2 	<ol style="list-style-type: none"> 1. Module 10 Discussion Forum 2. Incidents for Analysis 3-2-1 Writing Assignment 3. RCA Blog Entry 2 	
Module 11		<ul style="list-style-type: none"> • Vanden Heuvel – Section 9 • Anderson – Section 2: Step 3 	<ol style="list-style-type: none"> 1. Module 11 Wiki 2. Module 11 Quiz 3. RCA Blog Entry 3 	
Module 12		<ul style="list-style-type: none"> • Vanden Heuvel – Section 10 	<ol style="list-style-type: none"> 1. Organizational Training Plan Assignment 2. RCA Blog Entry 4 	
Module 13		<ul style="list-style-type: none"> • Three peer-reviewed journal articles 	<ol style="list-style-type: none"> 1. Module 13 Discussion Forum 2. Organizational Issues Current Topics Paper 3. RCA Blog Entry 5 	
Module 14		<ul style="list-style-type: none"> • Lam, O'Donnell, and Robertson (2014) 	<ol style="list-style-type: none"> 1. Module 14 Discussion Forum 2. Continuous Improvement 3-2-1 Writing Assignment 3. RCA Blog Entry 6 	
Module 15			<ol style="list-style-type: none"> 1. Final Exam 2. Module 15 Discussion Forum 	

Arkansas Tech University

Course Addition

Assessment Form

BAS 4453 Problem Solving and Root Cause Analysis

Our Mission

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

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

- a. How does this course fit with the university mission? Individuals at every level of an organization must have the capacity to develop effective and long lasting solutions to systemic problems using tangible evidence. BAS 4453 Problem Solving and Root Cause Analysis will equip students with the skills necessary to investigate, identify, analyze, and solve complex issues rooted within non-profit, government, healthcare, service, and manufacturing organizations. This course supports the university mission by expanding on technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Students will be able to apply a systematic root cause analysis methodology to a problem within an organization as exhibited by scoring a minimum of 8 out of 10 for each item included in the grading criteria for the 6-part organizational RCA plan. (2) Students will develop a comprehensive data analysis plan that includes each of the following four components: a) identification of data sources, b) data collection plan, c) investigative tools (causal factor charts, timelines, cause and effect tree), and d) application of apparent cause and root cause analyses. (3) Students will demonstrate effective team-based problem solving skills by scoring a minimum average of 80% on the peer-review project assessment.
- d. What assessment tool or measure will you use to assess student learning? Exams/Quizzes, Discussion Forums, Personal Journals, Application Exercises, Analysis Papers, Group-Based Learning
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate the ability to apply systematic methods to investigate and analyze problems through the development of a comprehensive Root Cause Analysis plan. Students will practice effective team-based problem solving skills by working in groups

to produce a Root Cause Analysis case study based on an organizational problem. Students will demonstrate proficiency in identifying, recommending, and implementing data driven solutions through the completion of a solution recommendation plan.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. The ability to develop data-driven solutions to complex problems was identified as a key skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Houston Downtown offers ENGR 3351 Accident Investigation and Root Cause Analysis as part of the Bachelor of Applied Science degree.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

appr CC 1/31/17
appr FS 2/14/17

TO:	Curriculum Committee	
FROM (Initiating Department):	Department of Professional Studies	
DATE SUBMITTED:	January 6, 2017	
Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	4553	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Workplace Health and Safety		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Workplace Health and Safety		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? Yes No How Much? \$189 Other

If selected other list fee type: OSHA 30 Hr General Industry Trainir

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?
Each semester

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

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

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

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

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

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

**Arkansas Tech University
Workplace Health and Safety**

<Semester>

Course Title: Workplace Health and Safety

Course/Sec #: BAS 4553

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Important Course Dates:

Course Begins –

Last Day to Add –

Last Day for 100% refund of tuition/fees –

Attendance Date* –

Last Day for 80% refund of tuition –

Mid-term –

Last Day to drop with “W” –

Course Ends –

*The attendance date is the date that official attendance will be reported to the Registrar’s Office. *Attendance is measured as: physical attendance, submission of an assignment, OR completion of Blackboard Attendance Accounting module.* Students must complete the Federal Attendance Module by the attendance date listed above. There are no exceptions. Students not completing this requirement will be submitted to the Registrar’s Office as “Did Not Attend” and will, subsequently, be dropped from the course.

BAS 4553: Workplace Health and Safety

Prerequisites: None

Course Description

This course provides an in-depth study of various occupational health and safety issues that industry professionals face. The course focuses on safety-related legislation and business laws, ethical standards in safety, accident causation and investigation, ergonomics and safety management, psychology of safety and safety performance improvement measures, workplace violence and security measures, hazardous materials and transportation safety.

Offered: Fall/Spring/Summer

Required Course Text

Friend, M. A., & Kohn, J. P. (2014). *Fundamentals of occupational safety and health*. Lanham: Bernan Press.

Required Fee:



This course requires enrollment (and completion) of the OSHA 30-Hour General Industry Training provided by 360Training.Com. The fee for this course is \$189 and is in addition to the course tuition and fees.

OSHA 30 Hour General Industry Outreach Training course is a comprehensive safety program designed for anyone involved in general industry. Specifically devised for safety directors, foremen, and field supervisors; the program provides complete information on OSHA compliance issues. OSHA recommends Outreach Training Programs as an orientation to occupational safety and health for workers covered by OSHA 29 CFR 1910. General Industry workers must receive additional training, when required by OSHA standards, on specific hazards of the job. Upon successful completion of the course, participants will receive an OSHA 30-Hour General Industry Outreach DOL course completion card within 6-8 weeks. The 30 hr General Industry Outreach Course is NOT equivalent to the OSHA 510 or 511 courses and will not meet the course prerequisites to take the OSHA 500 or OSHA 501 courses. You will find supplementary materials available for download by clicking the "Materials" tab on the menu located within the course player. Other reference materials are available from the OSHA website; please visit <http://www.osha.gov/dte/outreach/>

[Read More](#)**Course Objectives**

- Understand the OSH Act, the functions and resources of OSHA
- Become aware of the OSHA inspection priorities and describe the inspection process
- Know the rights and responsibilities of employers and employees under the OSH Act
- Learn the major hazards associated with general industry work and how to avoid, protect or control them. This includes:
 - Slips, trips, falls associated with walking and working surfaces
 - Effective Egress and fire protection program
 - Outline the general requirements for general safety standards
 - Flammable and combustible liquids and gasses
 - Hazards of chemicals
 - Electrical hazards
- Understand the value of personal protective equipment, usage and limitations
- Learn the basic elements of a safety and health program

The Following Courses Are Included In This Package:

Course Name	Industry	Course Delivery
<u>30 Hour General Industry Outreach</u>	Environmental Health and Safety	
<u>30 Hour General Industry Outreach Study Guide</u>	Environmental Health and Safety	

Topics Covered

Course Outline:

Orientation

Module 1A: Introduction to OSHA and the OSH Act

Module 1B: Basic Safety Orientation

Module 2: Walking & Working Surfaces

Module 3: Emergency Action Plan

Module 4: Hazardous Materials

Module 5: Hazwoper

Module 6: Personal Protective Equipment

Module 7: Confined Spaces & Permit Required Confined Spaces

Module 8: Lockout/Tagout

Module 9: Materials Handling & Storage

Module 10: Machine Guarding Safety

Module 11: Welding, Cutting, and Brazing

Module 12: Electrical Safety

Module 13: Hazard Communication

Module 14: Hazardous Substances & Industrial Hygiene

Module 15: Bloodborne Pathogens

Module 16: Record Keeping & Reporting

Module 17: Workplace Violence

Module 18: Safety and Health Programs

Module 19: Ergonomics

Module 20: Hazards of Asbestos in the Workplace

Module 21: Lead Safety in the Workplace

Module 22: Ionizing and Non-Ionizing Radiation Safety

Module 23: Formaldehyde Awareness

Module 24: Process Safety Management of Highly Hazard Materials

Final Exam

Supplemental Readings and Websites

Additional readings will be assigned from provided material or Internet resources posted in Blackboard as necessary. This course also includes completion of the OSHA 30 Hour General Industry Training where, upon completion, students will receive an OSHA 30-Hour General Industry Outreach DOL course completion card from 360 Training.

Justification for the Course

This course examines occupational health and safety standards as they apply to the competency areas related to the projected learning outcomes for the Bachelor of Applied Science Degree. Specific course objectives are listed below.

Course Objectives

Upon completion of this course, students will understand:

1. Background and historical perspectives related to occupational health and safety.
2. OSHA and Worker's Compensation regulations.
3. How to manage a safe work environment including planning, safety coaching, communication, staffing, controlling, and evaluating occupational environments to ensure health and safety standards are met.
4. Various models of keeping a safe workplace including psychology-based and behavior-based.
5. How to prepare a workplace and workforce for various disasters including workplace violence, terrorism, fires, and extreme weather.
6. How to develop plans of action for various health and safety issues including hazard communication, incident investigation, and various emergency situations.
7. How to implement safety and health programs in an industrial or organizational setting.

How Course Meets General Education Requirements

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

Communicate effectively
Think critically
Develop ethical perspectives

Course Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule will also be located in Blackboard.

PS 4553 Workplace Health and Safety addresses the following:

- Module 1: Introduction to Occupational Safety and Health
- Module 2: Safety Legislation and Safety-Related Business Laws
- Module 3: Workers' Compensation and Recordkeeping
- Module 4: Accident Causation and Investigation
- Module 5: Industrial Hygiene
- Module 6: Ergonomics and Safety Management
- Module 7: System Safety
- Module 8: Managing the Safety Function
- Module 9: Psychology and Safety: The Human Element in Loss Prevention
- Module 10: Improving Safety Performance with Behavior-Based Safety
- Module 11: Workplace Violence and Terrorism Preparedness
- Module 12: Hazardous Materials and Introduction to Extreme Weather Conditions
- Module 13: Transportation Safety
- Module 14: Required Written Programs
- Module 15: Resources on Safety and Health and Final Examination

Methodology

The objectives will be achieved through textbook readings, supplemental readings, video presentations, PowerPoint presentations, on-line discussions, and individual and group assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, and discussion board postings.

Course Content

Each module will open by 7 a.m. CST on the date specified in the course schedule unless noted otherwise. Class lectures and other module materials and assignments will be located in Blackboard under the "Course Content" tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material. All assignments will be posted in the "Course Content" tab in Blackboard under the respective week. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the "Course Schedule" located in Blackboard. All assignments must be submitted through Blackboard in order to receive credit.

OSHA 30-Hour General Industry Training

Students are required to complete the OSHA 30-Hour General Industry Training as a pass/fail assessment for this course. Additional information is available in the corresponding Blackboard content module.

Quizzes and Tests

There will be chapter quizzes for most chapters in the textbook discussed in the course. All quizzes will be available and completed through the "Course Content" tab in Blackboard. The dates of the quizzes are available in the "Course Schedule" located in the Course Information section of Blackboard. A mid-term and final examination will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Class conversations will take place through Blackboard Discussion Board. Your initial response to the discussion forum is due within the first four days of the module opening date. Your original

postings should show great depth of calculated thought. You will have ample time to formulate your thoughts so make them profound! When creating a dialogue with a colleague in class, respond to postings that capture your interest. Be selective. When responding to another, state your reaction to what was said and add information that will spur further thought on the subject. Perhaps someone else will follow up on your comment...just as we would in a face-to-face class.

When posting to discussion boards, students are expected to communicate on a professional level: formal language, correct use of grammar and spelling, no slang, etc. Courtesy and respect are required in all communications.

Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Personal Learning Portfolio

Throughout the semester, students will develop a personal portfolio documenting how each health or safety principle that is introduced can or will be factored into their current or future career aspirations.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email/Blackboard. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a senior-level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

Announcements and other course-related correspondence will be sent to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid your emails to me going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour period.

Grading Summary

Quizzes	150 points
Chapter Assignments	150 points
Participation/Discussion Board	140 points
Midterm Exam	50 points
Personal Learning Portfolio	50 points
OSHA 30-Hr Certification	75 points
Final Exam	50 points
Total Points	665 points

Grading Scale

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

Returning of Assignments

Graded assignments will be posted to the Gradebook in Blackboard within 7 working days of the due date. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late submission of chapter assignments, quizzes, discussion forums, exams and projects will not be accepted except in cases of documented emergencies. All assignments must be submitted by the due date in order to receive credit.

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- <http://www.atu.edu/testing/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Bryan Hall, Room 103

105 W. O Street

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

**BAS 4553: Workplace Health and Safety
Course Schedule**

Begins 7:00 a.m.	Bb Module	Learning Activities	Graded Assignments	Point Value	Due 11:59 p.m.
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.					
	Module One Course Info and Introduction Intro to Occupational Safety and Health	Review required course information, syllabus and course schedule	Course Syllabus/Policy Quiz	5	
		Introduction Activity	Introduction Discussion Board Forum	10	
		Read Chapter 1: Intro to Occupational Safety and Health	Complete Chapter 1 Assignment	10	
		Chapter 1 Quiz	Complete Chapter 1 Quiz	10	
	OSHA 30-Hr General Industry Training Certification	Introduction to Training	Log-in and submit evidence of beginning the program	5	
		Mid-Term Checkpoint	Provide evidence of continued training progress	20	
		Training Certification completion	Provide evidence of completion of the training program	50	
	Module Two Safety Legislation and Safety-Related Business Laws	Read Chapter 2: Safety Legislation	Participate in Chapter 2 Discussion Forum	10	
		Read Chapter 4: Safety-Related Business Laws	Complete Chapter 4 Assignment	10	
		Chapter 2 and 4 Quiz	Complete Chapter 2 and 4 Quiz	15	
	Module Three Workers' Compensation and Recordkeeping	Read Chapter 3: Workers' Compensation and Recordkeeping	Participate in Chapter 3 Discussion Forum	10	
		Chapter 3 Assignment	Complete Chapter 3 Assignment	10	
		Chapter 3 Quiz	Complete Chapter 3 Quiz	10	
	Module Four	Read Chapter 5: Accident Causation and Investigation	Participate in Chapter 5 Discussion Forum	10	

	Accident Causation and Investigation	Chapter 5 Assignment	Complete Chapter 5 Assignment	10	
		Chapter 5 Quiz	Complete Chapter 5 Quiz	10	
	Module Five Industrial Hygiene	Read Chapter 6: Introduction to Industrial Hygiene	Participate in Chapter 6 Discussion Forum	10	
		Chapter 6 Assignment	Complete Chapter 6 Assignment	10	
		Chapter 6 Quiz	Complete Chapter 6 Quiz	10	
	Module Six Ergonomics and Safety Management	Read Chapter 7: Ergonomics and Safety Management	Participate in Chapter 7 Discussion Forum	10	
		Chapter 7 Assignment	Complete Chapter 7 Assignment	10	
		Chapter 7 Quiz	Complete Chapter 7 Quiz	10	
	Module Seven System Safety	Read Chapter 9: System Safety	Participate in Chapter 9 Discussion Forum	10	
		Chapter 9 Assignment	Complete Chapter 9 Assignment	10	
		Mid-Tern Exam	Complete Mid-Term Exam (Modules 1 – 7)	50	
	Module Eight Managing the Safety Function	Read Chapter 10: Managing the Safety Function	Participate in Chapter 10 Discussion Forum	10	
		Chapter 10 Assignment	Complete the Chapter 10 Assignment	10	
		Chapter 10 Quiz	Complete the Chapter 10 Quiz	10	
	Module Nine Psychology and Safety	Read Chapter 11: Psychology and Safety	Participate in Chapter 11 Discussion Forum	10	
		Chapter 11 Assignment	Complete Chapter 11 Assignment	10	
		Chapter 11 Quiz	Complete Chapter 11 Quiz	10	
	Module Ten Improving Safety Performance	Read Chapter 12: Improving Safety Performance with Behavior-Based Safety	Participate in Chapter 12 Discussion Forum	10	
		Chapter 12 Assignment	Complete Chapter 12 Assignment	10	

		Chapter 12 Quiz	Complete Chapter 12 Quiz	10	
	Module Eleven Workplace Violence and Terrorism Preparedness	Read Chapter 13: Workplace Violence	Participate in Chapter 13 Discussion Forum	10	
		Read Chapter 14: Terrorism Preparedness	Complete Chapter 14 Assignment	10	
		Chapter 13 and 14 Quiz	Complete Chapter 13 and 14 Quiz	15	
	Module Twelve Hazardous Materials and Extreme Weather Conditions	Read Chapter 15: Hazardous Materials	Participate in Chapter 15 Discussion Forum	10	
		Read Chapter 18: Introduction to Extreme Weather	Complete Chapter 18 Assignment	10	
		Chapter 15 and 18 Quiz	Complete Chapter 15 and 18 Quiz	15	
	Module Thirteen Transportation Safety	Read Chapter 17: Transportation Safety	Participate in Chapter 17 Discussion Forum	10	
		Chapter 17 Assignment	Complete Chapter 17 Assignment	10	
		Chapter 17 Quiz	Complete Chapter 17 Quiz	10	
	Module Fourteen Required Written Programs	Read Chapter 19: Required Written Programs	Complete Chapter 19 Assignment	10	
		Chapter 19 Quiz	Complete Chapter 19 Quiz	10	
		Personal Portfolio Project	Submit Completed Project	50	
	Module Fifteen Resources on Safety and Health	Read Chapter 20: Resources on Safety and Health	Participate in Chapter 20 Discussion Forum	10	
		Chapter 20 Assignment	Complete Chapter 20 Assignment	10	
		Final Exam	Complete Comprehensive Final Examination	50	

Arkansas Tech University

Course Addition

Assessment Form

BAS 4553 Workplace Health and Safety

Our Mission

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

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

- a. How does this course fit with the university mission? BAS 4553 Workplace Health and Safety will provide students with an exploration of important occupational health and safety issues and protocols, allowing them to be successful lifelong contributors to a wide array of careers and/or industries. BAS 4553 supports the university mission by expanding upon its technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) OSHA 30-Hr General Industry Training completion 2) Implement safety and health programs in an industrial or organizational setting 3) Manage safe working environments including planning, safety coaching, communication, staffing, controlling, and evaluating occupational environments to ensure health and safety standards are met.
- d. What assessment tool or measure will you use to assess student learning? Quizzes/Exams, Discussion Forums, Module Assignments, Personal Portfolio
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate comprehensive knowledge of occupational health and safety standards including background and historical perspectives, OSHA and Workers' Compensation regulations, managing safe work environments, preparing a workplace for disaster mitigation, and developing safety plans of action for various health and safety issues through the completion of various assignments and quizzes. Students will also complete the OSHA 30-Hr General Industry Training and receive a completion certificate from the Department of Labor. Students will also develop a personal portfolio documenting how each principle they are learning will be incorporated into their current or future career aspirations. Successful completion of course activities will provide evidence of mastery of the principles.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Workplace health and safety was identified by employers as a highly-desired skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers PRFS 3533 Workplace and Environmental Safety as a part of a Bachelor of Applied Science degree.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

APR 11 11:31 AM '17
APR FS 2/14/17

TO:	Curriculum Committee	
FROM (Initiating Department):	Professional Studies	
DATE SUBMITTED:	January 6, 2017	
Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4653	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) Production Planning & Scheduling Manufacturing Systems		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Production Planning & Schedule Manufacturing Systems		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Arkansas Tech University
BAS 4653 ~~Production Planning and Scheduling~~
Term

Manufacturing Systems

Instructor:
Office:
Phone:
Email:
Office Hours:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

BAS 4653: ~~Production Planning and Scheduling~~

Prerequisites: None

Course Description:

BAS 4653 ~~Production Planning and Scheduling~~ provides the student with deployable knowledge and skills in production planning and scheduling, effective for use in multiple industrial, manufacturing, and technical domains. Master scheduling is the pivotal point in a manufacturing business when demand from the marketplace is balanced with the capabilities and capacities of the company and its suppliers in real-time terms. This course defines the master scheduling process, explores specific tools and techniques used in various manufacturing environments, and provides an introduction to the supporting functions of production planning and scheduling. Offered: Fall/Spring/Summer

Required Text:

Proud, J.F. (2013). *Master Scheduling: A Practical Guide to Competitive Manufacturing* (3rd ed.). Hoboken, NJ: Wiley

ISBN: 978-0471757276

Justification for the Course

This course focuses on the exploration of production planning and scheduling as a means to efficient, effective and economical operations in a manufacturing unit of an organization. Production planning and master scheduling ensures an organization can deliver a product in a timely and regular manner. Production planners work with production supervisors, management, the company's purchasing department and outside suppliers of materials to determine the most efficient and economical path to product availability.

At the completion of this course, you should be able to:

- Recognize and solve master scheduling and production planning challenges
- Employ master scheduling abilities to maximize desired stakeholder outcomes
- Deploy the master schedule process to enhance lean manufacturing and continuous improvement
- Analyze real-world case studies of production planning outcomes.
- Collaborate virtually with peers to produce a master scheduling project based on a presented case study
- Evaluate course of action for supply management and demand management scenarios
- Integrate effective master scheduling implementation within the stakeholder's parameters

How the Course Meets the General Education Requirements

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

Think critically

Develop ethical perspectives

Communicate effectively

Course Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. ~~PS 4353 Applied Project Management~~ addresses the following:

- Module 1: Introduction to Master Scheduling
- Module 2: Why Master Scheduling?
- Module 3: Mechanics of Master Scheduling
- Module 4: Managing the Master Schedule
- Module 5: MPS Output and Make-to-Stock Environment
- Module 6: Master Schedule Priorities
- Module 7: Scheduling in a Flow Environment
- Module 8: Planning Bills
- Module 9: MPS Output and Make-to-Order Environment
- Module 10: Custom-Product Environments
- Module 11: Finishing Schedules
- Module 12: Sales and Operations Planning (S&OP)
- Module 13: Rough Cut and Capacity
- Module 14: Supply Management and Demand Management
- Module 15: Effective Implementation of Master Scheduling

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and

quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups

of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting on discussion boards. This endeavor is a senior-level course, and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

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Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's

decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

Blogs	100 points
Wikis	50 points
Assignments	300 points
Journal	100 points
Paper	100 points
Discussions	240 points
Study Guide Group	100 points
One Minute Topics	50 points
Personal Goal	50 points
Group Project	100 points
Case Study	100 points
Mid-Term Exam	100 points
Final Exam	100 points

Total Possible: 1490 points

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply.

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

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

University Testing and Disability Services- <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a

medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Manufacturing Systems

BAS 4653 Production Planning & Scheduling Calendar – (Term)

1	Module 1	<p>Blackboard</p> <p>Introduction</p> <ul style="list-style-type: none"> Understand the definition of Master Scheduling Apply the Role of the Master Scheduler Review the Master Schedule body of knowledge Demonstrate understanding of course requirements <p>Blackboard</p> <p>Why Master Scheduling?</p> <ul style="list-style-type: none"> Describe Enterprise Resource Planning (ERP) Explain and apply Supply Chain Management concepts Recognize and apply the 4 Cornerstones of Manufacturing Revisited 	<p>DUE</p> <ul style="list-style-type: none"> Complete the Introductory Blog (25) One-Minute Blog: Problems in Manufacturing (25) Wiki: Getting out of the Overloaded Master Schedule (25) Wiki Study Group Guide Module 1 (100 end of term) Read Chapter 1 in Proud <p>Due</p> <ul style="list-style-type: none"> Discussion: What is the Master Schedule? (30) Wiki Study Group Guide Module 2 Read Chapter 2 in Proud
3	Module 3	<p>Blackboard</p> <p>Mechanics of Master Scheduling</p> <ul style="list-style-type: none"> Describe the Master Schedule Matrix Explain how MS drives material planning Recognize and apply Master Schedule design criteria 	<p>Due</p> <ul style="list-style-type: none"> Personal Project Management Journal: MS Design (100) One-Minute Topic: The Master Schedule Matrix (25) Wiki Study Guide Group Module 3 Personal Goals and Learning Assessment Part I (50) Read Chapter 3 in Proud
4	Module 4	<p>Blackboard</p> <p>Managing the Master Schedule</p> <ul style="list-style-type: none"> Describe the Master Scheduler's Job Explain Load-Leveling in manufacturing Employ Mixed-Model scheduling 	<p>Due</p> <ul style="list-style-type: none"> Six Key Questions Analysis Paper (100) Wiki Study Guide Group Module 4 Read Chapter 4 in Proud Personal Journal Entry: Planning Time Fences
5	Module 5	<p>Blackboard</p> <p>MPS Output & Make-to-Stock Environment</p> <ul style="list-style-type: none"> Describe a Make-to-Stock Master Schedule Explain Time Phasing the Bill-of-Material requirements Recognize and apply Master Scheduling and material requirements <p>Blackboard</p> <p>Master Schedule Priorities</p> <ul style="list-style-type: none"> Define and apply Master Schedule and production plan integration Deploy methods of choosing a correct strategy Develop MS capacities, activities and events 	<p>Due</p> <ul style="list-style-type: none"> Module 5 Discussion: Make-to-Stock Master Schedule (30) Wiki Study Guide Group Module 5 Read Chapter 5 in Proud Personal Journal Entry (personal reflection) Time Phasing the Bill-of-Material Assignment (50) <p>Due</p> <ul style="list-style-type: none"> Production Plan Integration Assignment (50) Wiki Study Guide Group Module 6 Personal Journal Entry (personal reflection) Read Chapter 6 in Proud
6	Module 6		

7 Module 7	Blackboard Scheduling in a Flow Environment <ul style="list-style-type: none"> Describe Intermittent Flow and Flow Environments Explain the Planning Process Recognize and apply Line Scheduling 	Due <ul style="list-style-type: none"> Flow Environment Assignment (50) Module 7 Discussion: Line Scheduling (30) Wiki Study Guide Group Module 7 Personal Journal Entry (personal reflection) Read Chapter 7 in Proud
8 Module 8	Blackboard Planning Bills <ul style="list-style-type: none"> Describe the Overly Complex Bill-of-Material Evaluate the creation of demand at the Master Schedule level Deploy the ability to restructure company bills through case study 	Due <ul style="list-style-type: none"> Mid-Term Examination (100) Read Chapter 8 in Proud
9 Module 9	Blackboard MPS Output & Make-to-Order Environment <ul style="list-style-type: none"> Describe the Common-Items Master Schedule Explain the handling of abnormal demand Deploy the linkage of the Master Schedule and the Material Plan 	Due <ul style="list-style-type: none"> Virtual Group Project Phase 1 Module 9 Discussion: Common-Items MS (30) Module 9 Blog: Abnormal Demand (25) One-Minute Paper – MS and MP Linkage (25) Read Chapter 10 in Proud
10 Module 10	Blackboard Custom-Products Environment <ul style="list-style-type: none"> Describe New-Product Introductions Explain capacity-driven environments Recognize and apply Make-to-Contract environments 	Due <ul style="list-style-type: none"> Capacity-Driven Environment Assignment (50) Make-to-Contract Assignment (50) Wiki Study Guide Group Module 10 Personal Journal Entry (personal reflection) Read Chapter 11 in Proud
11 Module 11	Blackboard Finishing Schedules <ul style="list-style-type: none"> Describe Manufacturing Strategy and Finishing Schedules Explain the Kanban System Demonstrate an ability to choose the most effective approach to finishing schedules 	Due <ul style="list-style-type: none"> Module 11 Course Wiki: Finishing Schedules (25) Module 11 Discussion: Kanban (30) Virtual Group Project Part 2 Wiki Study Guide Group Module 11 Read Chapter 12 in Proud
12 Module 12	Blackboard Sales and Operating Planning (S&OP) <ul style="list-style-type: none"> Describe Workable and Adjustable Plans Explain S&OP integration with the Master Schedule Synchronize demand and supply 	Due <ul style="list-style-type: none"> Module 12 Discussion 1: Workable/Adjustable Plans (30) Module 12 Discussion 2: S&OP Integration (30) Wiki Study Guide Group Module 12 Personal Journal Entry (personal reflection) Read Chapter 13 in Proud
13 Module 13	Blackboard Rough Cut and Capacity <ul style="list-style-type: none"> Discuss the Rough Cut Process Explain Rough Cut and Master Schedule integration Implement the Rough Cut Process 	Due <ul style="list-style-type: none"> Module 13 Blog: Rough Cut Process (25) Implementing Rough Cut Assignment (50) Virtual Group Project Final Submission (100) Wiki Study Guide Group Module 13 Read Chapter 14 in Proud

14
Module 14

- Supply Management & Demand Management
- Describe Supply Management in Action
- Describe coping with forecast inaccuracies
- Analyze the problem of Abnormal Demand

Due

- Supply & Demand Case Study (100)
- Wiki Study Guide Group Module 14
- Read Chapter 15 in Proud

15
Module 15

- Effective Implementation of Master Scheduling
- Define the Path to Implementation
- Employ Stage 1: Evaluation and Preparation
- Employ Stage 2: Design and Action
- Employ Stage 3: Launch and Cutover

Due

- Module 15 Discussion: Implementation of the MS (30)
- Self-Assessment Exercise Part II
- Personal Journal Entry (personal reflection)
- Read Chapter 17 in Proud
- Read Final Examination Information

Final Examination

Read the information in Module 15 and in your final exam folder

Due

- Final Exam Value of 100 points
- Must complete in a single session
- Three hours to complete the final
- Utilize all resources available

Arkansas Tech University

Course Addition

Assessment Form

BAS 4653 ~~Production Planning & Scheduling~~

Manufacturing Systems

Our Mission

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

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

- a. How does this course fit with the university mission? BAS 4653 ~~Production Planning and Scheduling~~ provides the student with deployable knowledge and skills in production planning and scheduling, effective for use in multiple industrial, manufacturing, and technical domains. Master scheduling is the pivotal point in a manufacturing business when demand from the marketplace is balanced with the capabilities and capacities of the company and its suppliers in real-time terms. This course defines the master scheduling process, explores specific tools and techniques used in various manufacturing environments, and provides an introduction to the supporting functions of production planning and scheduling. This course supports the university mission by expanding upon its technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Recognize and solve master scheduling and production planning challenges. 2) Employ master scheduling abilities to maximize desired stakeholder outcomes. 3) Integrate effective master scheduling implementation within the stakeholder's parameters.
- d. What assessment tool or measure will you use to assess student learning? Quizzes/Exams, Discussion Forums, Module Assignments, Case Study, and Analysis Papers.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? This course focuses on the exploration of production planning and scheduling as a means to efficient, effective and economical operations in a manufacturing unit of an organization. Production planning and master scheduling ensures an organization can deliver a product in a timely and regular manner. Production planners work with production supervisors, management, the company's purchasing department and outside suppliers of materials to determine the most efficient and economical path to product availability.

Student will demonstrate the ability to collaborate virtually with peers to produce a master scheduling project based on a presented case study. Students must analyze real-world case studies and produce analysis papers of given scenarios.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Production planning and scheduling was identified by employers as a highly-desired skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers PRFS Production Planning & Scheduling as a part of a Bachelor of Applied Science degree.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

APPL CC 1/31/17
APPL FS 2/14/17

TO:	Curriculum Committee	
FROM (Initiating Department):	Professional Studies	
DATE SUBMITTED:	January 6, 2017	
Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4751	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) Career Planning and Personal Development		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Career Planning		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Arkansas Tech University
BAS 4751 Career Planning and Personal Development
Term

Instructor:
Office:
Phone:
Email:
Office Hours:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

BAS 4751: Career Planning and Personal Development

Prerequisite: Senior Standing

Course Description:

In BAS 4751, students develop an ePortfolio highlighting various competencies learned as a BAS student. The course prepares the BAS student with the skills, knowledge, and abilities to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, and working collaboratively with other students on competency-based case studies.

Offered: Spring/Fall/Summer

Required Text:

Lubrano, A. (2005). *Limbo: Blue-Collar Roots, White-Collar Dreams*. Hoboken, NJ: Wiley.

ISBN: 978-0471714392

Justification for the Course

In this course students develop an ePortfolio using web-development software, Weebly, as a means for showcasing various competencies learned as a Bachelor of Applied Science student. The ePortfolio will be a great resource to show potential employers why a student would be the best candidate for a position, as it will provide documentation and demonstration of individual accomplishments. Additionally, student explore the socio-economic, spiritual, and cultural influences of the higher-education journey.

At the completion of this course, you should be able to:

- Write or update an individual professional resume
- Reflect on the various subjects and courses the student experienced as a student, and how the information translates to workplace integration and employer worth.
- Organize information gathered throughout the individual's educational journey, allowing the student to purposefully select a subset of work which exemplifies the ability to apply relevant knowledge and skills
- Showcase higher education achievements, skills and abilities to prospective viewers in an effective and professional way

How the Course Meets the General Education Requirements

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

Think critically
Develop ethical perspectives
Communicate effectively

Course Content Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. BAS 4751 Career Planning and Personal Development addresses the following:

- Module 1: Introduction to the ePortfolio
- Module 2: Personal Career Goal-Setting
- Module 3: Career Focus Area
- Module 4: Current Issues in Career Focus Area
- Module 5: Personal Philosophy and Mission Statement
- Module 6: Leadership Style and Resume Development
- Module 7: ePortfolio Draft Submission
- Module 8: Final ePortfolio and Final Examination

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

ePortfolio

Your ePortfolio will typically contain pictures, graphics, videos, guided written narratives, reflective essays, your resume, and sample work from your Tech courses. The following sections will cover the various sections of your ePortfolio and guidelines for successfully producing a quality ePortfolio.

ePortfolio Sections – In-brief

- Welcome Page
- About Me Page
 - Link to Resume Page
 - Statement of Goals
 - Statement of Personal Philosophy
 - Leadership Style
- Concentration/Focus Area
- Learning Portfolio
- Contact Page

ePortfolio Sections – In-depth

- Welcome Page
 - Provides a brief introduction to yourself and your ePortfolio
 - Favorite Quote, as it relates to life, career, leadership
 - Picture or graphic that captures your essence
- About Me Page
 - Introduction paragraphs
 - Graduation plans
 - Campus Involvement
 - Community Involvement
 - Extracurricular Activities
 - Resume Page
 - Statement of Goals
 - Provides viewers with a sense of your goal-setting abilities

- Allows potential employers to match your goals with position offerings
 - Statement of Personal Philosophy
 - This will sum up, in a few words, your approach to work and life
 - Leadership Style
 - Provide an overview of your leadership philosophy and how it translates to the workforce
- Concentration/Focus Area
 - Introduction to and rationale for focus area
 - Current/emerging trend or issue in focus area
- Learning Portfolio
 - Documented competencies from coursework
 - course reflection executive summaries
 - Examples of coursework – any assignments you elect to include
 - Limbo Critical Book Review Presentation
- Contact Page
 - This will provide a way for people to contact you through a web submission form.

At the beginning of the term, you will be assigned an ePortfolio Partner (or two) and the two to three of you will work together throughout the term on your portfolios. This is someone you can bounce ideas off of for webpage design, page content, ongoing critiquing, and questions you may have (before coming to the instructor.) Participation on your part is voluntary; you will only receive a grade for your level of interaction for any requests your partners make. In other words, you are not required to actively seek out their advice (although it would be to your advantage), but your partners will be assessing your willingness and ability to work in a small group throughout the term.

Throughout the term you will submit your module assignments to the course instructor for critiquing. At the point your submissions are deemed to be at an acceptable level, you can begin adding that information to your ePortfolio. The module assignments are designed to guide you through this process and there will be a few “spot checks” for your webpage, as we progress throughout the term, to ensure that you are working toward your final product.

Key Points to remember:

- This will continually be a work in progress throughout the semester, rather than something you throw together at the end.
- While this is a professional representation of yourself, you are also encouraged to be creative with your overall design. There is no cut-and-dry design, outside of the required sections, so make it your own!

- With that being said, your ePortfolio needs to be designed with your authentic audience in mind. Think about who will be viewing this and tailor it to what you think their preferences would be.
- You will receive a grade for your final ePortfolio submission (along with the corresponding assignments), however this ePortfolio is something you can also keep updated throughout the coming years as any changes to your information and credentials occur.

Freirian Dialogue and Online Learning

This module will explore the role spirituality potentially plays in one's journey through higher education. The module provides an open discussion for students to engage with one another on how adult learners make meaning of their educational journey through the reading of two educationally based passages: *Teaching, Learning, and Spirituality* and *Santiago's Dance*.

Limbo Critical Book Review

This module introduces you to the book *Limbo: Blue-Collar Roots, White-Collar Dreams* and the corresponding critical book review and presentation requirements you will complete individually. This module gives you the opportunity to reflect on the cultural phenomenon of the internal conflict within individuals raised in blue-collar homes, now living white-collar lives and the role higher education plays in the transition for those individuals.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting on discussion boards. This endeavor is a senior-level course, and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24 hour period.

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

Freirian Dialogue	100 points
Critical Book Review	100 points
Personal Journal	300 points
Weebly	10 points
Personal Philosophy	10 points
Executive Summaries	200 points
Career-Based Interview	50 points
Current Issues Paper	50 points
Resume	50 points
3-2-1 Reflection	50 points
ePortfolio Draft	50 points
Final Portfolio	100 points
Final Exam	100 points
Competency Survey	50 points

Total Possible: 1200 points

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that 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.

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

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

University Testing and Disability Services- <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

BAS 4751 Career Planning & Professional Development Course Calendar – (Term)

Module Assignment TBD	<p>Blackboard</p> <p>Freirian Dialogue and Online Learning</p> <ul style="list-style-type: none"> Understand Define Evaluate 	<p>DUE</p> <ul style="list-style-type: none"> Read <i>Teaching, Learning, and Spirituality</i> Read <i>Santiago's Dance</i> Requirement 1: Initial Response Discussion (50 points) Requirement 2: Student Response Discussion (50 points)
Module Assignment TBD	<p>Blackboard</p> <p><i>Limbo</i>: Critical Book Review and Presentation</p> <ul style="list-style-type: none"> Describe and analyze Explain Create 	<p>Due</p> <ul style="list-style-type: none"> Submit Critical Book Review Paper (50 points) Submit Critical Book Review Presentation (50 points)
1 Module 1	<p>Blackboard</p> <p>Introduction to the ePortfolio</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Course Information View Module One Resources Complete Module One Journal Entry (50 points) Create Weebly Account (10 points) ePortfolio Partner Participation (20 points – end of course)
2 Module 2	<p>Blackboard</p> <p>Personal Career Goal-Setting</p> <ul style="list-style-type: none"> Describe and deploy Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> Complete Module Two Journal Entry (50 points) Course Executive Summary #1 (50 points)
3 Module 3	<p>Blackboard</p> <p>Career Focus Area</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Three Resources Complete Module Three Journal Entry (50 points) Complete Career-Based Interview Assignment (50 points) Complete Course Executive Summary #2 (50 points)
4 Module 4	<p>Blackboard</p> <p>Current Issue in Career-Focus Area</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Four Resources Complete Module Four Journal Entry (50 points) Complete Course Executive Summary #3 (50 points) Submit Current Issue Paper (50 points)
5 Module 5	<p>Blackboard</p> <p>Personal Philosophy and Mission Statement</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Five Resources Complete Module Five Journal Entry (50 points) Complete Course Executive Summary #4 (50 points)
6 Module 6	<p>Blackboard</p> <p>Leadership Style and Resume Development</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Six Resources Complete Module 6 Journal Entry (50 points) Complete Course Executive Summary #5 (50 points) Submit Personal Resume (50 points)

7
Module 7

Blackboard

ePortfolio Draft Submission

- Describe
- Explain
- Recognize and apply

Due

- View Module Seven Resources
- Complete 3-2-1 Reflection Assignment (50 points)
- Submit ePortfolio Draft to Instructor (50 points)

8
Module 8

Blackboard

Final Module

- Describe
- Explain
- Recognize and apply

Due

- Submit Final ePortfolio (100 points)
- Complete the Final Exam (100 points)
- Professional Competencies Survey (50 points)

BAS 4751 ePortfolio Final Grading Rubric

Welcome Page		
Proficient 8 – 10 pts	Competent 4 – 7 pts	Novice 0 – 3 pts
<p>Welcome page is present and contains the appropriate information to introduce any viewer to the ePortfolio. Student included favorite quote, mantra or saying is included and it is explained how that quote guides your actions. No mechanical errors exist. Navigation menu link is included.</p>	<p>Welcome page is present but some information is missing or is somewhat lacking in professionalism. No more than two mechanical errors exist.</p>	<p>Welcome page is not included or most of the required information is missing and/or severely lacking in professionalism. More than two mechanical errors exist.</p>
About Me Section		
Proficient 14 – 20 pts	Competent 7 – 13 pts	Novice 0 – 6 pts
<p>About Me section is included, contains all of the required sections and is presented in a professional manner. Student included name, graduation plans, any campus or community involvement that would be appropriate for a professional portfolio. Includes a link to the student's resume, Statement of Goals, Personal Philosophy, and Leadership Style and all are presented in a professional manner and are mechanically correct. Navigation menu link is included.</p>	<p>About Me section is included, contains all of the required sections but is lacking in professionalism. No more than three mechanical errors exist.</p>	<p>About Me section is not included or sections are missing and/or are severely lacking in professionalism or more than three mechanical errors exist.</p>
Concentration/Focus Area Section		
Proficient 11 – 15 pts	Competent 6 – 10 pts	Novice 0 – 5 pts
<p>Concentration/Focus Area section is included and contains all of the required sections/information: introduction to concentration area (taken from Mod 3 Journal), Current Issues paper; and all information is presented in a professional manner and is mechanically correct. Navigation menu link is included.</p>	<p>Concentration/Focus Area section is included and contains all of the required sections/information but is lacking in professionalism. No more than three mechanical errors exist.</p>	<p>Concentration/Focus Area is not included or sections are missing and/or are severely lacking in professionalism and more than three mechanical errors exist.</p>

BAS 4751 ePortfolio Final Grading Rubric

Learning Portfolio	
Proficient 14 – 20 pts	Competent 7 – 13 pts
<p>Learning Portfolio is included and contains all of the required sections/information: Course Executive Summaries, PS 3003 summary, PowerPoint and link to video presentation, examples of other coursework from previous courses, Limbo Critical Book Review summary and presentation. Information is presented in a professional manner and is mechanically correct. Navigation menu link is included.</p>	<p>Learning Portfolio is included and contains all of the required sections/ information but is somewhat lacking in professionalism. No more than three mechanical errors exist.</p>
<p>Novice 0 – 6 pts</p> <p>Learning Portfolio is not included or sections are missing and/or are severely lacking in professionalism and more than three mechanical errors exist.</p>	
Contact Page	
Proficient 5 pts	Novice 0 – 4 pts
<p>Contact page is included and contains no errors. Navigation menu link is included.</p>	<p>Contact page is not included or contains errors</p>
ePortfolio Organization & Navigation	
Proficient 11 – 15 pts	Competent 6 – 10 pts
<p>ePortfolio is easy to follow, contains all of the required sections which are labeled, clearly organized and are presented in an organized fashion, allowing the viewer to easily locate an artifact and move to related pages or a different section. Layout makes sense, links to various sections are intuitive and in working order, all pages connect to the navigation menu and all external links connect to the appropriate website or file.</p>	<p>ePortfolio contains all of the required sections which are labeled, but navigation is faulty or hard to follow at times, locating an artifact and moving to related pages or a different section is possible but isn't presented in the most sensible manner. Layout somewhat makes sense, links to various sections are in working order but somewhat lacking in organization; no more than one link to the navigation menu is missing and no more than one error exists</p>
<p>Novice 0 – 5 pts</p> <p>ePortfolio is missing one or more of the required sections or they are present but labels are missing and/or navigation is faulty or hard to follow. Locating an artifact and moving to related pages or a different section is difficult to do or is non-existent. Layout does not make sense, links to various sections are faulty and/or severely lacking in organization; more than one link to the navigation menu is missing and more than one error exists with an external link connecting to the appropriate website or file.</p>	

BAS 4751 ePortfolio Final Grading Rubric

	with an external link connecting to the appropriate website or file.	
ePortfolio Presentation		
Proficient 11 – 15 pts	Competent 6 – 10 pts	Novice 0 – 5 pts
<p>ePortfolio is aesthetically pleasing and fully demonstrates that time was obviously spent on the design and presentation of the information, contains graphics which are appropriate for and enhance the understanding of the student's presentation of the information, text is readable, overall presentation of the information is professional and contains no errors. ePortfolio is easy to read, color and background, fonts and links enhance the readability of the information and are used consistently throughout the ePortfolio.</p>	<p>ePortfolio is aesthetically pleasing and demonstrates that time was spent on the design and presentation of the information but is somewhat lacking in professional and appropriate design elements. Graphics are present but are somewhat lacking in relation to the information contained in the ePortfolio; text is readable, overall presentation of the information is professional and but contains errors. ePortfolio is readable, but color/background and/or fonts are inconsistent at times or do not fully add to the overall design of the ePortfolio.</p>	<p>ePortfolio is not aesthetically pleasing and/or demonstrates that time was obviously not spent on the design and presentation of the information, graphics are not included or are not appropriate for, related to, or enhance the understanding of the student's presentation of the information; text is not readable, overall presentation of the information is unprofessional and contains numerous errors. There is no consistency between fonts and colors throughout the ePortfolio or contrast of fonts and colors makes it nearly impossible to focus on the attributes of the ePortfolio. Severely lacking in professionalism.</p>

Arkansas Tech University

Course Addition

Assessment Form

BAS 4751 Career Planning and Personal Development

Our Mission

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

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

- a. How does this course fit with the university mission? In BAS 4751, students develop an ePortfolio highlighting various competencies learned as a BAS student. The course prepares the BAS student with the skills, knowledge, and abilities to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves the ability to think critically and communicate effectively. Students develop personal goals and mission statements, while working collaboratively with other students on competency-based case studies.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Write or update an individual professional resume 2) Develop, evaluate, and produce a subset of work which exemplifies the ability to apply relevant knowledge and skills 4) Construct a comprehensive ePortfolio to showcase higher education achievements, skills, and abilities to prospective viewers in an effective and professional manner.
- d. What assessment tool or measure will you use to assess student learning? Critical book review, scholarly article analysis, ePortfolio, discussions, and executive summaries.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? In this course students develop an ePortfolio using web-development software, Weebly, as a means for showcasing various competencies learned as a Bachelor of Applied Science student. The ePortfolio will be a great resource to show potential employers why a student would be the best candidate for a position, as it will provide documentation and demonstration of individual accomplishments. Students explore the socio-economic, spiritual, and cultural influences of the higher-education journey. Students demonstrate learned skills, knowledge and attributes through the development of a comprehensive



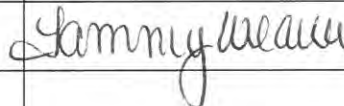
ePortfolio designed to enhance employment options. Students will use critical book analysis, scholarly article analysis, journal entries, and executive summaries to demonstrate self-knowledge as a part of the higher education journey.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas offers UNIV 1401 – Career Exploration. This course examines seven individual competencies: self-awareness, career exploration, experience, job search strategies, resume/cover letter writing, interview skills, and professional networking.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

APPL CC 1/31/17
APPL FS 2/14/17

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/17/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) PS	Course Number: (e.g., 1003) 4743	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) Organizational Change		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Organizational Change		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

Course Syllabus
PS 4743: Organizational Change
Term

CRN:

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Important Course Dates: Course Start Date –
 Course Ending Date –
 Last Day to Drop With:
 100% Tuition/Fees Refund –
 80% Tuition/Fees Refund–
 A “W” or Change to Audit –

Blackboard Technical Help: Campus Support Center
 Pendergraft Library; RPL 150
 Local: 479-968-0646
 Toll Free: 1-866-400-8022
 <http://www.atu.edu/etech/help-desk.shtml>
 tech.support@atu.edu

PS 4743: Organizational Change

Prerequisites: None

Course Description

This course is designed to provide students with both the conceptual framework and the practical skills needed to design, implement and evaluate effective organizational change. Uncertainty, complexity and rapidly changing organizational environments create the necessity for organizations to adapt in order to survive in the 21st century. Students will work individually or in groups to engage in various activities intended to illustrate or practice the skills involved in planning and implementing organizational change.

Offered: Fall/Spring/Summer

Text Required for Course

Cawsey, T. F., Deszca, G. & Ingols, C. *Organizational Change: An Action-Oriented Toolkit*. Thousand Oaks, CA: Sage Publications, 2015 (Third Edition).

ISBN: 9781483359304.

The required textbook can be ordered online through the ATU Bookstore website at: <http://www.atu.edu/bookstore> or through any on-line service such as Amazon.com.

Supplemental Readings and Websites

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, <http://www.bls.gov/oco/>

United States Department of Labor – OSHA, <https://www.osha.gov/law-regs.html>

Justification/Rationale for the Course

With a rapidly changing environment, aggressive competition, and ever-increasing customer demands, organizations must understand how to effectively adapt to challenges and find opportunities to successfully implement change. Bridging current theory with practical applications, this course combines conceptual models with concrete examples and useful exercises to dramatically improve the knowledge, skills, and abilities of students in creating effective change. Students will learn to identify needs, communicate a powerful vision, and engage others in the change process. The course will provide students with practical insights and tools to implement, measure, and monitor sustainable change initiatives to guide organizations to desired outcomes.

Course Objectives

Upon completion of this course, students will be able to:

- To refine skills in recognizing change opportunities in organizations.
- To develop an understanding of the processes through which planned change may be accomplished: the development of the need for change, the creation of vision, the analysis and influencing of stakeholders, and managing the transition.
- To develop change agent competencies by requiring participants develop and execute plans to achieve meaningful, useful organizational change.

How Course Meets General Education Objectives

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

Communicate effectively
Think critically
Develop ethical perspectives

Course Content Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4743 Organizational Change addresses the following:

Module 1: Introduction to Organizational Change
Module 2: Changing Organizations in a Complex World
Module 3: Frameworks for Leading Organizational Change
Module 4: Frameworks for Diagnosing Organizations
Module 5: Building and Energizing the Need for Change
Module 6: Navigating Change Part I
Module 7: Navigating Change Part II
Module 8: Politics and Culture
Module 9: Recipients of Change
Module 10: Internal Stakeholders
Module 11: Master Change Agent
Module 12: Action Planning
Module 13: Case Studies Set I
Module 14: Case Studies Set II
Module 15: Case Studies Set III and Final Examination

Grading Scale

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

Course Assessment (Tentative)

Chapter Assignments	241
Discussion Board Forums	95
Chapter Blog	20
Surveys & Quizzes	187
Mid Term Exam	100
Team Project & Wiki	100
Case Studies	300
Final Exam	<u>100</u>
Total	1118

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest

of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting on discussion boards. This endeavor is a senior-level course, and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account

for ALL communications. In most cases, I will respond to your emails within a 24 hour period.

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Policies

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>.

University Testing and Disability Services- <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or if you are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn with passing) or "WF" (withdrawn with failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

**PS 4743: Organizational Change
Course Schedule
15-wk Section
(TERM)**

Begins 7:00 a.m.	Bb Module	Graded Assignments	Due 11:59 p.m.
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Week One Learning Module	1. Introduction Activity Discussion Board [10 points] 2. Assignment: Case Analysis Methods [30 points] 3. Quiz: Course Expectations [22 points]	
	Week Two Learning Module Changing Organizations in a Complex World Cawsey, Chapter 1	1. Chapter 1 Discussion Board [20 points] 2. Chapter 1 Assignment [36 points]	
	Week Three Learning Module Frameworks for a Leading the Process of Organizational Change Cawsey, Chapter 2	1. Chapter 2 Discussion: Ethics & Management [20 points] 2. Chapter 2 Quiz: Frameworks [30 points]	
	Week Four Learning Module Frameworks for Diagnosing Organizations Cawsey, Chapter 3	1. Chapter 3 Assignment: Role of the Manager [25 points] 2. Chapter 3 Blog: Diagnosis Methodologies [20 points]	
	Week Five Learning Module Building and Energizing the Need for Change Cawsey, Chapter 4	1. Chapter 4 Discussion: Managing the Energy [20 points] 2. Chapter 4 Quiz: Basic Approaches to Change [25 points]	
	Week Six Learning Module Navigating Change Part I Cawsey, Chapter 5	1. Chapter 5 Assignment: Tariffs, Customers and Turnaround. [50 points]	

	Week Seven Learning Module Navigating Change Part 2 Cawsey, Chapter 5	<ol style="list-style-type: none"> 1. Chapter 5 Assignment: Role of Unions [20 points] 2. Chapter 5 Self-Assessment Survey [20 points] 	
	Week Eight Learning Module Politics and Culture Cawsey, Chapter 6	<ol style="list-style-type: none"> 1. Chapter 6 Assignment: Office Politics and Change [20 points] 2. Midterm Exam [100 points] 3. Midcourse Evaluation Survey [10 points] 	
		FALL BREAK	
	Week Nine Learning Module Recipients of Change Cawsey, Chapter 7	<ol style="list-style-type: none"> 1. Chapter 7 Assignment: Interpersonal Group Processes [20 points] 2. Chapter 7 Quiz: Managing Groups [25 points] 	
	Week Ten Learning Module Internal Stakeholders Cawsey, Chapter 7	<ol style="list-style-type: none"> 1. Chapter 7 Assignment: Group Dynamics [20 points] 2. Chapter 7 Discussion: Managing Internal Stakeholders [20 points] 	
	Week Eleven Learning Module Master Change Agent Cawsey, Chapter 8	<ol style="list-style-type: none"> 1. Chapter 8 Assignment: Restructuring the Organization [20 points] 2. Chapter 8 Quiz: Transformation Implications [30 points] 	
	Week Twelve Learning Module Action Planning Cawsey, Chapters 9 - 10	<ol style="list-style-type: none"> 1. Begin Group Case Study Project (Group Work) [100 points awarded at the end of project] 	
	Week Thirteen Learning Module Case Studies	<ol style="list-style-type: none"> 1. Continue Group Case Study Project (Group Work) 2. Case Study 1: Building Community (50 points) 3. Case Study 2: Food Banks Canada (50 points) 	
		THANKSGIVING HOLIDAY	
	Week Fourteen Learning Module	<ol style="list-style-type: none"> 1. Submit Group Case Study Project (Group Work) 2. Case Study 3: Pressures to Compromise (50 points) 3. Case Study 4: Leading Change (50 points) 	
	Week Fifteen Learning Module	<ol style="list-style-type: none"> 1. Final Exam [100 points] 2. Final Course Evaluation Discussion Forum [5 points] 3. Case Study 5: Highland State University (50 points) 4. Case Study 6: Tufts Medical Center (50 points) 	

Arkansas Tech University

Course Addition

Assessment Form

PS 4723 Organizational Change

Our Mission

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

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

- a. How does this course fit with the university mission? PS 4743 Organizational Change provides students with both the conceptual framework and the practical skills needed to design, implement and evaluate effective organizational change. Uncertainty, complexity and rapidly changing organizational environments create the necessity for organizations to adapt in order to survive in the 21st century. Students will work individually or in groups to engage in various activities intended to illustrate or practice the skills involved in planning and implementing organizational change. PS 4723 Organizational Change supports the mission of Arkansas Tech University by providing opportunities for progressive intellectual development and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Acquire and apply skills in recognizing change opportunities in organizations 2) Employ an understanding of the processes through which planned change may be accomplished: the development of the need for change, the creation of vision, the analysis and influencing of stakeholders, and managing the transition 3) Develop and deploy change agent competencies by requiring participants develop and execute plans to achieve meaningful, useful organizational change
- d. What assessment tool or measure will you use to assess student learning? Exams, Discussion Forums, Personal Journals, Analysis Papers, Topic-Driven Assignments, Virtual Group Project
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? With a rapidly changing environment, aggressive competition, and ever-increasing customer demands, organizations must understand how to effectively adapt to challenges and find opportunities to successfully implement change. Bridging current theory with practical applications, this course combines conceptual models with concrete examples and

useful exercises to dramatically improve the knowledge, skills, and abilities of students in creating effective change. Students will learn to identify needs, communicate a powerful vision, and engage others in the change process. The course will provide students with practical insights and tools to implement, measure, and monitor sustainable change initiatives to guide organizations to desired outcomes.

f.


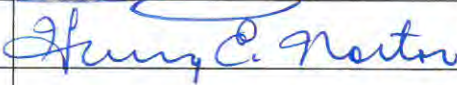
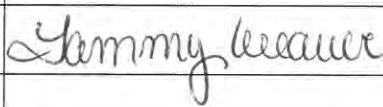
g. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree. The proposed PS 4743 Organizational Change was delivered in Fall 2016 as PS 4993 Special Topics: Organizational Change with a final enrollment of 25 students. PS 4993 Special Topics: Organizational Change is offered in the Spring 2017 term, with a current enrollment of 24 students. The preceding enrollment numbers indicate demand for this topic among Bachelor of Professional Studies students. It is anticipated the offering of PS 4743 as an elective course in the Bachelor of Applied Science will increase current enrollment numbers.

h. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas offers MGMT 4263 Organizational Change and Development.

appr 1/31/17
 appr 2/14/17

**Arkansas Tech University
 PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	1/6/2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/2017
Dean Dr. Hanna Norton		1/6/2017
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title: Bachelor of Applied Science	CIP Code: 30.9999
Contact Person: Dr. Jeff Aulgur, Dept. Head, Professional Studies Institution Name: Arkansas Tech University Address: 715 North El Paso Ave. E-mail Address: jaulgur@atu.edu Phone Number: 479 964-3637	Proposed Date: Fall 2017

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40

hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program. This degree supports the institution's Strategic Plan Goal 2.6.

The program will require the addition of one full-time faculty member. No additional library, facilities or library equipment is necessary.

The Program Objectives are:

Student Learning Outcomes

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination; students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (LO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

The Program Curriculum is as follows:
General Education (35 hours)

1. Assumes 9 hours of General Education in the A.A.S. degree.
 - 6 hours of English Composition
 - PSY 2003 (Social Science)
2. The student needs an additional 26 hours of General Education.
3. Requires PSY 2003 as a pre-requisite to PSY 3093 Industrial Psychology.

Technical / Applied Career Field (45 hours)

1. 45 of 48 technical field or applied program hours accepted.
2. Include seamless transfer of ATU-Ozark PLA credit.

BACHELOR OF APPLIED SCIENCE PROFESSIONAL Major Courses (40 hours)

Professional Communication	PS 3023
Management	BUAD 3123
Group Communication	COMM 3073
Industrial Psychology	PSY 3093
Applied Principles of Personnel Management	PS 3133
Professional Leadership	PS 4443
Workplace Supervision	PS 4543
Occupational Globalization and Diversity or Organizational Change	PS 4643 PS 4743
Quality Control and Continuous Improvement*	BAS 4253
Project Management* <i>WORKFLOW MANAGEMENT: Industrial Environments</i>	BAS 4353
Problem Solving and Root Cause Analysis*	BAS 4453
Workplace Health and Safety*	BAS 4553
Production Planning and Scheduling* <i>MANUFACTURING SYSTEMS</i>	BAS 4653
Career Planning and Personnel Development*	BAS 4751

*Indicates proposed courses requiring development and curricular approval.

TOTAL HOURS: 120

MAJOR HOURS: 40

UPPER DIVISION HOURS: 40

List existing degree programs that support the proposed program:

Professional Studies (PS courses)

College of Business (BUAD 3123)

Communication & Journalism (COMM 3073)

Behavioral Science (PSY 3093)

In a fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. Representative positions included front line supervisors, plant manager, human resources, sales manager, production manager, farm manager, project manager, maintenance manager, fleet supervisor, team leaders, platform leaders and buyers. Of the responding employers 32 employers, 25 (89%) offer tuition assistance to employees. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.

In a white paper entitled "The Human Factor: The hard time employers have finding soft skills," Burning Glass (2015) identified communication, writing, and organizational skills as commonly requested across all jobs families and skill levels. These are the top three requested baseline skills overall and are in the top five for every occupation family. Burning Glass further identified supervisory skills across the job market, but specifically in finance, hospitality, sales, manufacturing, and production. In a survey of over 600 employment recruiters, Bloomberg (2015) identified the following skills as less common in academic programs by highly desired by employers: strategic thinking, creative problem-solving, leadership skills, and communication skills. The Center for Creative Leadership (CCL), in a study of 400,000 people across 7,500 companies, found that nearly 70 percent of employers reported that "relational skills are critical for leadership success." According to CCL, "the inability to develop and maintain relationships is listed as their biggest weakness and the biggest hindrance to a company." The Bachelor of Applied Science degree is designed with current employer needs in demand and to develop individuals to serve in a capacity greater than the sum of their parts in his or her respective organization.

As discussed above, The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40 hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program.

Curriculum Outline by Semester

Fall Freshman Year (15 hours)

ENGL 1013 Composition I
 PSY 2003 General Psychology
 Career Block Electives (9)

Spring Freshman Year (15 hours)

ENGL 1023 Composition II
 Career Block Electives (12)

Fall Sophomore Year (15 hours)

General Education Math Requirement
 Career Block Electives (12)

Spring Sophomore Year (15 hours)

Speech Communication (3)
 Career Block Electives (12)

Fall Junior Year (16 hours)

PS 3023 Professional Communication
 COMM 3073 Group Communication
 Lab Science Requirement (4)
 Fine Arts & Humanities Requirement (3)

Spring Junior Year (16 hours)

BUAD 3123 Management
 PSY 3093 Industrial Psychology
 Lab Science Requirement (4)
 Fine Arts & Humanities Requirement (3)

Social Science Requirement (3) Fall Senior Year (15 hours) PS 3133 Applied Principles/Personnel Management PS 4443 Professional Leadership PS 4543 Workplace Supervision PS 4643 Occupational Globalization and Diversity OR PS 4743 Organizational Change <i>BAS 4253 Quality Control & Continuous Improvement</i> Total Hours: 120 Total Upper Division Hours: 40 General Education Hours: 35 Career Block Electives 45	US History or Government (3) Spring Senior Year (13 hours) BAS 4343 Project Management BAS 4453 Problem Solving and Root Cause Analysis BAS 4553 Workplace Health and Safety BAS 4653 Production Planning and Scheduling BAS 4751 Career Planning and Personal Development								
Total number of Semester Hours Required for Graduation: 120	Courses currently offered via distance technology: 100% of upper division requirements and 100% of General Education requirements.								
List New Courses (Please attach New Course Proposals): PS 4743 Organizational Change BAS 4253 Quality Control and Continuous Improvement BAS 4353 Applied Project Management <i>Workflow Monitoring and Industrial Environments</i> BAS 4453 Problem Solving and Root Cause Analysis BAS 4553 Workplace Health and Safety BAS 4653 Production Planning and Scheduling <i>Manufacturing Systems</i> BAS 4751 Career Planning and Personal Development									
Identify General Education Courses, Core Courses, and Major Courses: General Education Courses (35 hours) ENGL 1013 English Composition I ENGL 1023 English Composition II Lab Science (8 hours) Fine Arts and Humanities (6 hours) Speech Communication PSY 2003 General Psychology (Required) Social Science (3 hours) US History or Government (3 hours) MATH 1103 College Algebra OR MATH 1003 College Mathematics.									
Major Courses <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Professional Communication</td> <td style="padding: 2px;">PS 3023</td> </tr> <tr> <td style="padding: 2px;">Management</td> <td style="padding: 2px;">BUAD 3123</td> </tr> <tr> <td style="padding: 2px;">Group Communication</td> <td style="padding: 2px;">COMM 3073</td> </tr> <tr> <td style="padding: 2px;">Industrial Psychology</td> <td style="padding: 2px;">PSY 3093</td> </tr> </table>		Professional Communication	PS 3023	Management	BUAD 3123	Group Communication	COMM 3073	Industrial Psychology	PSY 3093
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Career Planning and Personnel Development*	BAS 4751

Program Admission Requirements:

Entering Freshman/New Student

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

1. Composite ACT score of 19, composite SAT score of 1330, or composite Accuplacer score of 67 or above. Note: The ACT Writing exam is not required for admission purposes.
2. Completion of graduation requirements from an accredited public or private secondary school, a non-accredited private secondary school, or a home school program documenting a minimum 2.0/4.0 cumulative grade point average, and completion of the university's secondary school core curriculum, OR minimum GED score of 600.

Freshmen who do not meet the above unconditional admission requirements but have a minimum composite ACT score of 15 or minimum composite SAT score of 1060, or minimum composite Accuplacer score of 57, and have completed college core with a 2.0/4.0 grade point average or minimum GED score of 600, will be admitted as conditional.

Transfer Students

Transfer students making application for admission to Arkansas Tech University must submit official transcripts from all colleges/universities where they have been officially registered. Students seeking

transfer of credit from other institutions may be asked to provide a catalog or course description from the transfer institution.

Students with fewer than 24 semester hours of earned college-level credit must also submit an official final high school transcript and must request current transferable ACT or SAT scores be sent to the university. Exam scores will not be required if the English and mathematics general education requirements have been satisfied with grades of "C" or better. In the event that receipt of a student's transcript is unavoidably delayed, as may frequently occur at midyear, a transfer student may be admitted provisionally pending receipt of the official transcript. However, the university reserves the right to require immediate withdrawal if the previous record does not meet admission requirements.

Applicants for transfer must have earned a GPA of 2.00 (on a 4.00 scale) on all courses attempted and be eligible to re-enroll at the last college or university attended.

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

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

Dr. Jeff Aulgur, Department Head and Assistant Professor of Professional Studies

- Ed.D. Workforce Development Education, University of Arkansas
- M.S. Emergency Management and Homeland Security, Arkansas Tech University

Dr. Jeremy Schwehm, Assistant Professor of Professional Studies

- Ph.D. in Adult Education, University of Georgia
- M.A. in Adult Education, Northwestern State University

Dr. Tennille Lasker-Scott, Assistant Professor of Professional Studies

- Ph.D. in Adult Education, University of Georgia
- M.Ed. in Adult Education, University of Arkansas at Little Rock

Ms. Annette Stuckey, Visiting Assistant Professor of Professional Studies

- M.S. in Instructional Technology, Arkansas Tech University
- B.S. in Secondary Business Education, University of Arkansas-Pine Bluff

Ms. Jennifer Saxton, Instructor of Professional Studies

- M.S. in College Student Personnel, Arkansas Tech University
- B.A. in Sociology, Arkansas Tech University

Total number of faculty required (existing and new)

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

Existing Faculty

The faculty of the Department of Professional Studies will continue to deliver the Professional Studies courses included in the Bachelor of Applied Science program of study.

New Faculty (January 2018 Hire Date)

Assistant Professor of ~~Operations and Logistics~~ **Professional Studies and Applied Science**

Position Summary

This is a full-time 9-month tenure-track position. The individual is expected to demonstrate effective communication and interpersonal skills with student, peers, and administrators and be willing to serve on departmental, college, and university committees. Provide mentoring and supervision to undergraduate students. Work with faculty and advisors in developing courses and curriculum, delivering 100% online instruction, academic advising, student recruiting, fomenting career-readiness preparation, and monitoring outcome assessments.

Essential Duties and Responsibilities

Develop and innovative teaching and research program in ~~Operations and Logistics~~ **manufacturing and industrial processes**. The primary duty will be to teach and assess undergraduate courses in quality control and continuous improvement, ~~project management~~, problem solving and root cause analysis, workplace health and safety, ~~production planning and master scheduling~~, and career planning.

workflow monitoring

Required Qualifications

- Ph.D., ~~DBA~~ or Ed.D. in ~~logistics, supply chain, operations management, procurement~~ **workforce Development, Industrial Technology** or a closely related field. Excellent communication skills, both written and oral, are necessary. ABD candidates must demonstrate the capability of completing the terminal degree within one year of employment.

Preferred Qualifications

- At least three years of non-academic experience in one or more of the following fields: ~~logistics, supply chain, operations management, procurement~~, or a closely related field. **manufacturing, workflow systems**
- Excellence in online college-level teaching methods
- Ability to inspire and motivate students from diverse and non-traditional backgrounds
- Commitment to excellence in teaching, research and service
- Commitment to the publication of research in the academic press
- Demonstrate the potential to obtain extramural funding to support research and outreach programs.
- Experience mentoring students in a virtual setting
- Demonstrated ability to design college-level coursework

For proposed graduate programs attach curricula vitae for the faculty teaching the program.
Not applicable

Description of Resources
<p>Current Library and instructional facilities Additional library and instructional facilities are not required for the Bachelor of Applied Science degree.</p>
<p>New Resources Required (include costs and acquisition plan): All new costs are identified immediately below.</p>
<p>New Program Costs (Expenditures for first three years of program operation) Include:</p> <p><i>New administrative costs:</i> None</p> <p><i>New faculty:</i> Tenure-Track Assistant Professor: \$73,279 (\$56,332 salary plus \$16,947 benefits)</p> <p><i>New library resources and costs:</i> None</p> <p><i>New/renovated facilities and costs:</i> None</p> <p><i>New instructional equipment and costs:</i> Office and technology startup costs: \$4,000</p> <p><i>Distance delivery costs:</i> None</p> <p>Other new costs: Increase in Professional Studies Supplies and Services by 10%: \$1,510 Increase in Professional Studies Faculty Development by 20%: \$1,000</p> <p>Total New Cost: \$80,239</p>
<p>Detail Marketing Plan, Strategies, and Costs:</p> <p>The conservative estimate first-year enrollment is 30 students (21% of those expressing interest) averaging 12 hours per academic year, generating revenue of \$99,630 (current tuition and fees). As with Professional Studies students, this population has a minimal, if any, tuition discount rate. Start-up marketing will target employers with identified tuition reimbursement and a relationship with the Ozark campus, combined with strategic 2+2 alliances with institutions in the state of Arkansas.</p>

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete PS 4353 Applied Project Management. The Department of Professional Studies and the College of Business discussed the differences in learning outcomes and pedagogical approach between the proposes PS 4353 Applied Project Management and the existing MGMT 4203 Project Management.</p> <p><i>ps 4353 Workflow Maintenance and Industrial Environments</i></p>	

Department Head Signature: _____



Date: 1/5/17

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete BUAD 3123 Management.	

Department Head Signature: _____



Date: 1/5/17

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Behavioral Sciences	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete PSY 3093 Industrial Psychology.	

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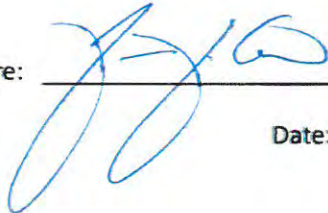
Department Head Signature:  _____
Date: 1/4/17

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Communication & Journalism	This department x supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete COMM 3073 Group Communication.	

Department Head Signature: _____



Date: 1.4.17

Arkansas Tech University
Proposal for New Program Assessment Form
Bachelor of Applied Science
Department of Professional Studies

Our Mission

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

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

- a. **How does this proposal for the new program fit with the university mission?** The Bachelor of Applied Science degree supports the institution’s Strategic Plan Goal 2.6 “To provide viable stackable degree opportunities within and between campuses which do not diminish the distinct educational objectives of each campus, existing curricula will be restructured and new program will be developed.” The Bachelor of Applied Science degree supports the university mission by providing opportunities for progressive intellectual development, expanding technological traditions, and empowering members of the community to achieve their goals.
- b. **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** Not applicable

C. How will this new program enhance learning for students enrolled in the program?

The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual’s academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40 hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program.

Student Learning Outcomes

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination; students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (LO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

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

A Bachelor of Applied Science is a four-year degree often sought by individuals interested in working in a number of technical fields or enhancing career advancement opportunities with a current employer. The BAS degree provides graduates who desire to increase their knowledge, analytical abilities and critical thinking skills for upward mobility in their field. Graduates earn the requisite expertise and knowledge to assume management and leadership roles in industry, augment current employment, or pursue graduate study.

BAS degree holders can expect to find positions such as systems administrator, management trainee, technical assistant, human resources assistant, and financial services representative.

Individuals who previously earned an Associate of Applied Science degree and who possess significant professional experience in his or her chosen technical field may have advanced career opportunities with a Bachelor of Applied Science degree. Potential opportunities include, but are not limited to:

Industrial production managers oversee the daily operations of manufacturing and related plants. They coordinate, plan, and direct the activities used to create a broad range of goods, such as cars, computer equipment, or paper products. 2015 Median Salary \$93,940 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

Construction managers plan, coordinate, budget, and supervise construction projects from start to finish. 2015 Median Salary \$87,400 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

Purchasing managers plan, direct, and coordinate the buying of materials, products, or services for wholesalers, retailers, or organizations. They oversee the work of procurement-related occupations including buyers and purchasing agents. 2015 Median Salary \$108,120 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

Administrative services managers plan, direct, and coordinate supportive services of an organization. Their specific responsibilities vary, but administrative service managers typically maintain facilities and supervise activities that include recordkeeping, mail distribution, and office upkeep. 2015 Median Salary \$86,100 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

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

In a fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. Representative positions included front line supervisors, plant manager, human resources, sales manager, production manager, farm manager, project manager, maintenance manager, fleet supervisor, team leaders, platform leaders and buyers. Of the responding employers 32 employers, 25 (89%) offer tuition assistance to employees. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree. Please see attached employer survey results.

In a white paper entitled "The Human Factor: The hard time employers have finding soft skills," Burning Glass (2015) identified communication, writing, and organizational skills as commonly requested across all jobs families and skill levels. These are the top three requested baseline skills overall and are in the top five for every occupation family. Burning Glass further identified supervisory skills across the job market, but specifically in finance, hospitality, sales, manufacturing, and production. In a survey of over 600 employment recruiters, Bloomberg (2015) identified the following skills as less common in academic programs by highly desired by employers: strategic thinking, creative problem-solving, leadership skills, and communication skills. The Center for Creative Leadership (CCL), in a study of 400,000 people across 7,500 companies, found that nearly 70 percent of employers reported that "relational skills are critical for leadership success." According to CCL, "the inability to develop and maintain relationships is listed as their biggest weakness and the biggest hindrance to a company." The Bachelor of Applied Science

degree is designed with current employer needs in demand and to develop individuals to serve in a capacity greater than the sum of their parts in his or her respective organization.

As discussed above, The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40 hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program.

F. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. The online Bachelor of Applied Science degree offered by Arkansas State University utilizes Associate of Applied Science major courses as the basis of a four-year degree focusing on leadership, organizational and critical thinking skills. The Arkansas State University program requires 24 hours in a defined program core with emphasis options in entrepreneurship, management, renewable energy technology, and technology. The University of Arkansas at Fort Smith offers a Bachelor of Applied Science degree via traditional delivery. This degree program has a defined program of study without emphasis options. The Bachelor of Applied Science degree offered by the University of Arkansas at Monticello "is structured for student who have completed or will have completed a technical career focus or who have obtained an associate of science, associate of applied science, or associate of applied technology degree." The degree program includes a defined core of 15 hours combined with an additional combined 27 hours from at least two program groups: communications, computer information systems, criminal justice, education, finance and general business, management, political science, psychology, and sociology. The Bachelor of Applied Science degree offered by the University of Arkansas at Little Rock requires 18 hours in organizational leadership and an additional 18 hours in professional electives.

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

Bachelor of Applied Science

College of eTech

Program Objectives, Learning Outcomes, and Assessment

Following are the program objectives, student learning outcomes, and assessment information for the Bachelor of Applied Science. Student learning outcomes were developed to align closely with the Association of American Colleges and Universities' VALUE rubrics, as well as the Competency Model Clearinghouse

Program Objectives

Graduates of the Bachelor of Applied Science program will demonstrate proficiency in the following areas:

- **Communication:** demonstrate competency in written and oral communication skills
- **Research and Problem Solving:** apply empirical research to solve complex organizational problems
- **Project Management:** implement relevant strategies needed to develop a business proposal or applied project
- **Leadership/Critical Thinking:** assume a leadership role in identifying and addressing issues in a professional environment
- **Collaboration/Teamwork:** demonstrate the ability to effectively function in multiple roles as part of a team
- **Political, Social, and Global Awareness:** demonstrate an understanding of the importance of cultural diversity in the local and global community

Student Learning Outcomes

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination;

students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (LO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management

strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

Assessment (Office of Assessment & Institutional Effectiveness)

Assessment Process

1. BAS program faculty review current course/outcome alignments and determine plan for measures and criterion for success for each outcome statement.
 - a. Resource: Alignment review of courses to learning outcomes
 - b. Resource: Common rubrics selected to measure learning for each outcome. (Investigate adopting/adapting VALUE rubrics from AAC&U.)
2. BAS program faculty teaching PS/BAS/BUAD/COMM/PSY courses review rubrics, achievement benchmarks, and select representative assignments for each outcome.
 - a. Resource: BAS program faculty finalize agreement on use of rubric and achievement levels to guide assignment design.
 - b. Resource: Representative assignments from each course selected and agreed upon per learning outcome.
3. BAS program faculty apply rubrics to designated assignments and collect course level data on student outcome.
 - a. Resource: Overall data on BAS learning outcomes per course.
 - b. Resource: Random sample of student assignments aligned to outcome for BAS program faculty review.
4. BAS program faculty uses chosen rubrics to measure student achievement on selected outcomes.
5. Results of assessment will be disseminated to institution.
 - a. Resource: BAS program faculty meet for in-depth review and recommendations.
6. Recommendations reviewed and improvements made to curriculum and/or assessments.

Bachelor of Applied Science Core (40 hours)	
PS 3023	Professional Communication
BUAD 3123	Management
COMM 3073	Group Communication
PSY 3093	Industrial Psychology
PS 3133	Applied Principles of Personnel Management
PS 4443	Professional Leadership
PS 4543	Workplace Supervision
PS 4643 or PS 4743	Occupational Globalization & Diversity or Organizational Change
BAS 4253	Quality Control and Continuous Improvement
BAS 4353	Project Management <i>Workflow Monitoring and Industrial Environments</i>
BAS 4453	Problem Solving and Root Cause Analysis
BAS 4553	Workplace Health and Safety
BAS 4653	Production Planning and Scheduling <i>MANUFACTURING SYSTEMS</i>
BAS 4751	Career Planning and Personnel Development

Learning Outcomes Map

Learning Outcomes Map							
BAS Learning Outcome	PS 3023	BUAD 3123	COMM 3073	PSY 3093	PS 3133	PS 4443	PS 4543
LO1	X		X		X		X
LO2				X		X	
LO3				X			
LO4		X			X		X
LO5		X			X	X	X
LO6			X		X	X	X
LO7	X	X	X	X			X
LO8		X	X	X	X	X	X

BAS Learning Outcome	PS 4643/4743	BAS 4253	BAS 4353	BAS 4453	BAS 4553	BAS 4653	BAS 4751
LO1							X
LO2	X	X		X	X	X	X
LO3		X	X	X	X	X	
LO4	X			X			
LO5	X						
LO6		X	X	X		X	X
LO7		X	X	X	X	X	X
LO8	X					X	

Bachelor of Applied Science - Dashboard

VIEWED 83	STARTED 52	COMPLETED 31	COMPLETION RATE 59.62%	DROP OUTS 21	TIME TO COMPLETE 3 mins
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Countries	Responses
US	98.08%
Unknown	1.92%
Total	100.00%

Company Name

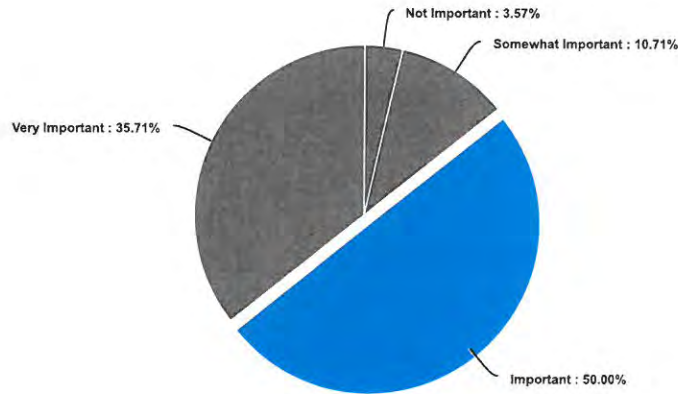
Company Name
09/20/2016 58957317 Wade Black & Associates, Inc. / Baldor/ABB
09/16/2016 58689173 Baldor Electric Company
09/15/2016 58595214 Deltic Timber Corporation
09/15/2016 58594895 Baldor Electric Company
09/15/2016 58577090
09/13/2016 58485101 A.C.C. Inc.
09/13/2016 58475843 SGL Carbon
09/13/2016 58469087 Wiederkehr Wine Cellars, Inc.
09/13/2016 58468631 Entergy
09/13/2016 58464251
09/13/2016 58463751 Gerber Products Co.
09/13/2016 58463439 SGL Group, LLC
09/13/2016 58463058 Evergreen Packaging
09/12/2016 58444933 Tyson Foods
09/12/2016 58444538 Kimberly-Clark Corporation
09/12/2016 58442448 Arkansas Career Training Institute
09/12/2016 58441996 Virco Manufacturing Corporation
09/12/2016 58441811 Tyson Foods
09/12/2016 58441795 Rockline Industries
09/12/2016 58441695
09/12/2016 58441541 Baldor Electric Co.
09/12/2016 58441248 Rockline Industries
09/12/2016 58440998 MPG Gear Tech
09/12/2016 58440922 Brown Engineers
09/12/2016 58440886 Arkansas Oklahoma Gas
09/12/2016 58440798 Rockline Ind
09/12/2016 58440556 Taber Extrusions
09/12/2016 58440437 MAHLE Engine Components
09/12/2016 58440407 Baldor

09/12/2016	58440359	Vire Control Systems, LLC
09/12/2016	58439501	
09/06/2016	58172741	Aulgur
09/06/2016	58172612	
09/02/2016	58033620	
09/02/2016	58032418	
09/02/2016	58032257	
09/02/2016	58032200	
09/02/2016	58032173	

For the following skills, let us know the importance of each skill in terms of what allows an employee to succeed or advance at your facility:

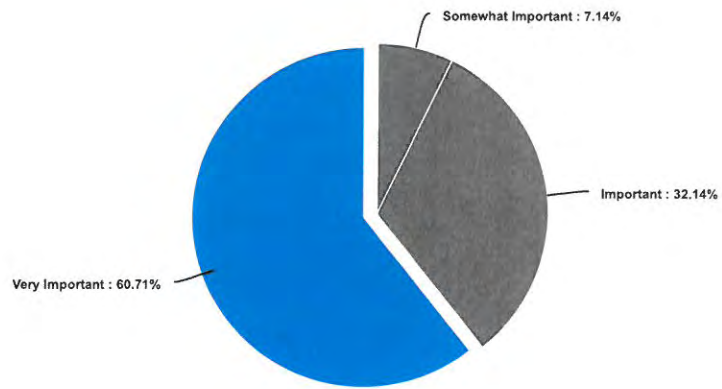
Question	Count	Score	Not Important	Somewhat Important	Important	Very Important
Management, Supervision, & Human Resources	28	3.18				
Communication & Writing for the Workplace	28	3.54				
Professional Leadership	28	3.25				
Project Design	28	2.61				
Industrial Psychology	28	2.36				
Organizational Ethics & Behavior	28	3.29				
Economic Analysis in the Workplace	28	2.64				
Project Management	28	3				
Problem Solving and Root Cause Analysis	28	3.57				
Workplace and Environmental Safety	28	3.39				
Production Planning & Scheduling	28	2.79				
Career Planning and Personnel Development	28	2.57				
Quality Control & Continuous Improvement	28	3.18				
Marketing	28	1.79				
Employment Law	28	2.18				
Average		2.89				

Management, Supervision, & Human Resources



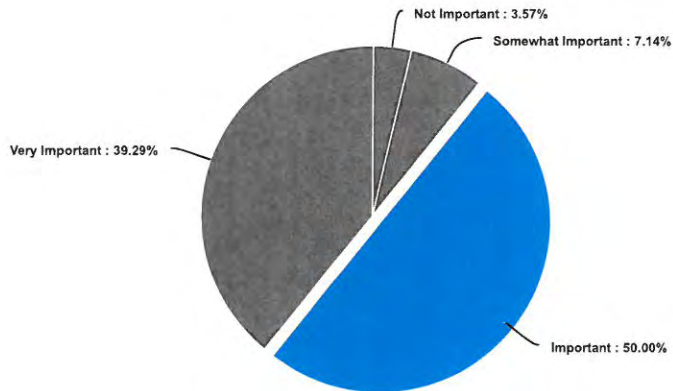
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Not Important	1	3.57%					
Somewhat Important	3	10.71%					
Important	14	50%					
Very Important	10	35.71%					
Total	28	100 %					

Communication & Writing for the Workplace



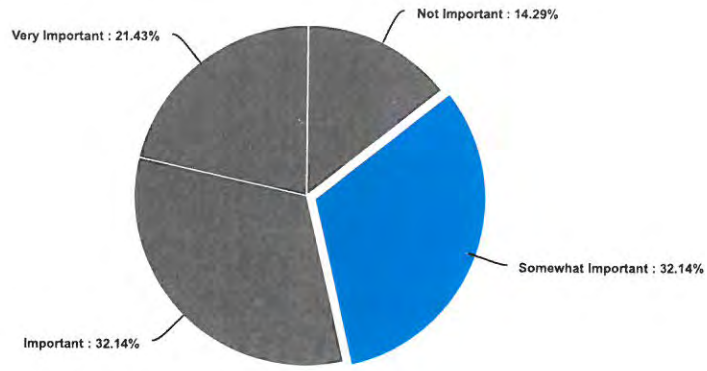
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Not Important	0	0%					
Somewhat Important	2	7.14%					
Important	9	32.14%					
Very Important	17	60.71%					
Total	28	100 %					

Professional Leadership



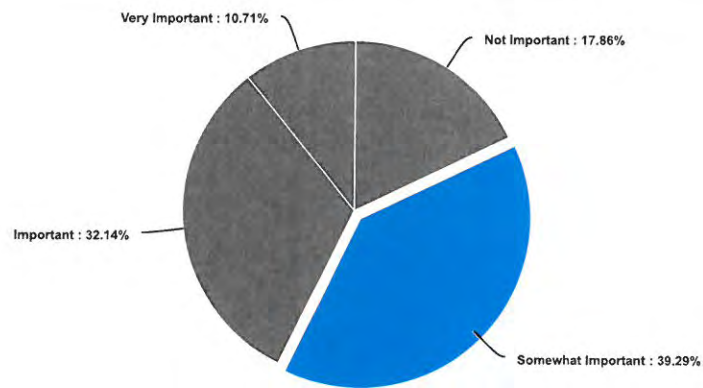
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Not Important	1	3.57%					
Somewhat Important	2	7.14%					
Important	14	50%					
Very Important	11	39.29%					
Total	28	100 %					

Project Design



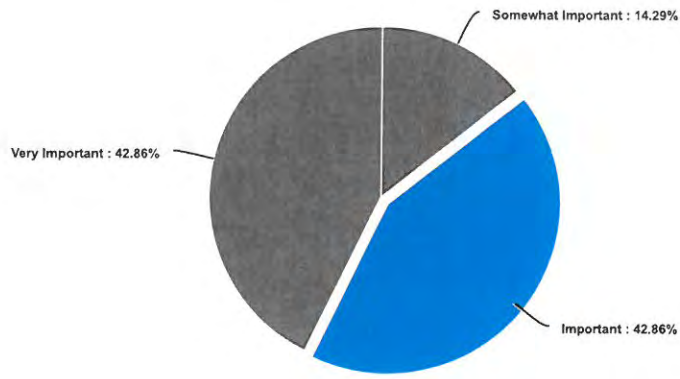
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Not Important	4	14.29%					
Somewhat Important	9	32.14%					
Important	9	32.14%					
Very Important	6	21.43%					
Total	28	100 %					

Industrial Psychology



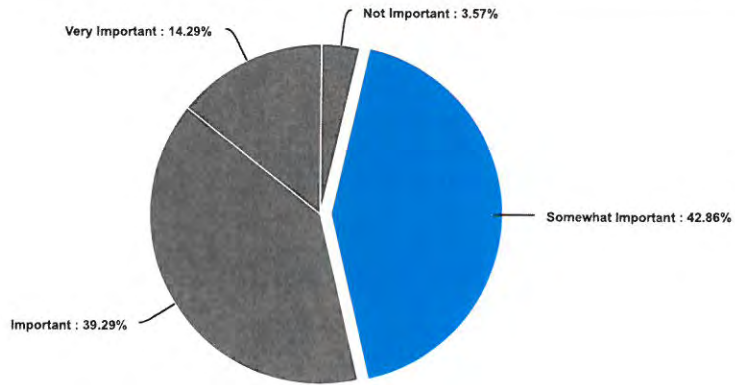
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	5	17.86%					
Somewhat Important	11	39.29%					
Important	9	32.14%					
Very Important	3	10.71%					
Total	28	100 %					

Organizational Ethics & Behavior



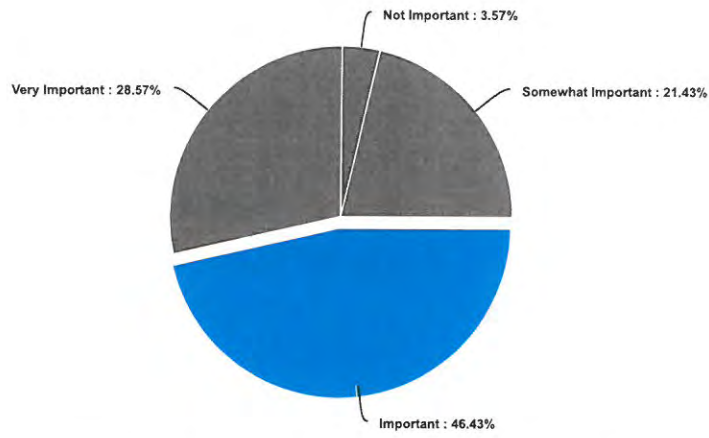
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	0	0%					
Somewhat Important	4	14.29%					
Important	12	42.86%					
Very Important	12	42.86%					
Total	28	100 %					

Economic Analysis in the Workplace



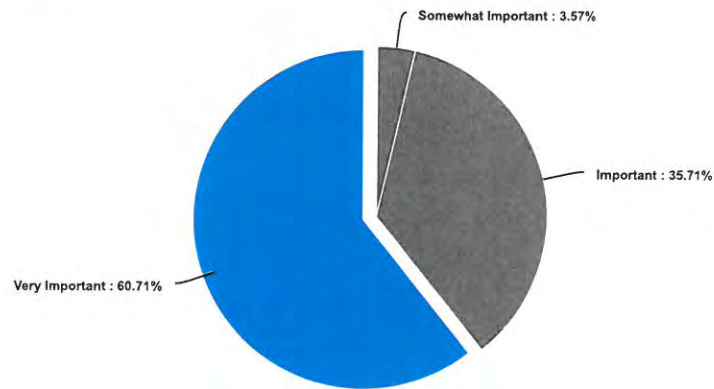
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	1	3.57%					
Somewhat Important	12	42.86%					
Important	11	39.29%					
Very Important	4	14.29%					
Total	28	100 %					

Project Management



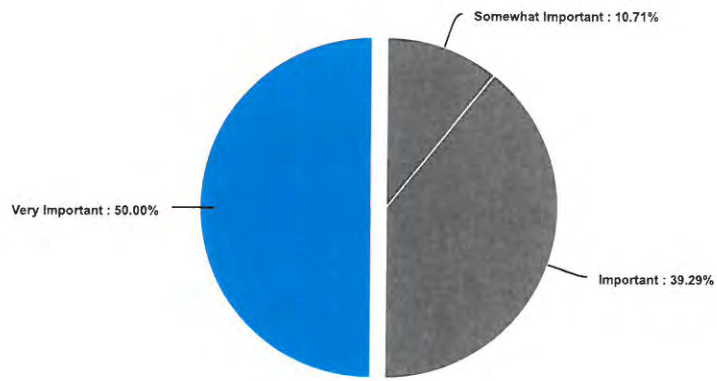
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	1	3.57%					
Somewhat Important	6	21.43%					
Important	13	46.43%					
Very Important	8	28.57%					
Total	28	100 %					

Problem Solving and Root Cause Analysis



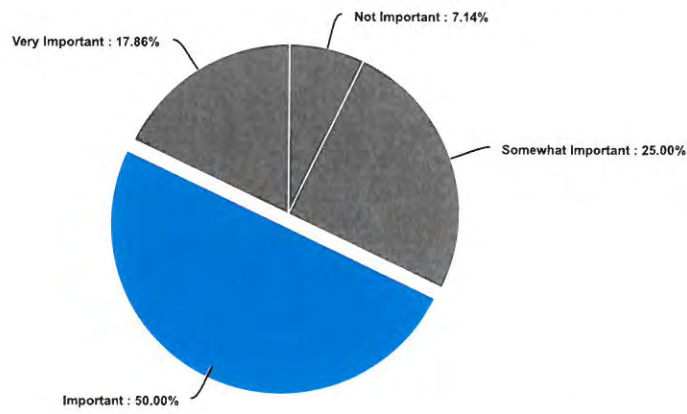
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	0	0%					
Somewhat Important	1	3.57%					
Important	10	35.71%					
Very Important	17	60.71%					
Total	28	100 %					

Workplace and Environmental Safety



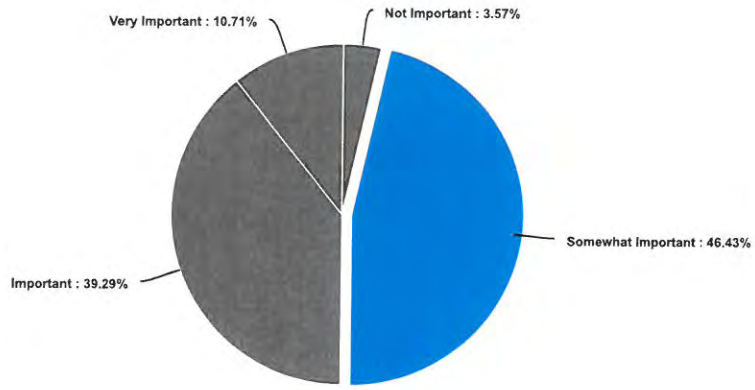
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	0	0%					
Somewhat Important	3	10.71%					
Important	11	39.29%					
Very Important	14	50%					
Total	28	100 %					

Production Planning & Scheduling



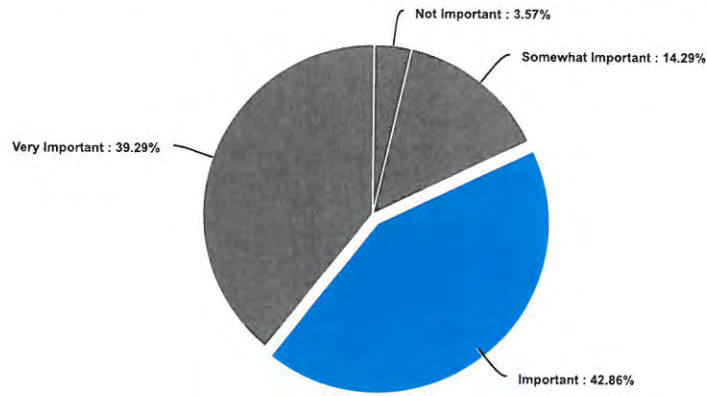
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	2	7.14%					
Somewhat Important	7	25%					
Important	14	50%					
Very Important	5	17.86%					
Total	28	100 %					

Career Planning and Personnel Development



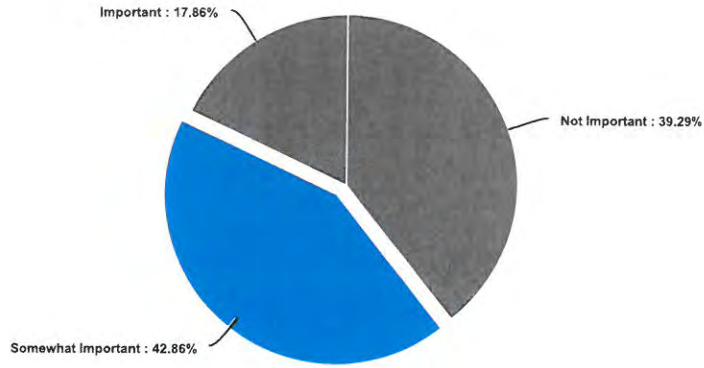
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	1	3.57%					
Somewhat Important	13	46.43%					
Important	11	39.29%					
Very Important	3	10.71%					
Total	28	100 %					

Quality Control & Continuous Improvement



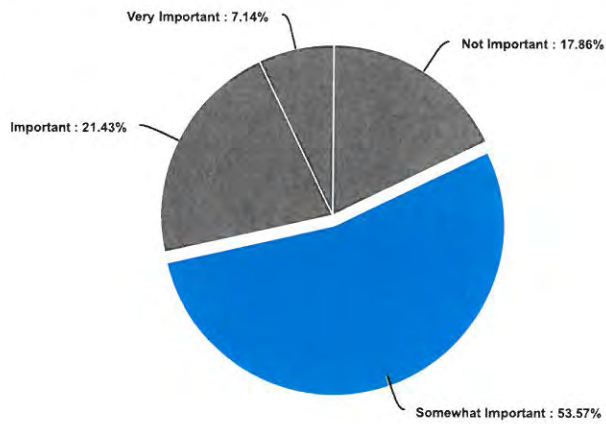
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	1	3.57%					
Somewhat Important	4	14.29%					
Important	12	42.86%					
Very Important	11	39.29%					
Total	28	100 %					

Marketing



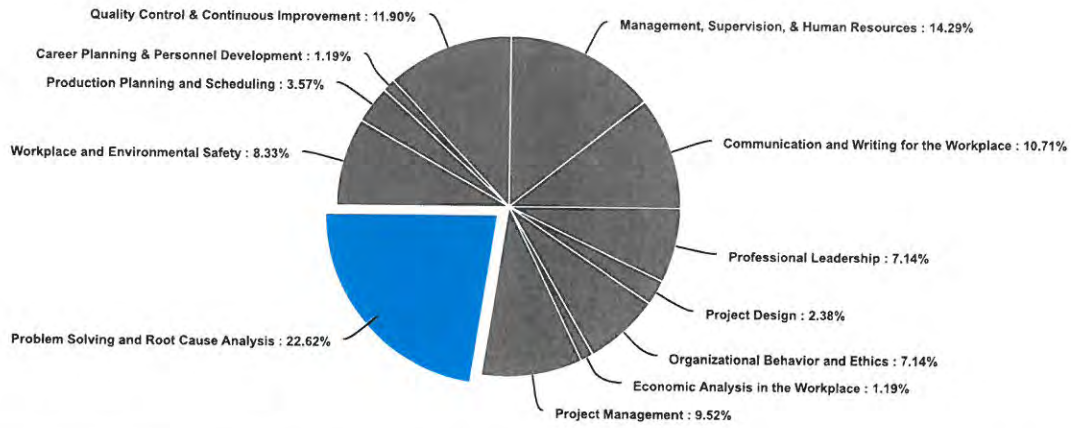
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	11	39.29%					
Somewhat Important	12	42.86%					
Important	5	17.86%					
Very Important	0	0%					
Total	28	100 %					

Employment Law



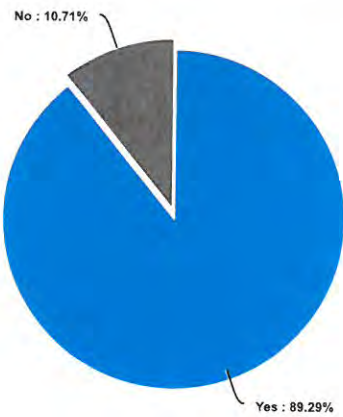
Answer	Count	Percent	20%	40%	60%	80%	100%
Not Important	5	17.86%					
Somewhat Important	15	53.57%					
Important	6	21.43%					
Very Important	2	7.14%					
Total	28	100 %					

From the following list, please select the 3 most important skills in which an employee should gain in order to succeed or advance at your facility (please select only 3):



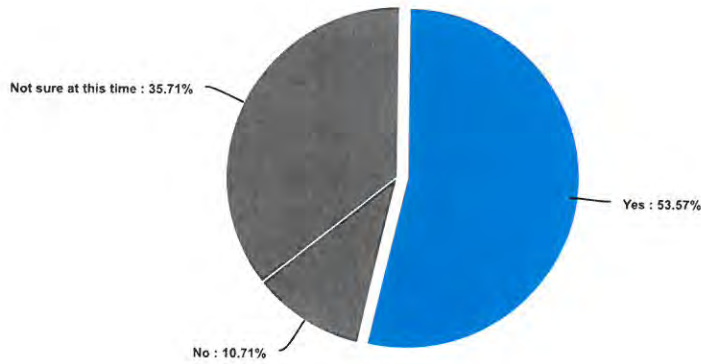
Answer	Count	Percent	20%	40%	60%	80%	100%
Management, Supervision, & Human Resources	12	14.29%					
Communication and Writing for the Workplace	9	10.71%					
Professional Leadership	6	7.14%					
Project Design	2	2.38%					
Industrial Psychology	0	0%					
Organizational Behavior and Ethics	6	7.14%					
Economic Analysis in the Workplace	1	1.19%					
Project Management	8	9.52%					
Problem Solving and Root Cause Analysis	19	22.62%					
Workplace and Environmental Safety	7	8.33%					
Production Planning and Scheduling	3	3.57%					
Career Planning & Personnel Development	1	1.19%					
Quality Control & Continuous Improvement	10	11.9%					
Marketing	0	0%					
Employment Law	0	0%					
Total	84	100 %					

Does your company provide any type of tuition assistance to employees?



Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	25	89.29%					
No	3	10.71%					
Total	28	100 %					

If needed, would you be willing to issue a letter of support to assist in showing the need for a Bachelor of Applied Science degree at Arkansas Tech?



Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	15	53.57%					
No	3	10.71%					
Not sure at this time	10	35.71%					
Total	28	100 %					

List the job titles at your facility you feel would benefit from having access to a bachelor degree or that currently require a bachelor degree:

List the job titles at your facility you feel would benefit from having access to a bachelor degree or that currently require a bachelor degree:

09/20/2016	58957317	Our jobs are inside sales and technical support and outside sales and technical support. Currently, everyone that works here has a bachelor's degree.
09/16/2016	58689173	Manufacturing Engineer / Eng. Mgr. Operational Excellence Manager/Engineer Front Line Supervisors Materials Buyer/Planner
09/15/2016	58594895	Plant Manager Controller Engineering Quality Safety/Environmental Human Resources Lean Engineer Production Supervisor
09/13/2016	58485101	Production Manager Scheduling Manager HR Manager
09/13/2016	58475843	Production Management Black Belt Process Engineer Technical/Quality Manager Human Resources Manager Accounting Manager Engineering/Maintenance Manager
09/13/2016	58469087	Sales Manager Production Manager Farm Manager Cost Accountant
09/13/2016	58468631	Project Manager Engineering Technologist Radiation Protection
09/13/2016	58463751	Production/Quality/Maintenance/Warehouse Supervisor & all management positions. Engineering
09/13/2016	58463439	Process Engineer, Production Dept Manager, Project Engineer, Accounting Manager, Human Resources Manager
09/13/2016	58463058	Management
09/12/2016	58444933	Production manager, Maintenance manager, safety manager, fleet manager, fleet supervisor, production supervisor, maintenance supervisor, waste water manager, HR Manager, HR supervisor.
09/12/2016	58444538	Asset/Team Leader Platform Leader Engineering - Electrical, Mechanical, Chemical Micro-Biologist
09/12/2016	58442448	Maintenance manager and supervisors
09/12/2016	58441996	Production Supervisor Production Planner Buyer Production Team Leader

09/12/2016	58441811	Production Supervisor Maintenance Supervisor General Production Manager
09/12/2016	58441795	Front line leadership in Operations, Quality and Supply Chain.
09/12/2016	58441695	Any management position
09/12/2016	58441541	Production Supervisor Production Manager
09/12/2016	58440922	Certified Automation Professional, Project Engineer, Computer Engineer, Design Engineer
09/12/2016	58440998	
09/12/2016	58440886	
09/12/2016	58440798	Asset Leader, Production Leader, CI, Engineering, Supply Chain, Logistics and Quality
09/12/2016	58440556	Mid-Level Manager (EH&S, Maintenance, Production, Purchasing) Production Supervisor Scheduler/Planner Quality Control Technician
09/12/2016	58440437	Logistics Planner II Production Supervisor Production Manager Logistics Manager Human Resources Manager Plant Manager Quality Manager
09/12/2016	58440407	Supervisors, Management, Engineers
09/12/2016	58440359	Controls Engineer Programmer
09/12/2016	58439501	
09/06/2016	58172741	
09/06/2016	58172612	
09/02/2016	58032418	
09/02/2016	58032257	

Please list any certifications, licensures, or other credentials which are required at your facility (i.e. OSHA 10):

Please list any certifications, licensures, or other credentials which are required at your facility (i.e. OSHA 10):

09/20/2016	58957317	
09/16/2016	58689173	
09/15/2016	58594895	Industrial Maintenance
09/13/2016	58485101	
09/13/2016	58475843	
09/13/2016	58469087	
09/13/2016	58468631	BS(ME, EE, CE) for engineers BS for Chemistry and Operations
09/13/2016	58463751	Some certifications would be required in Safety management.
09/13/2016	58463058	Radiation Safety Officer (RSO) Boiler Operator License
09/13/2016	58463439	
09/12/2016	58444933	our safety program is conveyed using in-house training
09/12/2016	58444538	
09/12/2016	58442448	OSHA HVAC Boiler Operators
09/12/2016	58441996	
09/12/2016	58441811	NA
09/12/2016	58441795	
09/12/2016	58441695	None required.
09/12/2016	58441541	OSHA 10 OSHA 30
09/12/2016	58440922	Professional Engineer (PE), product certifications (Software vendor specific)
09/12/2016	58440998	

09/12/2016	58440886
09/12/2016	58440798
09/12/2016	58440556
09/12/2016	58440437
09/12/2016	58440407
09/12/2016	58440359
09/12/2016	58439501
09/06/2016	58172741
09/06/2016	58172612
09/02/2016	58032418
09/02/2016	58032257

Please list any certifications, licensures, or other credentials which are not required but would be beneficial to new or existing workers:

Please list any certifications, licensures, or other credentials which are not required but would be beneficial to new or existing workers:

09/20/2016	58957317	n/a
09/16/2016	58689173	
09/15/2016	58594895	Industrial Maintenance CNC
09/13/2016	58485101	
09/13/2016	58475843	
09/13/2016	58469087	Enology & Viticulture Certified Lab Tech
09/13/2016	58468631	MBA
09/13/2016	58463751	OSHA 10 LEED certs. UTILITIES ASSOCIATED CERTIFICATIONS WOULD BE GOOD FOR SOMONE INTERESTED IN THAT AREA
09/13/2016	58463058	
09/13/2016	58463439	Professional Engineer Certification
09/12/2016	58444933	Lean training, basic electrical skills
09/12/2016	58444538	
09/12/2016	58442448	
09/12/2016	58441996	
09/12/2016	58441811	
09/12/2016	58441795	Quality -- ASQ certifications Supply Chain -- APICS certifications Operations -- APICS certifications, Lean certifications, 6 Sigma certifications
09/12/2016	58441695	APICS, Six Sigma, CPM, among others.
09/12/2016	58441541	
09/12/2016	58440922	ISA CAP (Certified Automation Professional)
09/12/2016	58440998	
09/12/2016	58440886	
09/12/2016	58440798	
09/12/2016	58440556	
09/12/2016	58440437	OSHA 10 hour course PHR, SPHR, GPR
09/12/2016	58440407	bachelor's of science degrees; OSHA 10; environmental training
09/12/2016	58440359	
09/12/2016	58439501	
09/06/2016	58172741	
09/06/2016	58172612	
09/02/2016	58032418	
09/02/2016	58032257	

Student Bachelor of Applied Science - Dashboard

VIEWED 168	STARTED 145	COMPLETED 140	COMPLETION RATE 96.55%	DROP OUTS 5	TIME TO COMPLETE 33 secs
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Countries	Responses
US	100.00%
Total	100.00%

How interested would you be in pursuing a Bachelor of Applied Science Degree if offered either online or on campus, if it provided a seamless transition from your Associate of Applied Science Degree?

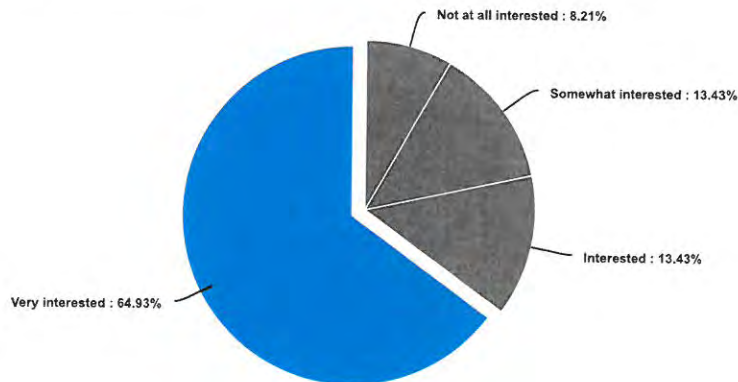
If offered online : 3.35 | 83.77%



If offered on campus : 3.37 | 84.26%

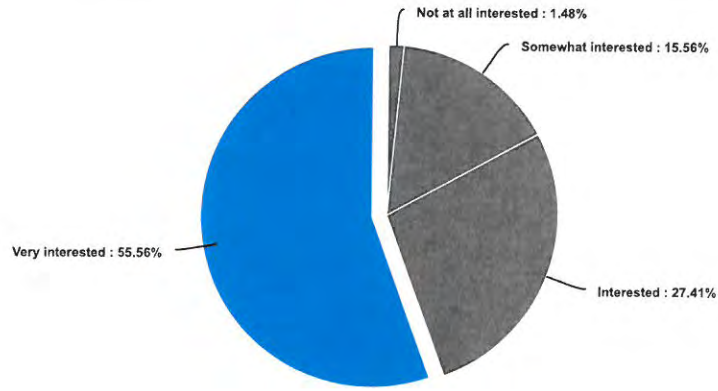
Question	Count	Score	Not at all interested	Somewhat interested	Interested	Very interested
If offered online	134	3.35				
If offered on campus	135	3.37				
Average		3.36				

If offered online



Answer	Count	Percent	20%	40%	60%	80%	100%
Not at all interested	11	8.21%					
Somewhat interested	18	13.43%					
Interested	18	13.43%					
Very interested	87	64.93%					
Total	134	100 %					

If offered on campus



Answer	Count	Percent	20%	40%	60%	80%	100%
Not at all interested	2	1.48%					
Somewhat interested	21	15.56%					
Interested	37	27.41%					
Very interested	75	55.56%					
Total	135	100 %					



Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, March 14, 2017, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Jason Patton
Dr. Jon Clements	Dr. Michael Rogers
Dr. Melissa Darnell	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. Monty Smith
Mr. Ken Futterer	Dr. James Stobaugh
Dr. Debra Hunter	Dr. Bruce Tedford
Dr. Sean Huss	Dr. Jack Tucci
Dr. Shelia Jackson	Dr. Susan Underwood
Dr. Chris Kellner	Dr. James Walton
Dr. Johnette Moody	

Dr. V. Carole Smith and Dr. Dana Ward were absent. Dr. Mohamed Abdelrahman, Ms. Pat Chronister, Mr. Wyatt Watson, Dr. David Ward, Dr. Jeanine Myers, Ms. Tammy Weaver, Dr. Bruce Chehroudi, Dr. Michael Davis, Ms. Gwen Faulkenberry, Ms. Tara Marshall, Dr. Jeff Robertson, and Mr. Wesley Duke were visitors.

CALL TO ORDER President Huss called the meeting to order and asked for a motion in regard to the February minutes.

APPROVAL OF
MINUTES

Motion by Dr. Underwood, seconded by Dr. Moody, to approve the minutes as distributed.

Dr. Kellner requested the statement in the cultural climate survey section be amended by removing Dr. Abdelrahman's name and to instead read "He stated Dr. Bowen was interested to identify the source..."

Motion to approve the minutes, as amended, carried.

VPAA UPDATE

President Huss invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman reported applications for fall 2017 were currently up and the academic offices were working to maintain the momentum. He stated the Bridge to Excellence program would be expanding the scope for willing mentors to include correspondence with admitted students who had not yet enrolled, as an effort to increase the yield rate of admitted students. He reported an effort was under consideration to identify students who were eligible for an associate degree, using DegreeWorks, and awarding the earned degree to those students so they would have a credential if they were unable to persist for any reason. Dr. Abdelrahman also reported the AdAstra scheduling software would be in place by fall 2017 for building the spring 2018 course schedule. He encouraged the faculty to look at the classrooms in Brown and Rothwell when scheduling classes, noting the master plan process was showing these newer buildings were underutilized. He announced the position advertisement for the Assistant Vice President for Student Success will close on Friday, March 17, and encouraged anyone interested to apply.

NEW BUSINESS:
CURRICULAR
ITEMS

President Huss called for a motion in regard to the curricular proposal from the Department of Behavioral Sciences.

Motion by Dr. Stobaugh, seconded by Dr. Jackson, to approve the curricular proposal as presented:

Department of Behavioral Sciences

1. Make the minors in Addictions, Aging, Child Welfare, Corrections, Social Services, Disability Studies, and Recreation Services available for Rehabilitation Science majors only.

Following the motion, President Huss invited Dr. David Ward to address the Senate.

Dr. Ward explained the minor was intended for Rehabilitation Science majors only, and the proposal was to correct the catalog entry, implying it was open to any major. Dr. Walton questioned the designation of “minor” versus “emphasis” or “concentration”.

Ms. Tammy Weaver, Registrar, explained the minor was beneficial to students in their ability to more easily track progress through DegreeWorks, and was in line with what was being done nationwide. Dr. Ward stated the minor will not add credits beyond the 120 required hours.

Motion carried.

President Huss called for a motion in regard to the curricular proposals from the Department of Mathematics.

Motion by Dr. Underwood, seconded by Mr. Futterer, to approve the curricular proposals as presented:

Department of Mathematics

1. Add MATH 0900: Beginning and Intermediate Algebra Lab, to the course descriptions;
2. Add the Co-requisite: MATH 0900: beginning and Intermediate Algebra Lab, to MATH 0903: Beginning and Intermediate Algebra;
3. Add the Co-requisite: MATH 0803: Foundations of College Mathematics, for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test, to MATH 1003: College Mathematics; and
4. Add the Co-requisite: MATH 0903: Beginning and Intermediate Algebra, for students with a math ACT score in the range of 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.

Dr. Jeff Robertson, Dean of Natural and Health Sciences, provided the senators with an amendment to the original proposal (Attachment A, page 6).

Motion by Dr. Jackson, seconded by Dr. Tucci, to approve the curricular proposals as amended. Motion carried.

President Huss asked Dr. Schwehm to provide information on the Interstate Passport initiative for General Education. Dr. Schwehm reported Interstate Passport (IP) is a program designed to facilitate transferring between participating institutions, both within and out of state, by aligning general education courses in terms of the learning outcomes established by IP. He stated the proficiency criteria for assessing the learning outcomes would be determined by individual ATU faculty. He explained a benefit to students would be the ability to transfer general education courses without repeating previously earned credits, and a benefit to faculty would be the ability to assess existing general education courses and more easily comply with HLC and ADHE assessment requirements. Dr. Robertson compared IP to a nationalized version of ACTS for learning outcomes, rather than courses. Ms. Weaver stated, if ATU joined IP, the university would be part of a five-year pilot at no cost; choosing to continue beyond the pilot period would be \$7,500 annually. The senators discussed the relative newness of the program, and the limited number of institutions involved to date. Mr. Futterer expressed concern for an outside organization to dictate learning outcomes. The Senate

requested additional time to review the rubrics and learning outcomes involved in IP, and determine if it would align with the curriculum within the departments.

President Huss stated further discussion would be tabled until the April meeting.

BARNES AND NOBLE

President Huss introduced Ms. Tara Marshall, Bookstore Manager. Ms. Marshall stated there had been some technical difficulties during the bookstore transition and with the communication regarding FacultyEnlight, the electronic textbook adoption software. She stated adoptions for the summer and fall semesters should be adopted through FacultyEnlight by March 17.

CUPA SALARIES AND COURSE EVALUATION PERIOD

Dr. Kellner asked if the institution had considered using national data for CUPA salaries, and looking at upper and lower quartiles for minimum and maximum thresholds, rather than the median salaries of the peer group. Mr. Watson responded, to his knowledge, ATU had not considered using national data to date, but he had recently received the 2017 CUPA data for the peer group including deciles, and could share that with the senators.

Dr. Rogers stated there was still an issue with students being able to evaluate a course and instructor prior to the drop date. Dr. Patton stated the subcommittee tasked with developing evaluation questions was also looking at the evaluation period dates, and considering asking students who have dropped or plan to drop a different set of questions.

Dr. Tedford asked if course evaluations could be a requirement for a final grade, to ensure participation. Mr. Watson responded the EvaluationKit representatives had provided suggestions to increase participation, including requiring course evaluations to be completed before further content in BlackBoard could be accessed. Dr. Patton indicated the subcommittee did not want to force completion for course evaluations, noting it could bias responses, typically toward the negative. Dr. Underwood stated the subcommittee would return to the Senate with a recommendation for increasing participation.

AUTOMATED GRADE SUBMISSION CONFIRMATION

President Huss reported Ms. Weaver had submitted automated grade submission confirmation emails as an IT project, and suggested the Senate make a formal motion in support of the project, to encourage prioritization.

Motion by Dr. Kellner, seconded by Dr. Brant, to support and prioritize the automated grade confirmation email project. Motion carried.

INTEGRITY OF FORWARDED EMAILS

President Huss stated a faculty member had reported through the Senate's online feedback form an incident in which a faculty member's email had been forwarded and altered. President Huss acknowledged, with anonymous feedback, the specific incident could not be addressed but he wanted to make the Senate aware. Dr. Kellner suggested Dr. Bowen be notified, and President Huss agreed.

REPORT ON CURRICULUM COMMITTEE

President Huss reported he had attended the March meeting of the Curriculum Committee, and asked the members to be more diligent in curricular review. He had reminded the members it was within the committee's purview to return incomplete or insufficient proposals to the departments when necessary. President Huss reported he was investigating the possibility for college level committees to review curriculum.

President Huss stated he would be attending an upcoming General Education Committee meeting, and would deliver a similar message.

ADJUNCT COMMITTEE

President Huss invited Mr. Wesley Duke to address the Senate on behalf of the Committee on Adjunct Faculty Support. Mr. Duke distributed a draft memo to Dr. Abdelrahman from the committee (Attachment B, page 9), outlining the recommendations for changes to adjunct

benefits and considerations. He stated Dr. Abdelrahman had already provided feedback and he now sought feedback from the Faculty Senate.

President Huss asked the senators to review the drafted recommendations and provide feedback at the April meeting.

OLD BUSINESS:
CULTURAL
CLIMATE SURVEY

Dr. Kellner stated he would meet with Dr. Moody and Mr. Futterer after the peer review process concludes.

FACULTY
SERVICE HOUR

President Huss reported he was still exploring options for a designated hour in the schedule for faculty meetings. He stated the Deans' Council had suggested shifting the Tuesday/Thursday class schedule to begin classes after lunch at 1:30pm, rather than 1:00pm. This would give faculty from 12:20pm until 1:30pm without scheduled classes. Dr. Rogers distributed enrollment trends by time, day of the week, and term (Attachment C, page 11) prepared by the subcommittee. He noted the volume decreases substantially by 3:00pm, and even more so by 4:00pm.

President Huss recommended the senators ask the faculty in their departments for input.

FINAL EXAM AND
GRADE
SCHEDULE

Dr. Rogers distributed the results of the survey regarding the final exam schedule (Attachment D, page 16). He noted variation between student and faculty responses, and asked the senators to review for further discussion at the April meeting.

EXTERNAL WORK
POLICY

President Huss distributed an updated draft of the External Employment Policy (Attachment E, page 36), stating it had been largely scaled down to a basic conflict of interest policy. He noted Dr. Abdelrahman had requested a provision be added that faculty or staff with external employment should inform their supervisor. Dr. Patton reported the subcommittee had not yet met to discuss the requested addition, but was otherwise satisfied with the improvements to the policy Legal Counsel had agreed to. President Huss stated Mr. Pennington would meet with the subcommittee on the addition requested by Dr. Abdelrahman, and would bring the final policy for a vote in April.

CHANGING
EVALUATION
QUESTIONS

Dr. Patton reported he and Dr. Underwood had met with the subcommittee developing evaluation questions and reviewing the overall process. He distributed a draft of the questions (Attachment F, page 37) and asked for input from the senators.

Dr. Patton noted the new evaluation software provides flexibility in the questions asked, and has the ability for branching logic, presenting a new set of questions based on the response. He also indicated the new software allowed for questions that were standard campus wide and questions specific to a college, department, or even individual faculty member. He stated the provided draft questions were intended for use campus wide, and targeted questions could be determined later. He stated the subcommittee was aiming for 20-25 questions maximum.

PROMOTION AND
TENURE REVIEW
PROCESS

President Huss reported he anticipated finalizing changes to the promotion and tenure policy by the end of spring break. He stated the committee would meet after spring break, and the Senate would possibly hold a special session specifically on promotion and tenure revisions.

The senators questioned the lack of a phasing in provision for faculty preparing to apply for promotion and/or tenure in the coming year. President Huss responded the administration did not want multiple systems to track, but the criteria had not changed and should not adversely impact those applying after adoption.

SHARED
GOVERNANCE

President Huss stated he would report on shared governance in April.

OPEN FORUM

Dr. Patton requested the Senate discuss the importance of ATU's Department of Diversity and Inclusion. Dr. Walton responded there was currently a bill before the legislature concerning this department, and any effort of the Faculty Senate to lobby the state legislature, using state time, as a body of state employees, in a state facility, would be inappropriate. Dr. Patton specified he did not request to discuss any legislation, but only the importance of the department. President Huss indicated, per Legal Counsel, it was within the purview of the Senate to submit an internal memo and make a recommendation to Dr. Bowen regarding the Department of Diversity and Inclusion (Attachment G, page 38). Dr. Walton and Dr. Hunter exited the meeting.

Motion by Dr. Patton, seconded by Dr. Kellner, to send the letter of support to Dr. Bowen on behalf of the Faculty Senate.

Dr. Underwood expressed concern with the language in the letter regarding accreditation. She stated parents and students are afraid the institution is on the verge of losing accreditation, and, as an HLC reviewer, Dr. Underwood did not believe the office itself was a requirement, but rather that the institution must provide evidence of efforts, which could be more challenging without a centralized office. President Huss agreed to modify the language to "Without a centralized office such as Department of Diversity and Inclusion, achieving these goals becomes more difficult..." Prior to the vote, Dr. Tucci exited the meeting.

Motion carried unanimously.

President Huss asked for a motion to remove item A of the changes to the Faculty Grievance Committee before it goes to Executive Council for approval (Attachment H, page 39).

Motion by Mr. Futterer, seconded by Dr. Jackson, to amend the document as requested. Motion carried.

ANNOUNCEMENTS

President Huss reported the next Faculty Senate meeting would be on Tuesday, April 11 at 3:00 p.m.

President Huss referred to an email forwarded to the senators regarding sexual assault training being facilitated by the Human Resources office (Attachment I, page 40).

Dr. Brant announced Thursday, March 18 would be FFA day on campus, and the Department of Agriculture anticipated between 1,300 and 1,500 high school students.

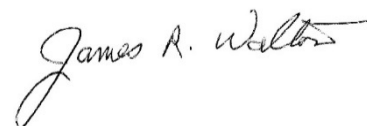
ADJOURNMENT

The meeting adjourned at 4:50 p.m.

Respectfully submitted,



Sean Huss, Ph.D., President



James Walton, Ph.D., Secretary

Tammy Weaver

From: David Ward
Sent: Monday, February 27, 2017 11:03 AM
To: Tammy Weaver
Subject: Re: Minors

Curriculum Committee,

I want to clarify that our intent for the new RS minors was that they be for RS majors only. The way that they are written is going to create substantial roadblocks for RS majors to enroll in classes and graduate; we simply do not have the ability to offer enough courses for the number non-RS minor students those catalog additions are likely to generate.

I apologize for any inconvenience.

Sincerely

David Ward

David Ward, Ph.D.
Department Head and Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University
Russellville, AR 72801
(479) 968-0305

From: Tammy Weaver
Sent: Monday, February 27, 2017 8:55:12 AM
To: David Ward
Cc: Jeffrey Woods; Karen Riddell
Subject: Minors

Dr. Ward

The Curriculum Committee will meet again on Wednesday, March 1, at 3 p.m. Can you provide me a memo stating the intent of the new minors was for the RS major only? We can get this through CC and Faculty Senate before the catalog goes live.

Thanks.

Tammy

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

Attachment A

Tammy Weaver

From: Jeff Robertson
Sent: Tuesday, March 14, 2017 1:18 PM
To: Tammy Weaver
Subject: FW: Faculty Senate today
Attachments: course_addition_revision_MATH 1110 Lab.docm; MATH 1110 Assessment.docx; MATH 1110 Lab Syllabus.docx

 Jeff Robertson, Ph.D.
 Dean, College of Natural & Health Sciences
 Interim Dean, College of Business
 Professor of Astrophysics
 1701 N. Boulder Ave.
 Russellville, AR 72801-2222
 (479) 964-0548
 ARKANSAS TECH UNIVERSITY

From: Jeanine Myers
Sent: Tuesday, March 14, 2017 12:51 PM
To: Jeff Robertson
Subject: RE: Faculty Senate today

Attached is the Course Addition Form, Assessment Form, and Syllabus for the new MATH 1110 College Algebra Lab.

Jeanine L. Myers, Ph.D
 Mathematics Department Head
 Associate Professor of Mathematics
 204 Corley Building
 Email: jmyers32@atu.edu
 Phone: (479)968-0659



From: Jeff Robertson
Sent: Tuesday, March 14, 2017 12:19 PM
To: Sean Huss <shuss@atu.edu>; Jeanine Myers <jmyers32@atu.edu>
Cc: Tammy Weaver <tweaver@atu.edu>; David Underwood <dunderwood@atu.edu>; Dr. Mohamed Abdelrahman <mabdelrahman@atu.edu>
Subject: Faculty Senate today

Heads up. We have an evolving and dynamic situation in relation to the curriculum proposals in MATH on the agenda today surrounding how we adjust and handle remediation.

We are doing our best to try and satisfy a wide range of concerns from financial aid to administration to what is best to try and help students succeed guided by data from our efforts associated with Complete College America and guided by our math faculty.

This is compounded by the fact that registration for summer/fall is imminent.

Below is a table summarizing an amendment proposed that is different from what was presented to curriculum committee.

To summarize, we felt it was not good to expand remediation beyond where it traditionally had been (i.e. the 19-20 ACT group for MATH 1113 College Algebra).

Hence, pulling that group out of the co-requisite required remediation course was deemed necessary but also recognizing that that is also a group at risk and needed help.

Past at Curriculum Committee		
ACT Score	MATH	
<19	0803/1003	College Math as a co-requisite course with remediation
>19	1003	College Math
<17	0903/0900	Intermediate Algebra with an Intermediate Algebra help lab
17-20	0903/1113	College Algebra as a co-requisite course with remediation
>=21	1113	College Algebra
Current Amended Proposal		
ACT Score	MATH	
<19	0803/1003	College Math as a co-requisite course with remediation
>19	1003	College Math
<17	0903/0900	Intermediate Algebra with Intermediate Algebra lab
17-18	0903/1113	College Algebra as a co-requisite course with remediation
19-20	1113/1110	College Algebra with College Algebra lab
>=21	1113	College Algebra

 Jeff Robertson, Ph.D.
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 ARKANSAS TECH UNIVERSITY

Mathematics – Below are the placement guidelines:

MATH 1003: College Mathematics and MATH 0803: Foundations of College Mathematics

ACT – Below 19 on mathematics section

RSAT – Below 500 on the mathematics section

ACCUPLACER – Below 250 on the Arithmetic section

MATH 1003: College Mathematics

ACT – 19 or above on mathematics section

RSAT – 500 or above on the mathematics section

ACCUPLACER – 250 or above on the Quantitative Reasoning/Algebra or Arithmetic section

MATH 0903: Beginning and Intermediate Algebra and MATH 0900: Intermediate Algebra Lab

ACT – Below 17 on mathematics section

RSAT – Below 460 on the mathematics section

ACCUPLACER – Below 243 on Arithmetic section

MATH 1113: College Algebra and MATH 0903: Beginning and Intermediate Algebra

ACT – 17-18 on mathematics section

RSAT – 460-490 or above on the mathematics section

ACCUPLACER – 243-247 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra and MATH 1110: College Algebra Lab

ACT – 19-20 on mathematics section

RSAT – 500-520 or above on the mathematics section

ACCUPLACER – 250-252 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra

ACT – 21 or above on mathematics section

RSAT – 530 or above on the mathematics section

ACCUPLACER – 254 or above on the Quantitative Reasoning/Algebra section

Tammy Weaver

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Sent: Monday, February 27, 2017 11:03 AM
To: Tammy Weaver
Subject: Re: Minors

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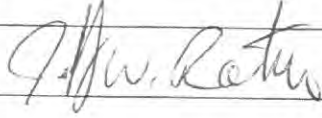
Thanks.

Tammy

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

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	MATH
DATE SUBMITTED:	2/24/17

Title	Signature	Date
Department Head		
Dean		2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 0900	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) Beginning \ Intermediate Algebra Lab		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text" value="2"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input checked="" type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type: _____

Elective Major Minor

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

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

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

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

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
Room with tables and some computers.

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

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

MATH 0900: Beginning\Intermediate Algebra Lab

Instructor:

Office Hours:

Contact Info:

Purpose: The purpose of this course is to prepare for college level mathematics those students whose mathematics background is inadequate. This is a laboratory course designed to foster success in Intermediate Algebra and to provide additional active learning opportunities and assistance for application of the basic skills and concepts in Intermediate Algebra. The lab will take the major content areas from the Intermediate class and reinforce the learning in those areas through extra practice and different perspectives.

Corequisite: Enrolled concurrently in Math 0903

Required Student Materials: No additional materials beyond the required materials for Math 0903.

- **MyLabsPlus Access** – MyLabsPlus (<http://atu.mylabsplus.com>) is the online platform which can be accessed from anywhere via the internet. It contains the e-text, homework, study plans, videos, and additional help.
- **Pencil and paper** – A notebook or binder is suggested for this course. Paper and pencil are required daily. You will need to take notes and work out problems in class. Students are expected to keep these notes and Homework organized by module.
- **Calculator** – The TI-30XS MultiView is the only calculator allowed in this course. All other calculators, including the TI-30xs Pro, are not allowed. When testing, students will be provided with a classroom calculator.

Grading: The Lab will compose a portion of the student's grade in their Intermediate Algebra class as determined by individual professor. Generally the lab will compose approximately 10% of the students overall grade in Intermediate Algebra.

Classwork: There will not be any exams given in this Lab. Instead points will come from the student's completion of assignments given during the designated lab time. These will be turned in to the instructor to compose all the points in this lab.

Attendance: Attendance is required for this course. Students should always contact their instructor when they are absent, but excused absences will only be given for official University events if the proper documentation from the University sponsor is provided on time. All absences will harm student's Math 0903 grade as well as their understanding in the course. Students who miss more than 4 classes may be dropped from the course with an FE. A student that is dropped or drops this course will also be dropped from the Math 0903 course as well. **Students will only be counted as attending when they arrive to class on time and work for the entirety of the time. Being late or leaving early will result in an absence.**

In Class Activities: Students will be required to complete activities in class on most days. Zeroes will be recorded for missed classes. Make-up activities are not allowed. A missed class activity will be recorded as a zero.

Course Objectives:

- 1) Reinforce the Content Covered in Intermediate Algebra.
- 2) Encourage Critical Thinking Skills to Solve Problems.
- 3) Work with Other Students to Solve Problems and Interpret Results.

Classroom Policies:

- **Check your Email often!** Email is the official mode of communication between instructors and students.
- **Use class time wisely.** Arrive to class on time, be prepared, put your phone away, use classroom technology only for class work, etc. Instructors may **dismiss** students misusing class time or disrupting the learning environment.
- **Cheating.** Cheating and academic dishonesty (including having a cell phone out during a test, misuse of resources, unauthentic work submissions, etc) is not tolerated. Depending on the situation, students may receive a zero on all work

involved, be removed from a course, expelled from the University, or have charges filed against them. A test score will be changed to zero if students do not submit correct and appropriate work. Instructors reserve the right to make a student rework an assignment or re-test if there are concerns.

- **Further information about instances and consequences of Academic Misconduct and Academic Dishonesty are available in the Student and Faculty Handbooks.**

Resources for help -

- The Math Help Room is located in Doc Bryan 153. This lab offers **free** tutoring to ATU students. No appointment is necessary and there are computers available to work on homework Homework.
- The MyLabsPlus software has built-in features that can assist students to understand the assigned topics with a book, videos, "Help me solve this" button, and an "Ask my instructor" button.
- The instructor is always available during class or during office hours for any questions concerning the material.
- For any access trouble,
 1. Run the Browser Check.
 2. Clear the browser's cookies.
 3. Use a different browser.
 4. Ensure the appropriate website is being used (atu.mylabsplus.com)
 5. Contact Pearson's Technical Support at 1-888-883-1299.

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>.

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

Tech 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.

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

- a. How does this course fit with the university mission? It will provide an extra two hours of help for intermediate algebra students so that their success rates will increase. This is part of the universities strategic plan.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Reinforce the content covered in MATH 0903 Beginning\Intermediate Algebra; 2) Encourage critical thinking skills to solve problems; 3) Work with other students to solve problems and interpret results.
- d. What assessment tool or measure will you use to assess student learning? Grades
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Since this lab course is a support lab for the MATH 0903 course, then producing successful grades in MATH 0903 should provide evidence of their learning.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In accordance with the university's strategic plan, the success rate in MATH 0903 needs improvement. A survey of the remedial math courses was given in spring 2017 concerning why remedial students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 0903. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The current trend in

trying to improve success rates in remedial math is to require extra contact hours for help and review of material. Corequisite courses and math labs are current educational curriculum enhancements widely used to address requiring extra contact hours.

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		2017 Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 0903
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Beginning and Intermediate Algebra	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Corequisite: MATH 0900

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Addition

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

- a. How does this course fit with the university mission? It will provide an extra two hours of help for intermediate algebra students so that their success rates will increase.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course?
- d. What assessment tool or measure will you use to assess student learning? Grades
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. . In accordance with the university's strategic plan, the success rate in MATH 0903 needs improvement. A survey of the remedial math courses was given in spring 2017 concerning why remedial students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 0903. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		2017-Feb 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

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

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Corequisite: MATH 0803 for students who do not have a minimum math ACT score of 19 or a minimum SAT math equivalent score, or a minimum score of 251 on the Arithmetic Test of the NextGen Accuplacer Test.

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

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

MATH 1003

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

b. Provide an example or examples of student learning assessment evidence which supports the course change. In accordance with the university's strategic plan, the success rate in MATH 1003 needs improvement. Since college credit is given for students who succeed in MATH 1003, it is a current recommended practice for universities to provide what is called corequisite courses. These courses allow students to get the extra remediation they need while getting college course credit. The ADHE in Arkansas Code Annotated § 6-61-110 mentions accurate placement and corequisite courses. Also, Bruce Vandal, the senior vice president of Complete College America, recommends and provides ample data, assessment, and successful results of math corequisite courses implemented in universities across America. His assessments of corequisite math courses can be found at [https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_\(Bruce\).pdf](https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_(Bruce).pdf). We also observed and analyzed University of Central Arkansas' implementation of corequisite courses and they reported an 85.7% success rate in 0803/1003 corequisite courses which is much higher than the success rate in the stand alone course. Furthermore, this semester we gave a survey to the students in our remedial math courses to determine why they don't use the math help tutoring lab and the results of this survey indicated that we need to require the students to get extra help they need to succeed in MATH 1003.

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Mathematics
DATE SUBMITTED:	2/23/17

Title	Signature	Date
Department Head		
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 1113
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: College Algebra	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Prerequisites: Math ACT minimum score of 17 or minimum SAT math equivalent score or a minimum score of 237 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test, or a minimum grade of C in MATH 0903.

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

Corequisite: MATH 0903 for students with a math ACT score in the range 17-20 or SAT math equivalent score range, or a score in the range of 237-262 on the Quantitative Reasoning/Algebra Test of the NextGen Accuplacer Test.

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

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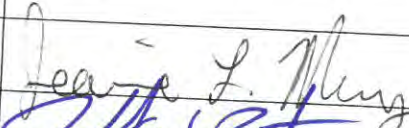
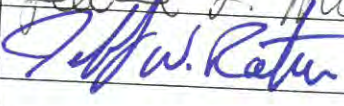
Provide an answer for each question. Your answers are to be typed single spaced.

MATH 1113

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. In accordance with the university's strategic plan, the success rate in MATH 1113 needs improvement. Since college credit is given for students who succeed in MATH 1113, it is a current recommended practice for universities to provide what is called corequisite courses. These courses allow students to get the extra remediation they need while getting college course credit. The ADHE in Arkansas Code Annotated § 6-61-110 mentions accurate placement and corequisite courses. Also, Bruce Vandal, the senior vice president of Complete College America, recommends and provides ample data, assessment, and successful results of math corequisite courses implemented in universities across America. His assessments of corequisite math courses can be found at [https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_\(Bruce\).pdf](https://static.ark.org/eeuploads/adhe/AR_Corequisite_presentation_(Bruce).pdf). We also observed and analyzed University of Central Arkansas' implementation of corequisite courses and they reported an 83.1% success rate in 0903/1113 corequisite courses which is much higher than the success rate in the stand alone course. Furthermore, this semester we gave a survey to the students in our remedial math courses to determine why they don't use the math help tutoring lab and the results of this survey indicated that we need to require the students to get extra help they need to succeed in MATH 1113.

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	MATH	
DATE SUBMITTED:	3/14/17	

Title	Signature	Date
Department Head	 	3/14/17
Dean		2017 Mar 14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MATH	1110	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
College Algebra Lab		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <u>2</u>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <u>NG</u>		
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 checked="" type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation Research	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar
		<input type="radio"/> 98 Other

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

Arkansas Tech University

Course Addition

Assessment Form

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

MATH 1110

- a. How does this course fit with the university mission? It will provide an extra two hours of help for college algebra students so that their success rates will increase. This is part of the universities strategic plan.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Reinforce the content covered in MATH 1113 College Algebra; 2) Encourage critical thinking skills to solve problems; 3) Work with other students to solve problems and interpret results.
- d. What assessment tool or measure will you use to assess student learning? Grades
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Since this lab course is a support lab for the MATH 1113 course, then producing successful grades in MATH 1113 should provide evidence of their learning.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In accordance with the university's strategic plan, the success rate in MATH 1113 needs improvement. A survey of the remedial math and general education courses was given in spring 2017 concerning why these students don't use the tutoring math help lab. The results indicated that because it was not required, they didn't have to go. Thus, in response to this survey, we are adding a 2 hour no credit math help lab and making it a corequisite requirement for this course so that it will be mandatory. Therefore, students will be required to get the extra help needed to improve their success in MATH 1113 if they have a 17 or 18 on the math ACT. Mandatory math labs are a common intervention among similar universities to improve success rates in remedial mathematics courses.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program

provide comparative examples from regional educational institutions. The current trend in trying to improve success rates in remedial and general education math is to require extra contact hours for help and review of material. Corequisite courses and math labs are current educational curriculum enhancements widely used to address requiring extra contact hours.

MATH 1110: College Algebra Lab

Instructor:

Office Hours:

Contact Info:

Purpose: The purpose of this course is to prepare for college level mathematics those students whose mathematics background is inadequate. This is a laboratory course designed to foster success in College Algebra and to provide additional active learning opportunities and assistance for application of the basic skills and concepts in College Algebra. The lab will take the major content areas from the college algebra class and reinforce the learning in those areas through extra practice and different perspectives.

Corequisite: Enrolled concurrently in Math 1113 with a math ACT of 19 or 20.

Required Student Materials: No additional materials beyond the required materials for Math 1113.

- **MyLabsPlus Access** – MyLabsPlus (<http://atu.mylabsplus.com>) is the online platform which can be accessed from anywhere via the internet. It contains the e-text, homework, study plans, videos, and additional help.
- **Pencil and paper** – A notebook or binder is suggested for this course. Paper and pencil are required daily. You will need to take notes and work out problems in class. Students are expected to keep these notes and Homework organized by module.
- **Calculator** – The TI-30XS MultiView is the only calculator allowed in this course. All other calculators, including the TI-30xs Pro, are not allowed. When testing, students will be provided with a classroom calculator.

Grading: The Lab will compose a portion of the student's grade in their Intermediate Algebra class as determined by individual professor. Generally the lab will compose approximately 10% of the students overall grade in College Algebra.

Classwork: There will not be any exams given in this Lab. Instead points will come from the student's completion of assignments given during the designated lab time. These will be turned in to the Instructor to compose all the points in this lab.

Attendance: Attendance is required for this course. Students should always contact their instructor when they are absent, but excused absences will only be given for official University events if the proper documentation from the University sponsor is provided on time. All absences will harm student's Math 1113 grade as well as their understanding in the course. Students who miss more than 4 classes may be dropped from the course with an FE. A student that is dropped or drops this course will also be dropped from the Math 1113 course as well. **Students will only be counted as attending when they arrive to class on time and work for the entirety of the time. Being late or leaving early will result in an absence.**

In Class Activities: Students will be required to complete activities in class on most days. Zeroes will be recorded for missed classes. Make-up activities are not allowed. A missed class activity will be recorded as a zero.

Course Objectives:

- 1) Reinforce the Content Covered in College Algebra.
- 2) Encourage Critical Thinking Skills to Solve Problems.
- 3) Work with Other Students to Solve Problems and Interpret Results.

Classroom Policies:

- **Check your Email often!** Email is the official mode of communication between instructors and students.
- **Use class time wisely.** Arrive to class on time, be prepared, put your phone away, use classroom technology only for class work, etc. Instructors may dismiss students misusing class time or disrupting the learning environment.
- **Cheating.** Cheating and academic dishonesty (including having a cell phone out during a test, misuse of resources, unauthentic work submissions, etc) is not tolerated. Depending on the situation, students may receive a zero on all work involved, be removed from a course, expelled from the University, or have charges filed against them. A test score will be

changed to zero if students do not submit correct and appropriate work. Instructors reserve the right to make a student rework an assignment or re-test if there are concerns.

- **Further information about instances and consequences of Academic Misconduct and Academic Dishonesty are available in the Student and Faculty Handbooks.**

Resources for help -

- The Math Help Room is located in Doc Bryan 153. This lab offers **free** tutoring to ATU students. No appointment is necessary and there are computers available to work on homework Homework.
- The MyLabsPlus software has built-in features that can assist students to understand the assigned topics with a book, videos, "Help me solve this" button, and an "Ask my instructor" button.
- The instructor is always available during class or during office hours for any questions concerning the material.
- For any access trouble,
 1. Run the Browser Check.
 2. Clear the browser's cookies.
 3. Use a different browser.
 4. Ensure the appropriate website is being used (atu.mylabsplus.com).
 5. Contact Pearson's Technical Support at 1-888-883-1299.

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>.

SUMMARY OF PROPOSALS

Course	Name	ACT	Course Change Proposal
MATH 1003/0803 Coreq course	College Math & Foundations of Math	Below 19	MATH 1003 Proposal
MATH 1003	College Math	19 or above	
MATH 0900	Beg\Intermediate Algebra Lab		Course Addition Proposal
MATH 0903/0900 Coreq course	Beg\Intermediate Algebra with Lab	Below 17	MATH 0903 Proposal
MATH 1113/0903	College Alg & Intermediate Alg Coreq	17-20	MATH 1113 Proposal
MATH 1113	College Algebra	21 or above	

Academic Affairs approved additional changes to MATH prerequisites outlined in the attached information.

Jareau
4/21/17

Mathematics

(A grade of "C" or better must be earned in the course used to satisfy the general education mathematics requirement.)

MATH 0803: Foundations of College Mathematics

Co-requisite: MATH 1003

The purpose of this course is to prepare for college level mathematics those students whose mathematics background is inadequate. This course is a review of solving basic equations, operations, exponents, formulas, basic numeracy, statistics, percentages, scientific notation, conversions, and other mathematical skills. This course prepares students through a focus on problem solving, working with data, and emphasis on thinking critically.

Note: The grade in the course will be computed in semester and cumulative grade point averages, but the course may not be used to satisfy general education requirements nor provide credit toward any degree.

Note: A student who makes a D or F in MATH 0803 must repeat the course in each subsequent semester until he or she earns a grade of C or better. Students who make a grade of C or better in MATH 0803 must enroll in MATH 1003 the following semester.

MATH 0900: Beginning/Intermediate Algebra Lab

Co-requisite: MATH 0903

The purpose of this course is to prepare students for college level mathematics whose mathematics background is inadequate. This is a laboratory course designed to foster success in Intermediate Algebra and to provide additional active learning opportunities and assistance for application of the basic skills and concepts in Intermediate Algebra. The lab will take the major content areas from Intermediate class and reinforce the learning in those areas through extra practice and different perspectives.

MATH 0903: Beginning and Intermediate Algebra

Co-requisite: Students scoring below 17 on math section of the ACT; below 460 on the math section of the RSAT; or below 243 on arithmetic section of ACCUPLACER will be required to enroll in MATH 0900.

The purpose of this course is to prepare for college level mathematics those students whose mathematics background is inadequate. Content of the course is the language of algebra, fundamental operations, signed numbers, various equations, problem solving, special products and factoring, fractions, functions, graphs, exponents, and systems of

linear equations.

Note: The grade in the course will be computed in semester and cumulative grade point averages, but will not be calculated in earned hours. The course may not be used to satisfy general education requirements nor provide credit toward any degree.

Note: A student who makes a D or F in MATH 0903 must repeat the course in each subsequent semester until he or she earns a C or better. Students who make a grade of C or better in MATH 0903 must enroll in MATH 1003 or MATH 1113 the following semester.

MATH 1003: College Mathematics

ACTS Common Course - MATH1113

Prerequisite: Score of 19 or above on the math section of the ACTE; score of 500 or above on the math section of RSAT; score of 250 or above on the arithmetic section or quantitative reasoning, algebra, and statistics section of ACCUPLACER; or earn a grade of C* or higher in MATH 0803 or MATH 0903.

Co-requisite: Students not meeting the above prerequisite, will enroll in MATH 1003 and the co-requisite MATH 0803.

The course focuses upon the mathematics of contemporary life. Topics include Planning and Scheduling schemes from Management Science, Data Analysis, Probability and Inference from Statistics, Voting Systems and Division Schemes from the science of Social Choice, and various Growth Models.

Note: A grade of C or better must be earned in this course if being used to satisfy the general education mathematics requirement.

MATH 1110: College Algebra Lab

Co-requisite: MATH 1113 with a math ACT score of 19 or 20.

The purpose of this course is to prepare students for college level mathematics whose mathematics background is inadequate. This a laboratory course designed to foster success in College Algebra and to provide additional active learning opportunities and assistance for application of the basic skills and concepts in College Algebra. The lab will take the major content areas from the college algebra class and reinforce the learning in those areas through extra practice and different perspectives.

MATH 1113: College Algebra

ACTS Common Course - MATH1103

Prerequisite: Score of 21 or above on the math section of the ACTE; score of 530 or above on the math section of RSAT; score of 253 or above on the quantitative reasoning, algebra, and statistics section of ACCUPLACER; or earn a grade of C* or better in MATH 0903.

Co-requisite: Students not meeting the above prerequisite but who score 19-20 on the math section of ACTE; score 500-520 the math section of RSAT; or score 250-252 on the Quantitative Reasoning, Algebra, and Statistics section of ACCUPLACER, will enroll in MATH 1113 and the co-requisite: MATH 1110.

Co-requisite: Students not meeting the above prerequisite but who score 17-18 on the math section of ACTE; score 460-490 the math section of RSAT; or score 243-249 on the Quantitative Reasoning, Algebra, and Statistics section of ACCUPLACER, will enroll in MATH 1113 and the co-requisite: MATH 0903.

Exponents and radicals, introduction to quadratic equations, systems of equations involving quadratics, ratio, proportion, variation, progressions, the binomial theorem, inequalities, logarithms, and partial fractions.

Note: A grade of C or better must be earned in this course if being used to satisfy the general education mathematics requirement.

Note: May not be taken for credit after completion of MATH 2703 or any higher level mathematics course.

MATH 1203: Plane Trigonometry

ACTS Common Course - MATH1203

Prerequisite: Math ACTE score of 22 or higher, MATH 1113, or consent of Mathematics Department.

A study of the properties of the trigonometric functions and their graphs, solution of right and oblique triangles, formulas and identities, inverse functions, and trigonometric equations.

Note: A grade of C or better must be earned in this course if being used to satisfy the general education mathematics requirement.

MATH 1914: Precalculus

ACTS Common Course - MATH1305

Prerequisite: Completion of high school algebra I and II with a grade of C or better and a score of 21 or above on the math section of ACTE; score of 530 or above on the math section of RSAT; score of 253 or above on the quantitative reasoning, algebra, and

statistics section of ACCUPLACER; or earn a grade of C* or better in MATH 0903.

This course is designed to provide additional mathematical background before enrolling in the calculus sequence.

Note: A grade of C or better must be earned in this course if being used to satisfy the general education mathematics requirement.

MATH 2914: Calculus I

ACTS Common Course - MATH2405

Prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1914 or MATH 1203 or consent of instructor.

This is the first of two courses covering the calculus of functions of a single variable. The content covers differentiation of all single variable functions and introduces integration of functions.

Note: A grade of C or better must be earned in this course if being used to satisfy the general education mathematics requirement.

Freshman Placement Standards

In accordance with A.C.A. § 6-61-110, first-time entering undergraduate students who enroll in baccalaureate degree programs or associate-degree transfer programs must meet the following placement standards prior to enrollment in college-level mathematics, reading, or English composition courses. Remedial courses do not provide credit toward a degree.

English Composition – Students scoring 19 or above on the English section of the ACT or 510 or above on the writing section of RSAT or 248 or above on the writing section of the ACCUPLACER exam may enroll in college-level English courses. Students not meeting the standard must successfully complete a developmental program.

Reading – Students scoring 19 or above on the reading section of the ACT, 510 or above on the reading section of RSAT, or 246 or above on the reading section of the ACCUPLACER exam will be considered to have met minimal reading skill requirements. English composition may be taken concurrent with or subsequent to any required developmental reading program.

Mathematics – Below are the placement guidelines:

MATH 1003: College Mathematics and MATH 0803: Foundations of College Mathematics

ACT – Below 19 on mathematics section
RSAT – Below 500 on the mathematics section
ACCUPLACER – Below 250 on the Arithmetic section

MATH 1003: College Mathematics

ACT – 19 or above on mathematics section
RSAT – 500 or above on the mathematics section
ACCUPLACER – 250 or above on the Quantitative Reasoning/Algebra or Arithmetic section

MATH 0903: Beginning and Intermediate Algebra and MATH 0900: Intermediate Algebra Lab

ACT – Below 17 on mathematics section
RSAT – Below 460 on the mathematics section
ACCUPLACER – Below 243 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra and MATH 0903: Beginning and Intermediate Algebra

ACT – 17-18 on mathematics section
RSAT – 460-490 or above on the mathematics section
ACCUPLACER – 243-249 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra and MATH 1110: College Algebra Lab

ACT – 19-20 on mathematics section
RSAT – 500-520 or above on the mathematics section
ACCUPLACER – 250-252 on Quantitative Reasoning/Algebra section

MATH 1113: College Algebra

ACT – 21 or above on mathematics section
RSAT – 530 or above on the mathematics section
ACCUPLACER – 253 or above on the Quantitative Reasoning/Algebra section

Students who are required to complete developmental program(s) in mathematics, English, and/or reading, must enroll in the appropriate course during their first semester at Tech and in each subsequent semester until the developmental program is completed successfully.

Tammy Weaver

From: David Underwood
Sent: Friday, April 21, 2017 3:32 PM
To: Tammy Weaver
Subject: FW: Freshman Placement Requirements and Changes in ACCUPLACER

Tammy, I just sent this to Shauna following her request for your information.
David

From: David Underwood
Sent: Friday, April 21, 2017 3:30 PM
To: Shauna Donnell <sdonnell@atu.edu>
Cc: Karen Riddell <kriddell@atu.edu>
Subject: RE: Freshman Placement Requirements and Changes in ACCUPLACER

I hate to do this to you but Karen Pittman has pointed out two discrepancies on the admissions page <http://www.atu.edu/catalog/undergraduate/admission.php>
I don't know if you need to fix them or if Karen Riddell can do so. Here is where they are:

MATH 1113: College Algebra and MATH 0903: Beginning and Intermediate Algebra
ACT – 17-18 on mathematics section
RSAT – 460-490 or above on the mathematics section
ACCUPLACER – 243-247 on Quantitative Reasoning/Algebra section (the 247 should be changed to 249)

MATH 1113: College Algebra
ACT – 21 or above on mathematics section
RSAT – 530 or above on the mathematics section
ACCUPLACER – 254 or above on the Quantitative Reasoning/Algebra section (the 254 should be changed to 253)

Sorry for the errors.
David

From: Shauna Donnell
Sent: Friday, April 21, 2017 3:24 PM
To: Richard Harris <rharris1@atu.edu>; Ilda Barrientos <ibarrientos@atu.edu>; Jessica Birchler <jbirchler@atu.edu>; Edmunds, Patricia Sue <pedmunds@atu.edu>; Miner, Brenda <bminer@atu.edu>; Christopher Giroir <cgiroir@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Onodera, Yasushi <yonodera@atu.edu>; Marika Lederman <mlederman@atu.edu>; William Tomlin <wtomlin@atu.edu>; Onodera, Yasushi <yonodera@atu.edu>; Judy Crouch <jcrouch@atu.edu>; Holli Weiss <hweiss@atu.edu>; Karen Pittman <kpittman@atu.edu>; Alisa Waniewski <awaniewski@atu.edu>; Areana Lopez <alopez3@atu.edu>; Brandie Griffin <bgriffin5@atu.edu>; Gadsana H. Vilavanh <gvilavanh@atu.edu>; Strasner, Heather L <hstrasner@atu.edu>; Jesse Dare <jdare@atu.edu>; Jessica Brock <jbrock15@atu.edu>; Keesha Kneeland <kkneeland@atu.edu>; Kerri Threlkeld <kthrelkeld@atu.edu>; Maitab Lee <mlee18@atu.edu>; Melissa Rose <mrose8@atu.edu>; Samantha Huggins <shuggins2@atu.edu>; Shannon Shen <sshen@atu.edu>; Tasha Bradley <tbradley@atu.edu>; Suzanne Kellar <skellar1@atu.edu>
Cc: John Wyatt Watson <wwatson@atu.edu>; David Underwood <dunderwood@atu.edu>
Subject: RE: Freshman Placement Requirements and Changes in ACCUPLACER

We have recently received some questions about math placement. Since the Registrar's university announcements were sent regarding placement, we have not addressed this any further. However, due to the questions, I asked Tammy to send us her official information that she used when building the catalog details. See the attached matrix and also the direct catalog link: <http://www.atu.edu/catalog/undergraduate/admission.php>.

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Assistant Vice President for Enrollment
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From: Shauna Donnell
Sent: Thursday, March 09, 2017 2:52 PM
To: Richard Harris; Ilda Barrientos; Jessica Birchler; Edmunds, Patricia Sue; Miner, Brenda; Christopher Giroir; Tammy Weaver; Onodera, Yasushi; Marika Lederman; William Tomlin; Onodera, Yasushi; Judy Crouch; Holli Weiss; Karen Pittman; Alisa Waniewski; Areana Lopez; Brandie Griffin; Chrissy Vang; Gadsana H. Vilavanh; Strasner, Heather L; Jesse Dare; Jessica Brock; Keesha Kneeland; Kerri Threlkeld; Maitab Lee; Melissa Rose; Samantha Huggins; Shannon Shen; Tosha Bradley; Suzanne Kellar
Cc: John Wyatt Watson; David Underwood
Subject: RE: Freshman Placement Requirements and Changes in ACCUPLACER

Please hold the last correspondence. I have been told that this is not a final decision. My apologies for any confusion.

From: Shauna Donnell
Sent: Thursday, March 09, 2017 1:50 PM
To: Richard Harris; Ilda Barrientos; Jessica Birchler; Edmunds, Patricia Sue; Miner, Brenda; Christopher Giroir; Tammy Weaver; Onodera, Yasushi; Marika Lederman; William Tomlin; Onodera, Yasushi; Judy Crouch; Holli Weiss; Karen Pittman; Alisa Waniewski; Areana Lopez; Brandie Griffin; Chrissy Vang; Gadsana H. Vilavanh; Strasner, Heather L; Jesse Dare; Jessica Brock; Keesha Kneeland; Kerri Threlkeld; Maitab Lee; Melissa Rose; Samantha Huggins; Shannon Shen; Tosha Bradley; Suzanne Kellar
Cc: John Wyatt Watson; David Underwood

Subject: Freshman Placement Requirements and Changes in ACCUPLACER
Importance: High

The university Curriculum Committee met on March 1 and approved some changes to math remediation that has an effect on what was communicated last October. The Testing Center is reviewing whether they can reconfigure the ACCUPLACER test to begin with the Quantitative Reasoning/Algebra exam and reroute to the Arithmetic exam if the student fails to make the passing grade on the higher-level exam. If not, the student will be expected to take both math exams during testing. At this time, Karen could not indicated if having to take multiple math exams would increase the student's current cost of \$30.00. Also note that a student who tests 250 or higher on the Quantitative Reasoning/Algebra may elect to take MATH 1113 or MATH 1003.

Please use the below information to update your files. If I hear more updates, I will be certain to pass those along too.
 --Shauna

Examination	Content Area	Remediation Minimum	Composite for Unconditional Admission	Automatic Conditional Admission
ACT	English	19	19	15-18
	Math	19		
	Reading	19		
New SAT (1600)	Ev-Based Read/Writ	510	990	830-980
	Math	500		
Old SAT (2400)	Writing	450	1330	1060-1320
	Math	460		
	Reading	470		
Next Generation ACCUPLACER	Writing	248	246	229-245
	Arithmetic (MATH 1003 placement)	250		
	Quantitative Reasoning/Algebra (MATH 1113 placement)	250		
	Reading	246		

Freshman Placement Standards

In accordance with A.C.A. § 6-61-110, first-time entering undergraduate students who enroll in baccalaureate degree programs or associate-degree transfer programs must meet the following placement standards prior to enrollment in college-level mathematics, reading, or English composition courses. Remedial courses do not provide credit toward a degree.

English Composition – Students scoring 19 or above on the English section of the ACT or 510 or above on the writing section of RSAT or 248 or above on the writing portion of the ACCUPLACER exam may enroll in college-level English courses. Students not meeting the standard must successfully complete a developmental program.

Reading – Students scoring 19 or above on the reading section of the ACT, 510 or above on the reading section of RSAT, or 246 or above on the reading portion of the ACCUPLACER exam will be considered to have met minimal reading skill requirements. English composition may be taken concurrent with or subsequent to any required developmental reading program.

Mathematics – Below are the placement guidelines:

MATH 0903: Beginning and Intermediate Algebra and MATH 0900: Intermediate Algebra Lab

ACT – Below 17 on mathematics section

RSAT – Below 460 on the mathematics portion

ACCUPLACER – Below 243 on Arithmetic portion

MATH 1003: College Mathematics and MATH 0803: Foundations of College Mathematics

ACT – Below 19 on mathematics section

RSAT – Below 490 on the mathematics portion

ACCUPLACER – Below 249 on the Arithmetic portion

MATH 1003: College Mathematics

ACT – 19 or above on mathematics section

RSAT – 500 or above on the mathematics portion

ACCUPLACER – 250 or above on the Quantitative Reasoning/Algebra or Arithmetic portion

MATH 1113: College Algebra and MATH 0903: Beginning and Intermediate Algebra

ACT – 17-20 on mathematics section

RSAT – 460-520 or above on the mathematics portion

ACCUPLACER – 243-252 on Quantitative Reasoning/Algebra portion

MATH 1113: College Algebra

ACT – 21 or above on mathematics section

RSAT – 530 or above on the mathematics portion

ACCUPLACER – 254 or above on the Quantitative Reasoning/Algebra portion

MATH 1914: Pre-Calculus

ACT – 21 or above on mathematics section

RSAT – 530 or above on the mathematics portion

ACCUPLACER – 254 or above on the Quantitative Reasoning/Algebra portion

Shauna S. Donnell, Director of Admissions

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From: Shauna Donnell

Sent: Wednesday, October 19, 2016 1:51 PM

To: Richard Harris; Amber Holmes; Jessica Birchler; Edmunds, Patricia Sue; Miner, Brenda; Christopher Giroir; Tammy Weaver; Marika Lederman; William Tomlin; Onodera, Yasushi; Judy Crouch; Elizabeth Means; Karen Pittman; 'Alisa (awaniewski@atu.edu)'; 'Annie (amcneely@atu.edu)'; 'Areana (alopez3@atu.edu)'; 'Brandie (bgriffin5@atu.edu)'; Chrissy Vang; 'Clay'; Gadsana H. Vilavanh; 'Heather (hstrasner@atu.edu)'; 'Jesse (jdare@atu.edu)'; 'Jessica Brock (jbrock15@atu.edu)'; 'Keesha'; 'Kerri (kthrelkeld@atu.edu)'; 'Maitab'; Melissa Rose; 'Samantha (shuggins2@atu.edu)'; 'Shannon (sshen@atu.edu)'; Tosha Bradley

Cc: Wyatt (wwatson@atu.edu); David Underwood

Subject: Next Generation ACCUPLACER Update

Importance: High

Good news! We have Next Generation ACCUPLACER scores in place. It will take approximately two weeks for our Testing Center to have the Next Generation ACCUPLACER ready for proctoring. As soon as they are ready, they will share proctoring dates with this group.

In addition, we currently understand that all off-site proctoring will have to be under a university umbrella and that high schools will not be qualified separately to proctor the exam. It will be summer or fall before our Testing Center will be prepared to offer any off-site proctoring opportunities. They are also investigating the option of offering any cost breaks to those off-site groups. For now, the cost of the exam is \$30.00 per examination.

Included below are system codes for data entry, admit ranges, and guidelines for registration placement. For data entry, you should not have to worry about confusing the scores on SOATEST, because the ranges are different from the old exam. The matrix has been updated and can be used to guide unconditional and conditional admission decisions. The most difficult part about the Next Generation ACCUPLACER, will be communicating to the students that set math exams are associated with enrollment in specific math courses. The banded summary provided by our Mathematics Department will help us articulate to students the differences in remediation and course placement.

If you have questions, please let me know.

--Shauna

Test Code	Description	Minimum Score	Maximum Score	Admissions Checklist Request Item
AC6	NextGen Accuplacer Writing	180	315	
AC7	NextGen Accuplacer Arithmetic	180	315	
AC8	NextGen Accuplacer QuanAlgebra	180	315	
AC9	NextGen Accuplacer Reading	180	315	
AC10*	NextGen Accuplacer Composite	180	315	TST7

*AC10 will be calculated using either math score, if both are reported, use the highest. The math exam does not change the admission cut-off requirements.

Examination	Content Area	Remediation Minimum	Composite for Unconditional Admission	Automatic Conditional Admission
ACT	English	19	19	15-18
	Math	19		
	Reading	19		
New SAT (1600)	Ev-Based Read/Writ	510	990	830-980
	Math	500		
Old SAT (2400)	Writing	450	1330	1060-1320
	Math	460		
	Reading	470		
Next Generation ACCUPLACER	Writing	247	246	229-245
	Arithmetic (MATH 1003 placement)	251		

Quantitative Reasoning/Algebra (MATH 1113 placement)	263		
Reading	246		

Below are the approved placement guidelines for registration.

Here are the recommended bands for MATH 0803 and MATH 1003, only used for the Arithmetic test:

- 1) Below 236, placed into MATH 0803
- 2) 236-250, placed into corequisite course MATH 1003/0803
- 3) Above 250, placed into MATH 1003.

Here are the recommended bands for MATH 0903 and MATH 1113, only used for the Quantitative Reasoning, Algebra, and Statistics test:

- 4) 262 and below – placed into Math 0903
- 5) 237 – 262 – placed into Math Coreq (1113/0903)
- 6) 263 and above – placed into Math 1113

The Arithmetic exam does not allow placement in MATH 0903 or MATH 1113. The Quantitative Reasoning, Algebra, and Statistics test does not allow placement into MATH 0803 and MATH 1003.

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Tabled by Faculty Senate
during March 14, 2017 meeting

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

Not passed April 11, 2017

TO:	Curriculum Committee
FROM (Initiating Department):	General Education Committee
DATE SUBMITTED:	

Program Title:	Proposed Date:
Interstate Passport Initiative	Fall 2017

Program Summary

The General Education Committee recommends Arkansas Tech University (ATU) become a member institution of the Interstate Passport Initiative.

The following information is taken from the Interstate Passport website, The Passport Faculty Handbook, and other resources accessible through the Western Interstate Commission of Higher Education.

Interstate Passport is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. It includes learning outcomes for nine knowledge and skill areas developed by faculty at institutions in multiple states, as well as an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers. The goal of the Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. For more information on Passport, visit: <http://www.wiche.edu/passport/about/overview>

The Passport's development was funded by the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

The Passport framework consists of nine knowledge and skill areas. The framework is based on the Essential Learning Outcomes developed by the Association of American Colleges and Universities as part of its Liberal Education and America's Promise (LEAP) initiative, and on research conducted by the Western Interstate Commission for Higher Education.

Knowledge/Skill Areas

Foundational Skills

1. Oral Communication
2. Written Communication
3. Quantitative Literacy

Knowledge of Concepts

4. Natural Sciences
5. Human Cultures
6. Creative Expression
7. Human Society and the Individual

Crosscutting Skills

8. Critical Thinking
9. Teamwork and Value Systems

Initial Course Evaluation Process

Over the Fall 2016 term, members of the General Education committee worked with faculty to evaluate ATU general education course offerings for alignment with Passport learning outcomes. Based on this extensive evaluation process, the General Education committee developed an initial Passport block for ATU (see attached). The Passport block outlines which courses in the ATU general education curriculum meet, as is or with adjustments, Passport learning outcomes in each of the nine knowledge/skill areas. All general education courses were reviewed using the nine knowledge/skill areas. To be included in a knowledge/skill area, the course must, as is or modifications:

- address the learning outcomes for knowledge/skill area
- include proficiency criteria to assess learning outcomes
 - proficiency criteria are determined by instructor
- data are regularly collected to assess learning outcomes

Through the evaluation process, it was determined that ATU's general education goals and objectives were congruent with the Interstate Passport knowledge/skill areas and learning outcomes.

Implementation Process

The General Education Committee recommends the following steps to align ATU general education with the Interstate Passport Initiative:

1. Form ad hoc subcommittees for each knowledge/skill area, each chaired by a member of the General Education Committee, to finalize the ATU Passport block. The subcommittees will consist of faculty who teach general education courses within the specific knowledge/skill area. The goals of each subcommittee will be to ensure that courses within a knowledge/skill area: a) address each learning outcome and b) include detailed assessment procedures to assess each learning outcome.
2. Review of assessment procedures by office of Assessment and Institutional Effectiveness.
3. Submit application for Passport membership.

Faculty Role in Passport

Faculty have a prominent role in developing the ATU Passport block. The Passport learning outcomes, which are based on the AAC&U Essential Learning Outcomes, are standard across institutions (wording of outcomes may vary). Individual faculty determine the appropriate proficiency criteria used to assess the learning outcomes. The following outlines the role of faculty at a Passport institution.

1. Teaching faculty are the experts on what students should know and be able to do (learning outcomes) and on ways that students can demonstrate this (proficiency) at the lower-division general education level.
2. Interstate faculty teams negotiated and agreed upon consensus Passport Learning Outcomes (PLOs). Institutions are not required to use the same language in their learning outcomes as that in the PLOs or to adopt them as their own. Rather, faculty at institutions participating in Passport determine that their school's learning outcomes are congruent with - not in conflict with- the PLOs.
3. Faculty at each Passport institution determines the institution's Passport Block (consisting of a list of courses and/or learning opportunities) that provides the ways its students can achieve the PLOs. The Passport Blocks vary by institution; they are not identical. Faculty can update their Passport Block as they make changes to their curriculum without triggering a review as long as they ensure that the PLOs are still addressed.
4. Each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs. The Passport's Proficiency Criteria (PC) are a reference, providing examples of ways faculty ask their students to demonstrate proficiency of a "C" or better with one or more PLOs.

General Education Assessment Procedure:

1. General Education Committee reviews current course/outcome alignments and determines plan for measures and criterion for success for each outcome statement.
 - a. Resource: Alignment review of courses to General Education Outcomes Statements.
 - b. Resource: Common rubrics selected to measure learning for each outcome. (Investigate adopting/adapting VALUE rubrics from AAC&U.)
2. Engage faculty teaching General Education courses in reviewing rubrics, achievement benchmarks, and selecting representative assignments (proficiency criteria) for each outcome.
 - a. Resource: General Education faculty finalize agreement on use of rubric and achievement levels to guide assignment design.
 - b. Resource: General Education faculty training by outcome on use of rubrics.
 - c. Resource: Representative assignments (proficiency criteria) from each course selected and agreed upon per learning outcome.
3. Faculty apply rubrics to designated assignments and collect course level data on student outcome.
 - a. Resource: Overall data on General Education outcome per course.

- b. Resource: Random sample of student assignments aligned to outcome for General Education Committee blind review.
 4. General Education Committee uses chosen rubrics to measure student achievement on selected outcomes.
 - a. Resource: Approximately 8 outcome statements reviewed per semester. All courses aligned to particular outcome will submit assignments pre-selected for that outcome and a random sample will be reviewed by General Education committee.
 - b. Resource: General Education Outcomes Assessment Reports will be generated.
 5. Results of General Education Assessment Reviews will be disseminated to institution and General Education Committee will make recommendations on refinements/improvements to curriculum or assessment practice to improve student learning.
 - a. Resource: Meet with faculty of assessed outcome for in-depth review and recommendations.
 6. Recommendations reviewed and improvements made to curriculum and/or assessments. Process begins again.

In order to create actionable data to assess the health of the General Education program at ATU, a review of current courses mapped to individual general education outcomes should take place. Concurrently, the General Education committee should determine an appropriate method of measuring student achievement for each outcome (VALUE rubrics are often a good starting place), and the level of achievement that will determine student success at both the course level and the General Education program level.

In order to do this, it is recommended that (1) individual outcome subcommittees review the course alignment. Select an appropriate measure of the outcome (VALUE rubric) and level of student success. Once this is complete, each subcommittee (2) should meet with faculty whose classes are addressing that outcome to determine how it is being measured (selected assignments) and measured within the course (not course grade).

Benefits to Students:

- Seamless transfer to ATU from participating Passport institutions
- Reduced loss of earned credit hours for transfer students
- Certification of General Education completion
- Understanding of strengths and weakness in relation to identified student learning outcomes
- Benchmark for student performance

Benefits to Institution:

- Marketability to transfer students
- Increased retention of transfer students
- Development of a General Education Certificate
- General education alignment with Association of American Colleges and Universities
- Enhanced assessment procedures and greater specificity of student learning attainment
 - Learning outcome based assessment
 - Well-defined assessment procedures
- HLC, ADHE compliance
- Increased faculty input into general education curriculum
- Well-defined criteria for general education course addition

ATU PROPOSED Passport Block (Final block to be determined during implementation phase)

3 hrs		6 hrs		3 hrs		8 hrs		Knowledge Concepts (23 hrs)			Crosscutting Skills	
ORAL COMMUNICATION	WRITTEN COMMUNICATION	QUANTITATIVE LITERACY	NATURAL SCIENCES	HUMAN CULTURES	CREATIVE EXPRESSION	HUMAN SOCIETY	CRITICAL THINKING	TEAMWORK				
COMM 2003 or COMM 2173	ENGL 1013 and ENGL 1023 or ENGL 1043 and ENGL 1053	MATH 1003 or MATH 1113 or ^ MATH	BIOL 1004 BIOL 1014 BIOL 1114 CHEM 1113 CHEM 2124 GEOL 1004 GEOL 1114 PHSC 1004 PHSC 1013/1 PHSC 1053 PHSC 1074 PHYS 1114 PHYS 2014 PHYS 2114	HIST 1903 or HIST 2003 or HIST 2013 or POLS 2003 and TH 2273 TH 2273 ENGL 2173 ENGL 2183 PHIL 2003 PHIL 2013 ANTH 1213 ANTH 2003 AMST 2003 SOC 1003 HIST 1503 HIST 1513 HIST 1543 GEOG 2013	ART 2123 MUS 2003 COMM 2003 TH 2273 ENGL 2173 ENGL 2183 ENGL 2003 ENGL 2013 ENGL 2023 GEOG 2013 AGBU 2063 AGBU 2073 COMM 2003 ECON 2003 ECON 2013 ECON 2103	COMM 1003 PSY 2003 SOC 1003 ANTH 1213 ANTH 2003 HIST 1503 HIST 1513 HIST 1543 GEOG 2013 AGBU 2063 AGBU 2073 COMM 1003 PHIL 2003 PHIL 2043 HIST 1503 HIST 1513 HIST 1543 HIST 2043 POLS 2003 GEOG 2013 HIST 1903 HIST 2003 HIST 2013 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003	COMM 1003 PHIL 2003 PHIL 2043 HIST 1503 HIST 1513 HIST 1543 HIST 2043 POLS 2003 GEOG 2013 HIST 1903 HIST 2003 HIST 2013 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003	COMM 1003 PHIL 2003 PHIL 2043 HIST 1503 HIST 1513 HIST 1543 HIST 2043 POLS 2003 GEOG 2013 HIST 1903 HIST 2003 HIST 2013 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003	COMM 1003 PHIL 2003 PHIL 2043 HIST 1503 HIST 1513 HIST 1543 HIST 2043 POLS 2003 GEOG 2013 HIST 1903 HIST 2003 HIST 2013 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003	COMM 1003 PHIL 2003 PHIL 2043 HIST 1503 HIST 1513 HIST 1543 HIST 2043 POLS 2003 GEOG 2013 HIST 1903 HIST 2003 HIST 2013 AMST 2003 COMM 2173 ENGL 1013 ENGL 1023 ENGL 2003 ENGL 2013 ENGL 2023 ENGL 2173 ENGL 2183 ECON 2103 AGBU 2063 AGBU 2073 PSY 2003 SOC 1003		
Passport Ready												
Oral Comm - intro speech course												
Written Comm - intro writing course												
Quantitative Lit - intro mathematics												
Natural Sciences - astronomy, biology, chemistry, physics, etc												
Human Cultures - hist, anth, archeology, poli sci, geog, ethnic studies, gender studies, language, etc												
Creative Expression - music, visual arts, theater, film, media, literature, architecture, etc												
Human Society and Individual - sociology, geography, history, criminology, psychology, economics, etc												
Critical Thinking & Teamwork - come from any knowledge and skill area												

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, April 11, 2017, at 3:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Michael Rogers
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. V. Carole Smith
Mr. Ken Futterer	Dr. Monty Smith
Dr. Debra Hunter	Dr. James Stobaugh
Dr. Sean Huss	Dr. Bruce Tedford
Dr. Shelia Jackson	Dr. Susan Underwood
Dr. Johnette Moody	Dr. James Walton
Dr. Jason Patton	Dr. Dana Ward

Dr. Melissa Darnell, Dr. Chris Kellner and Dr. Jack Tucci were absent.
Dr. Mohamed Abdelrahman, Dr. Hanna Norton, Dr. Jeff Aulgur, Dr. Christine Austin,
Dr. Linda Kondrick, Dr. Scott Kirkconnell, Dr. Mohamed Ibrahim,
Ms. Gwen Faulkenberry, Mr. Wesley Duke, Dr. Thomas Vaughn and
Dr. Michael Brodrick were visitors.

CALL TO ORDER President Huss called the meeting to order and asked for a motion in regard to the March minutes.

APPROVAL OF
MINUTES

Motion by Dr. Jackson, seconded by Dr. Underwood, to approve the minutes as distributed.
Motion carried.

VPAA UPDATE

President Huss invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman reported President Bowen would be giving an update this week to the Budget Advisory Committee, including information about budgets cuts distributed across campus. He empowered the faculty to directly impact the budget by retaining existing students, not by lowering standards, but by engaging students. He noted the Tutoring Center was underutilized, and asked for ideas about where tutors should be physically located across campus. Dr. Abdelrahman also asked for input on a method for measuring faculty effectiveness in advising.

Dr. Abdelrahman reported the next HLC reaccreditation visit would be within the next three years and preparations were beginning to ramp up. He stated HLC had added criteria on persistence and completion. He also reported the Arkansas Higher Education Coordinating Board meeting would be held on the ATU campus on April 21, when the cybersecurity degrees would be voted on. He announced the MBA program was now accepting applications.

NEW BUSINESS:
INTERSTATE
PASSPORT

Dr. Schwehm distributed information outlining the process used by the General Education Committee to evaluate ATU general education course offerings in relation to Interstate Passport (Attachment A). He reported several senators and faculty members had asked, if ATU were to adopt Passport, what it would take to move a course from a “2” to a “3” on the scale, how the assessment data would be collected, and how can they record what is already being done. Dr. Schwehm stated, if adopted, members of the General Education Committee would work with each faculty member teaching general education courses to map out what is already being done in the course to address learning outcomes. The Assessment Committee and General Education Committee would be responsible for the assessment of the data collected.

Dr. Abdelrahman mentioned HLC was beginning to emphasize the importance of skills and knowledge gained from a degree rather than the credential alone and, regardless of whether Passport was adopted, the institution needed to identify and track the skills and knowledge obtained in general education courses.

Dr. Stobaugh asked what amount of data entry would be required of the instructor, and when in the semester it would be expected. Dr. Christine Austin, Director of Assessment and Institutional Effectiveness, responded there is an existing drop down option in Banner to submit the associated general education outcome met in the course, but there were not currently many faculty utilizing the tool. She mentioned instructors would also need to provide sample artifacts from the instrument used to meet the outcomes. She also noted the outcomes would not have to be entered with the final grade, but as it is achieved in the course.

The senators expressed concern with adopting an external tool for assessing general education success and discussed the potential ability for ATU to develop a tool internally. President Huss suggested empowering the General Education Committee to do so. Dr. Underwood stated she had served on the Assessment Committee a few years ago and the committee had mapped the learning outcomes in the general education courses and set up Banner to allow instructors to input the outcomes, but it had not been widely used. Discussion followed that the work already done should be revisited and improved, rather than duplicating efforts, with increased faculty accountability and training, possibly during the faculty professional development sessions.

Motion by Dr. Schwehm, seconded by Dr. Stobaugh, to empower the General Education Committee to investigate the development of an internal general education assessment tool. Motion carried.

ETECH ADVISORY COMMITTEE

Dr. Linda Kondrick, Associate Professor of Physical Science, reported she and Dr. Moody had been invited to join the eTech Advisory Committee, which was investigating methods and standards for reviewing and approving online courses. She stated HLC required such standards for all online courses, but the current system only reviewed the online courses offered through eTech. Dr. Moody provided a sample rubric from the proposed methodology, Quality Matters (Attachment B) and included a comparison with other, similar tools (Attachment C). She noted the Quality Matters standards did not dictate content, but how the course materials and content were presented and provided. Dr. Moody asked for a motion to establish a standing University Committee on Web Based Course Standards to oversee approvals and scheduled reviews for all online courses.

The senators raised questions about the structure of the proposed committee and how it would fit into the existing organization, particularly with the Curriculum Committee's approval of courses. Dr. Rogers questioned why online courses should be standardized, when face to face courses are not. Dr. Kondrick responded, in recent history, some institutions were providing subpar quality online education. Dr. Walton asked for a written proposal outlining the makeup and structure of the requested committee, including the charge, which the Senate could then vote upon.

Motion by Dr. Walton, seconded by Mr. Futterer, to table further discussion until a written proposal could be provided at the following meeting. Motion carried.

TIAA CREF

President Huss invited Dr. Scott Kirkconnell, Professor of Biology, to address the Senate. Dr. Kirkconnell reported he had served on a committee, chaired by Dr. Bowen, investigating the expansion of available TIAA CREF investment options. He distributed a correspondence

between himself and Mr. Bruce Curl, Interim Director of Human Resources (Attachment D), describing Dr. Kirkconnell's request.

Motion by President Huss, seconded by Mr. Futterer, for the Faculty Senate to contact Ms. Bernadette Hinkle, Vice President for Administration and Finance, regarding negotiations with TIAA CREF for self-directed investment options. Motion carried.

UNIVERSITY ELECTIONS

President Huss thanked Dr. Moody for an excellent job with the standing committee ballot in Blackboard. The senators agreed for the elections to be open from Wednesday, April 12 until Wednesday, April 19.

ADJUNCT SUPPORT COMMITTEE

Mr. Duke reported the Committee on Adjunct Support would continue drafting and fine tuning a proposal, and would plan to bring it before the Faculty Senate at the beginning of the fall 2017 semester.

OLD BUSINESS: CULTURAL CLIMATE

President Huss postponed discussion on the cultural climate survey until Dr. Kellner was present.

FACULTY SERVICE HOUR

The senators discussed the significant challenge in scheduling committee meetings, and that a scheduled hour each week may lead to more conflicts.

Motion by Dr. Walton, seconded by Mr. Futterer, to cease further action on a faculty service hour and remove it from the agenda. Motion carried.

FINAL EXAM / GRADE SUBMISSION

Dr. Rogers reported the faculty and students were not in agreement on proposed changes to the academic calendar to increase the grading period at the end of the term. Dr. Hunter stated the subcommittee had been asked to explore options for change within academics, and had not approached Student Services. Mr. Futterer reported, around ten years ago, a committee was formed with stakeholders across campus, including Student Services and Administration and Finance, and the group was able to agree to changes, including allowing the final exam period to be counted as instructional time. He stated the problem could not be solved by Academic Affairs alone.

Motion by Dr. Walton, seconded by Mr. Futterer, to cease further action on a change to the academic calendar and remove it from the agenda, with the stipulation an ad hoc committee would be formed during fall 2017, including stakeholders across campus, to investigate all options.

Dr. Rogers expressed concern for letting this discussion cease without a resolution, noting faculty are having to change how finals are given in order to submit grades by the deadline.

Motion carried.

EXTERNAL WORK POLICY

President Huss reported the External Work Policy was under review with Legal Counsel, and he hoped to have more to report in May.

CHANGING EVALUATION QUESTIONS

Dr. Patton reported the subcommittee had finalized its recommendations, and he distributed a summary (Attachment E). He noted, on the list of questions, the indented questions would only appear based on the response provided to the previous question (branching logic). He asked the Senate to move to adopt the proposed questions for evaluations given during the summer 2017 term, which would provide the subcommittee with sample data to be analyzed for validity of the questions. He indicated the subcommittee would reconvene at the beginning of the fall 2017 term to address any issues that arise during summer implementation.

Dr. Rogers suggested adding an option of “none available” under the question “Did you utilize resources outside the classroom?” since many courses do not have tutors provided by the Tutoring Center.

Motion by Mr. Futterer, seconded by Dr. Rogers, to adopt the proposed evaluation questions for summer 2017 courses. Motion carried.

PROMOTION AND
TENURE REVIEW
PROCESS

President Huss reported he would be setting up a meeting with the subcommittee and Dr. Abdelrahman early next week. After meeting with Dr. Abdelrahman, he would send copies to the senators and ideally bring the final draft for a vote in the May Senate meeting, then for a full faculty vote prior to sending to the Board of Trustees.

SHARED
GOVERNANCE

Mr. Futterer stated there would be a proposal in May to establish a body to oversee university wide governance, such as committee structure, by serving as a gatekeeper. Dr. Rogers indicated the university still operates in silos, and there were existing structures in place that need to become functional and held accountable.

OPEN FORUM

Dr. Monty Smith asked what options faculty have for retiring but continuing to work part time as an adjunct. Dr. Walton responded faculty over the age of 65 can retire and continue to work. Mr. Futterer noted faculty status is removed upon retirement.

ANNOUNCEMENTS

President Huss shared an email from Dr. Bowen to the Faculty Senate (Attachment F).

President Huss announced Mr. Thomas Pennington, Legal Counsel, would be providing information sessions about the concealed carry law and how it impacts campus on April 12 and 13.

Dr. Tedford stated he had attended Congressman Womack’s recent town hall meeting, and had reached out to him directly to share his thoughts and voice his concerns.

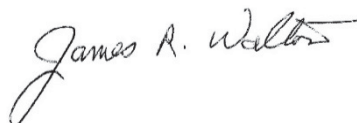
ADJOURNMENT

The meeting adjourned at 5:08 p.m.

Respectfully submitted,



Sean Huss, Ph.D., President



James Walton, Ph.D., Secretary

Attachment A

ATU General Education Committee – Creating the Proposed Passport Block

Over the Fall 2016 term, members of the General Education committee worked with faculty to evaluate ATU general education course offerings for alignment with Passport learning outcomes. Based on this extensive evaluation process, the General Education committee developed an initial Passport block for ATU. The Passport block outlines which courses in the ATU general education curriculum meet, as is or with adjustments, Passport learning outcomes in each of the nine knowledge/skill areas. All general education courses were reviewed using the nine knowledge/skill areas.

The following document outlines the tool used to evaluate courses and how/why specific courses were placed in specific knowledge/skill areas. The nine knowledge/skill areas are:

- Oral Communication – typically an introductory speech course
- Written Communication – typically an introductory writing/composition course(s)
- Quantitative Literacy – typically an introductory mathematics course
- Natural Sciences – astronomy, biology, chemistry, physics, etc.
- Human Cultures – history, anthropology, archeology, political science, geography, ethnic studies, gender studies, etc.
- Creative Expression – music, art, theater, film, media, literature, architecture, etc.
- Human Society & Individual – sociology, geography, history, criminology, psychology, economics, etc.
- Critical Thinking – any course
- Teamwork – any course

Evaluating General Education Courses

The General Education committee used the following rating system to evaluate our current general education course offerings in relation to the Passport learning outcomes for each knowledge/skill area:

Use the following system to identify Passport ready courses. Scroll down to the bottom of the spreadsheet for transfer-level proficiency examples.

3 - as is, course addresses the Passport Learning Outcome at transfer-level proficiency & data are collected to assess the learning outcome

2 - as is, course addresses the Passport Learning Outcome at transfer-level proficiency

1 - if needed, course can be modified to address the Passport Learning Outcome at transfer-level proficiency

0 - course does not address the Passport Learning Outcome

Courses included in each knowledge/skill area on the proposed ATU Passport Block:

- Logically aligned with the specific knowledge/skill area (MATH 1003 in Quantitative Literacy) and/or
- Course addresses learning outcomes in the knowledge/skill area with little to no modification

Example – SOC 1003: Introductory Sociology

SOC 1003 is included in three knowledge/skill areas in the proposed ATU Passport Block:

- Human Society and the Individual (Table 1)
- Human Cultures (Table 2)
- Critical Thinking (Table 3)

SOC 1003 received all 3 ratings for Human Society and the Individual (Table 1). This means the course does not require any modifications to delivery or assessment methods to be included in the Human Society and the Individual knowledge/skill area.

For Human Cultures (Table 2), SOC 1003 received all 2 ratings. This indicates the course addresses all of the learning outcomes, but does not have a systematic assessment procedure. To be included in Human Cultures, a data collection process for assessment would be developed.

SOC 1003 received all 2 ratings for Critical Thinking (Table 3) except for: identify a problem or question and its component parts. This particular outcome was rated 1, which means “if needed, the course could be modified to address the learning outcome.” In practice, something (test, activity, etc.) would be added to address/assess that particular outcome, as well as determining the best way to collect assessment data for all the learning outcomes.

Table 1: SOC 1003 - Human Society and the Individual

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		SOC 1003
Learning Outcomes		
Core Knowledge	<ul style="list-style-type: none"> Define vocabulary, concepts and terminology in the social sciences, and identify theories. Explain the role of individuals and institutions within the context of society. 	3
Bases of Scientific Inquiry	<ul style="list-style-type: none"> Explain and apply theories to social phenomena and human activity. Evaluate various types and forms of research, including their ethical considerations. 	3
Analytical Applications	<ul style="list-style-type: none"> Identify, frame and/or respond to a research question. Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. 	3
Information Use and Communication	<ul style="list-style-type: none"> Interpret and communicate various representations of qualitative and/or quantitative data. Responsibly identify, categorize, evaluate, and cite multiple sources. 	3
Social Responsibility	<ul style="list-style-type: none"> Recognize the complexities of diverse social identities. Evaluate issues of social justice with regard to identities within diverse contexts. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which 	3

Table 2: SOC 1003 - Human Cultures

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		SOC 1003
Learning Outcomes		
Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates)	2
Modes of Inquiry	Identify and describe past and current forms of inquiry into changing human cultures across time and place.	2
Investigation	Research human cultures using relevant methodologies.	2
Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.	2
Attitudes towards Cultural Differences	Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts,	2
Factors Shaping Human Cultures	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social	2

Table 3: SOC 1003 - Critical Thinking

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		SOC 1003
Learning Outcomes		
Problem Setting	Identify a problem or question and its component parts.	1
Recognize Assumptions	Recognize and assess personal and other relevant underlying assumptions.	2
Evidence	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	2
Evaluate	Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.	2
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	2
Reasoning/Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	2

Example – ENGL 1013: Composition I

ENGL 1013 is included in two knowledge/skill areas in the proposed ATU Passport Block:

- Written Communication (Table 4)
- Critical Thinking (Table 5)

Based on the rating system the General Education Committee used to evaluate courses, ENGL 1013 received all 3 ratings for Written Communication (Table 4). This means the course does not require any modifications to delivery or assessment methods to be included in Written Communication.

For Critical Thinking (Table 5), ENGL 1013 received all 3 ratings except for: identify a problem or question and its component parts. This particular outcome was rated 2, which means a system would have to be developed for assessing this outcome for ENGL 1013 to be included in Critical Thinking.

Table 4: ENGL 1013 – Written Communication

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		ENGL 1013
Learning Outcomes		Please e
Rhetoric al Knowledge	Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.	3
Use of Sources	Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.	3
Writing Process Knowledge	Develop flexible strategies for generating, revising, editing, and proofreading.	3
Conventions and Mechanics	Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.	3
Self-Assessment and Reflection	Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.	3

Table 5: ENGL 1013 – Critical Thinking

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		ENGL 1013
Learning Outcomes		Please ent
Problem Setting	Identify a problem or question and its component parts.	2
Recognize Assumptions	Recognize and assess personal and other relevant underlying assumptions.	3
Evidence	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	3
Evaluate	Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.	3
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories.	3
Reasoning/Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	3

Example: BIOL 1004: Environmental Science, BIOL 1014: Biological Science, and CHEM 1113: Survey of Chemistry

BIOL 1004, BIOL 1014, and CHEM 1113 are each included in the following knowledge/skill area:

- Natural Sciences (Tables 6 and 7)

The ratings for each under Natural Sciences are as follows.

Table 6: BIOL 1004 and BIOL 1014

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		BIOL 1004	BIOL 1014
Learning Outcomes		Please enter a 3, 2	
Nature of Science	Students explain the following attributes of science: a. Science is based on the assumption that reality exists independently of observer perceptions and that the rules are understood only by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display natural variation and uncertainty. d. A cultured scientific community produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analysis are assumed to most closely describe reality and the principles by which it operates.	3	3
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry, namely, and limited to: selecting, analyzing, and interpreting data; presenting findings; and using evidence to answer questions.	2	2
Core Concepts	Students accurately describe the scope of scientific studies in the three types and life sciences, their core theories and practices, using discipline-related terminology.	2	2
Scientific Literacy	Students that: a. Recognize the proper use of scientific data, principles and theories to assess the quality of scientific arguments. b. Demonstrate an ability to gather, compare and analyze information and related literature in common scientific and discipline topics.	2	2
Scientific Reasoning	Students demonstrate scientific reasoning processes for the core domains.	3	3
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior, including: 1. Honesty: the accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among collaborators. 2. Safety: ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, the general public, and environment. 3. Social Responsibility: Recognition of the impact our actions have on the natural and human world.	3	2
Science and Society	Students understand the role science plays in society and a community's roles.	2	2

Table 7: CHEM 1113

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right		CHEM 1113
Learning Outcomes		Please enter
Nature of Science	Students explain the following attributes of science 1. Science is based on the assumption that reality exists, operates by consistent principles and that the rules are understandable by scientific analysis 2. Processes and results may be replicable and subjected to peer review 3. The results will display a statistical normal distribution 4. Examined scientific theory produces a predictive model that is used to develop scientific models and concepts 5. Models are concepts that will state the most wide-ranging and precise relationships as assumed to exist based on descriptive and the principles which they operate	7
Scientific Inquiry	Students demonstrate the application of scientific methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions	2
Core Concepts	Students are able to describe the scope of scientific study in both the physical and life sciences, their core theories and practices, and the scientific method	2
Scientific Literacy	Students shall a. Recognize the proper use of scientific data and theories to assess the quality of stated conclusions b. Demonstrate ability to gather, comprehend, apply and communicate credible information on scientific and technical topics	
Scientific Reasoning	Students demonstrate scientific reasoning practices to draw conclusions	
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior including 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues 2. Safety: Training the safety of self and fellow students and the physical of practitioners, test subjects, the community, and environment 3. Social Responsibility: Recognition of the impact of our actions have on the natural and human world	1
Science and Society	Students understand the role of science in historical and contemporary contexts	2

Data Collection Worksheets

The completed data collection worksheets for ALL general education courses can be found in the General Education Blackboard Site in a folder titled “Passport Data Collection Worksheets.”

Going Forward

If approved, the General Education Committee, starting in Fall 2017, will begin to work with departments/colleges to finalize the ATU Passport Block. It is at this time that decisions will be made, at the departmental/college level, on any actions that will be taken to include or exclude a particular course from a knowledge/skill area on the ATU Passport Block. For example, a decision might be made to exclude SOC 1003 from Human Cultures, but include it in both Human Society and the Individual and Critical Thinking.

ATU PROPOSED Passport Block (Final block to be determined during implementation phase)

Foundational Skills (12 hrs)			Knowledge Concepts (23 hrs)				Crosscutting Skills	
3 hrs	6 hrs	3 hrs	8 hrs	3 - 6 hrs	6 hrs	3 - 6 hrs		
ORAL COMMUNICATION	WRITTEN COMMUNICATION	QUANTITATIVE LITERACY	NATURAL SCIENCES	HUMAN CULTURES	CREATIVE EXPRESSION	HUMAN SOCIETY	CRITICAL THINKING	TEAMWORK
COMM 2003 or	ENGL 1013 and	MATH 1003 or	BIOL 1004	HIST 1903 or	ART 2123	COMM 1003	COMM 1003	COMM 1003
COMM 2173	ENGL 1023	MATH 1113 or	BIOL 1014	HIST 2003 or	MUS 2003	PSY 2003	PHIL 2003	COMM 2003
	or	^ MATH	BIOL 1114	HIST 2013 or	COMM 2003	SOC 1003	PHIL 2043	COMM 2173
	ENGL 1043 and		CHEM 1113	POLS 2003	TH 2273	ANTH 1213	HIST 1503	AGBU 2063
	ENGL 1053		CHEM 2124	and	ENGL 2173	ANTH 2003	HIST 1513	AGBU 2073
			GEOL 1004	TH 2273	ENGL 2183	HIST 1503	HIST 1543	
			GEOL 1114	PHIL 2003	ENGL 2003	HIST 1513	HIST 2043	
			PHSC 1004	PHIL 2013	ENGL 2013	HIST 1543	POLS 2003	
			PHSC 1013/1	ANTH 1213	ENGL 2023	GEOG 2013	GEOG 2013	
			PHSC 1053	ANTH 2003		AGBU 2063	HIST 1903	
			PHSC 1074	AMST 2003		AGBU 2073	HIST 2003	
			PHYS 1114	SOC 1003		COMM 2003	HIST 2013	
			PHYS 2014	HIST 1503		ECON 2003	AMST 2003	
			PHYS 2114	HIST 1513		ECON 2013	COMM 2173	
				HIST 1543		ECON 2103	ENGL 1013	
				GEOG 2013			ENGL 1023	
							ENGL 2003	
							ENGL 2013	
							ENGL 2023	
							ENGL 2173	
Passport Ready							ENGL 2183	
							ECON 2103	
Oral Comm - intro speech course							AGBU 2063	
Written Comm - intro writing course							AGBU 2073	
Quantitative Lit - intro mathematics							PSY 2003	
Natural Sciences - astronomy, biology, chemistry, physics, etc							SOC 1003	

Human Cultures - hist, anth, archeology, poli sci, geog, ethnic studies, gender studies, language, etc
 Creative Expression - music, visual arts, theater, film, media, literature, architecture, etc
 Human Society and Individual - sociology, geography, history, criminology, psychology, economics, etc
 Critical Thinking & Teamwork - come from any knowledge and skill area

Attachment B

Sean Huss

From: Faculty Senate
Sent: Tuesday, April 04, 2017 8:51 AM
To: Faculty Senate; Dr. Mohamed Abdelrahman; David Underwood; Rick Massengale; Elizabeth Giroir; Andrea Eubanks; Karen Riddell; Jana Crouch; Sara Bailey; Douglas Barlow; Mary Gunter; Jeff Robertson; Hanna Norton; Jeffrey Woods
Subject: eTech Advisory Committee
Attachments: StandardsfromtheQMHigherEducationRubric.pdf

Colleagues,

Last week you received a link to a video explaining what the eTech Advisory Committee has been working on over the past year. Thank you to everyone that has taken the time to view this video and/or contacted their Faculty Senate representative with questions and comments. I have been made aware that many of you would like to see the rubric that will be used to meet HLC, SARA, and C-RAC guidelines. That rubric is attached to this email.

If you have not already done so, please take some time to watch the video at the following link: <https://atu.sharestream.net/ssdcms/ipublic.do?u=d8dab477ea6441a>

Be sure to let your senate representative know if you have feedback, questions, or recommendations before our meeting on April 11th.

Thanks,

Sean

Sean Huss, Ph.D.
Associate Professor of Sociology
Chair, Faculty Senate 2016-2017
Graduate Program Director, Psychology and Sociology
Faculty Co-Advisor, Because We Can
Faculty Co-Advisor, Campus Kitchen at Arkansas Tech University

Department of Behavioral Sciences
Arkansas Tech University
Witherspoon Hall 346
407 West Q. Street
Russellville, Ar. 72801

Office: 479-968-0465
Fax: 479-964-0544

shuss@atu.edu



Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org



Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability*	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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Attachment C

Online Course Certifying Organizations

Last Updated: 4/11/17

Organization	Design by Faculty for Faculty	Prof. Dev.	Cost	Notes
Online Learning Consortium (https://onlinelearningconsortium.org/)		Some free Fee for others	<ul style="list-style-type: none"> • Institutional Membership: \$1,495 • Discounted price for training opportunities 	<ul style="list-style-type: none"> • Initial fee covers 30 faculty; additional faculty discounted 50% per member • Rubric contains 50 instructional design/accessibility standards • 8 members in Arkansas (some of these are also Quality Matters campuses)
Blackboard		X		
International Distance Education Certification (https://www.idecc.org/)			<ul style="list-style-type: none"> • Initial Certification fee \$825.00. • Numerous additional fees for each course 	<ul style="list-style-type: none"> • Primarily for certification of the entire program but course design is a component
Quality Matters** (https://www.qualitymatters.org/)	X	X	<ul style="list-style-type: none"> • \$1,750 per year • Certification course, “Applying the Quality Matters Rubric” \$200 per faculty member 	<ul style="list-style-type: none"> • Rubric • Peer Review process (faculty to faculty) • Based on best practices and research • Online, campus-based, & mixed technology • Utilized by over 1000 institutions (K12, higher education, continuing ed., etc.)
** recognized by HLC				
International Association for Continuing Education and Training (IACET) (https://www.iacet.org/)			<ul style="list-style-type: none"> • \$450 for application fee • \$3,250 every year 	<ul style="list-style-type: none"> • Primarily for continuing education • Renew every 5 years

Attachment D

To: Sean Huss
Date: 4-10-2017
Re: Information for presentation to Faculty Senate

Hi, Sean:
Below is what I sent to Bruce Curl, followed by some notes taken today as I talked with Mr. Kevin Frisbee of TIAACREF (Extension 242370)

To: Bruce Curl
Date: 3-28-2017
RE: Retirement Plan – Self Directed Option

Dear Bruce:
Nice chatting with you. Below is a letter suggested by a financial advisor my wife and I work with from Colorado. As I mentioned, I am fairly close to retirement, and would like to have the ability to invest in more secure funds and other options that are NOT options available within the TIAA-CREF funds, and this Self-Directed Option (SDO) would enable me to pursue such investment possibilities. As a member of the committee, I also think such an option would better protect ATU, as indicated in the following letter.
Thank you very much for looking this over!
Scott Kirkconnell

Many retirement plans are reviewing their investment options and updating them to be more compliant with ERISA Section 404c. In the actively developing area of law relating to employer fiduciary responsibility for poor investment outcomes in employer-provided retirement plans with participant-directed investment accounts, many plan sponsors have concluded that addition of a Self-Directed Option (SDO) or “self-directed brokerage account” as an investment alternative will reduce the risk of liability for breach of fiduciary duty relating to investment outcomes by providing participants with a greater array of investment alternatives. Currently, over half of all 401(k) plans offer a SDO in order to mitigate employer liability as well as to provide employees more flexibility and freedom in allocating their retirement accounts.

Moreover, providing a SDO to participants will also create the capability for each individual participant in the Arkansas Tech University retirement plan to seek investment advice from a Registered Investment Advisor (RIA). Thus, plan participants that elect this enhancement to help them manage their accounts will receive fiduciary investment advice that is based upon their personal risk tolerance and investment goals after completing a risk-profile questionnaire.

Please note that adding a SDO to our retirement plan does not require rewriting the plan documents. A simple update to the plan document, or addendum, will suffice to define the parameters of this enhanced capability. All of our current investment options with TIAA will remain in place and will be referred to as the “Core” investment options, while the SDO would

need to be requested by each individual participant. Once elected, the SDO is linked to the Core account so that participants have effective reporting and online access to their account.

I am very interested in having the brokerage window option available in our retirement plan so my current financial advisor would be able to assist me in investment selections that are more applicable to my unique personal financial goals. My advisor currently utilizes The Pacific Financial Group who manages via the brokerage windows of several thousand plans across the nation and would act as the investment fiduciary on my account.

I respectfully ask that we add the SDO with 3rd Party Money Manager access for all participants of our Arkansas Tech University retirement plan.

Please let me know as soon as possible if this change can be initiated.

Thank you for your assistance,

Scott Kirkconnell

According to Mr. Bruce Frisbee, who works for TIAA-CREF in Denver, it is entirely possible for us to develop a brokerage window option (also known as “self-directed option). Our Plan Administrator will, however, have to communicate with TIAACREF in order to make it possible for individuals to control our own investments. As Kevin described it, the option of investing in the TIAA-CREF Social Choice Low Carbon Equity Fund cannot just be “added on” as an additional investment option available to everyone in our plan, because it is not a large, diversified mutual fund, but involves fewer stocks, so, it has to be part of the “Brokerage Window.” TUIAACREF has a number of funds within the “Low Carbon Social Choice” categories, but the one that would be appropriate for us is the Institutional account, which has the ticker TNWCX. Please see the attached .pdf which contains a prospectus for these options.

I also have contact information for the individual who informed me of these low-carbon equity funds, and she is probably pretty knowledgeable about all of this. Her name is Erica Frank, MD, M.P.H. erica.frank@ubc.ca

Thanks for everything!

Scott K.

Attachment E

Student Evaluation of Faculty Revision Committee Report**4/11/17****Committee Membership:**

Dr. Sean Huss (ex-officio), Faculty Senate
Dr. Chris Kellner, Faculty Senate
Dr. Susan Underwood, Faculty Senate
Dr. Jason Patton, Faculty Senate
Dr. Jordan Thibodeaux, Behavioral Sciences
Dr. Nathaniel Chapman, Behavioral Sciences
Dr. Jacob Grosskopf, Physical Sciences
Gwen Faulkenberry, Ozark Campus Representative
Sara Daniel, Non-tenure Track Representative
Tanner Corbin, Graduate Student
Alyssa Kool, SGA Representative
Kimberly Huff, Student

Process:

The committee focused the creation of new questions around five theme areas: Student Reflection, Learning Environment, Course Materials, Instructor Professionalism, and Engagement. As part of our initial research, the committee reviewed questions and processes from many institutions across the state and country. The committee met weekly for eight weeks in which we developed an initial list of more than 100 questions that were critically reviewed and culled to develop the finalized list of questions that are attached.

Status:

We have completed our edits on this version of questions. The committee wants the questions to be administered during the upcoming summer session as a “test case”. In order to be used during the Summer I term, we need to submit these questions to Wyatt Watson by April 14, 2017. Any feedback received from the summer administration of the questions can be addressed in early Fall, 2017 before the fall administration.

NOTE: In the attached list of questions, some have “branching logic”. This means that a student response on one question may or may not bring up a follow-up question. All questions with branching logic have the follow-up question indented.

Faculty Evaluation Survey

How often did you attend this course?

Always Frequently Rarely Never

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)?

0 hours 1-3 hours 4-6 hours 7-10 hours more than 10 hours

How satisfied were you with your effort in this course?

Very Satisfied Satisfied Unsure Dissatisfied Very Dissatisfied

What is your expected grade in this course?

A B C D F Not Graded

When I had questions or needed assistance, my instructor was approachable.

Yes No I did not seek out assistance

Please explain why you felt your instructor was not approachable.

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.)

Yes No

When I had questions or needed assistance, my instructor was available.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Did you utilize resources outside the classroom (Examples: writing lab, advising center, tutoring, or other similar resources)?

Yes No

If yes, which resources did you utilize? (Check all that apply)

- Writing Lab
- Advising Center
- On-Campus Tutoring
- Other (please describe): _____

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: text book, online access code, etc.)?

Yes Some No None Required

The required course materials were valuable to my success in this course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

What could you have done to be a more effective learner in this course? (Open Response)

Did the instructor provide supplemental materials (Examples: handouts, visuals, online resources, etc.)?

Yes No

The supplemental materials were valuable to my success in this course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning?

Yes No

Please explain how the physical space negatively impacted your learning.

The instructor presented information in a way that was beneficial to my learning.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor incorporated examples that furthered my understanding of course topics.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor communicated guidelines and expectations clearly, and evaluated work accordingly.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor was well-organized and prepared for class.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor demonstrated a clear understanding of course topics.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor provided timely feedback on assignments, tests, or discussions.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor acted in a professional manner and treated students with respect.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor created an environment that was conducive to learning.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The instructor was proficient in English.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Open Response Questions:

What were the strengths of this course?

Do you have any constructive suggestions on improving this course?

Other Comments?

Attachment F

Sean Huss

From: Dr. Robin Bowen
Sent: Friday, March 17, 2017 4:15 PM
To: Sean Huss
Subject: Faculty Letter of Support for DDI

Dr. Huss,

Thank you for the Faculty Senate letter of concern for ATU's Department of Diversity and Inclusion. My appreciation extends to all faculty, staff and students, as well community members, who reached out to me regarding the future of diversity and inclusion at Tech. I concur with the Faculty Senate regarding the importance of recognizing our under-represented students and raising cultural awareness. Your letter highlighted numerous, significant points. Please know I will continue to do all that I can to meet accreditation standards, and to ensure that support services are in place for all students at Arkansas Tech University.

Sincerely,

Robin E. Bowen
President
Administration Room 210
479.968.0228 Office
479.880.4430 Fax
llloyd1@atu.edu



ARKANSAS TECH
UNIVERSITY

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Wednesday, May 3, 2017, at 1:00 p.m. in Rothwell 456.
The following members were present:

Dr. Molly Brant	Dr. Michael Rogers
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Melissa Darnell	Dr. V. Carole Smith
Dr. Marcel Finan	Dr. Monty Smith
Mr. Ken Futterer	Dr. James Stobaugh
Dr. Debra Hunter	Dr. Bruce Tedford
Dr. Sean Huss	Dr. Jack Tucci
Dr. Shelia Jackson	Dr. Susan Underwood
Dr. Johnette Moody	Dr. James Walton
Dr. Jason Patton	Dr. Dana Ward

Dr. Chris Kellner was absent. Dr. Christine Austin, Dr. Bruce Chehroudi, Dr. Seung Suk Lee, Dr. Jeff Robertson, Dr. Jeff Woods, Mr. Brent Etzel, and Mr. Wyatt Watson were visitors.

CALL TO ORDER President Huss called the meeting to order and asked for a motion in regard to the April minutes.

APPROVAL OF MINUTES **Motion by Dr. Jackson, seconded by Dr. Hunter, to approve the minutes as distributed. Motion carried.**

NEW BUSINESS: CURRICULUM President Huss called for a motion in regard to the curriculum proposal (Attachment A).

Motion by Dr. Hunter, seconded by Mr. Futterer to approve the curriculum proposal to delete the Culinary Management program as presented.

Dr. Seung Suk Lee, Associate Professor of Hospitality Administration, reported the Culinary Management program did not attract many students, largely due to the necessity for lecture courses, rather than strictly courses with hands on kitchen experience. She stated this would not disrupt the Williamson lunches.

Motion carried.

CUPA DATA Mr. Wyatt Watson, Director of Institutional Research, reported the CUPA data distributed to the Senate earlier this semester had a few unanticipated discrepancies from the CUPA data that had been used for ATU faculty equity. He explained CUPA locks the official data after the deadline in order to do national reporting, but, unknown to him, CUPA occasionally accepts corrections from institutions after the deadline and updates the live data, which is what he had distributed to the Senate. Because CUPA made some corrections to the live data, the data distributed did not match the nationally reported, official data that the university used for faculty salary equity analysis.

President Huss asked if the new report would be released to the faculty. Mr. Watson responded he was confident it would be released, and the timing would be decided by Executive Council.

CAMERA, PHISHING, AND GRIEVANCE POLICIES	<p>President Huss reported Mr. Pennington would take the security camera policy to the Staff Senate. He then distributed changes to the Faculty Grievance Committee (Attachment B).</p> <p>Motion by Mr. Futterer, seconded by Dr. Stobaugh, to accept the Faculty Grievance Committee changes as distributed. Motion carried.</p>
ACADEMIC PROGRAM REVIEW	<p>President Huss distributed a process and timeline for the internal program review process (Attachment C) from Dr. Christine Austin, Director of Assessment and Institutional Effectiveness. Dr. Underwood asked if the timeline aligned with the state mandated program review schedule. Dr. Austin responded the internal timeline was a few years ahead of the state schedule, so it would not be an added step, but help departments prepare.</p>
STANDING COMMITTEES - SUPERNUMERARY	<p>President Huss distributed a request from Mr. Brent Etzel, Director of the Library, to add Librarians to the existing supernumerary group (Attachment D).</p> <p>Motion by Mr. Futterer, seconded by Dr. V. Carole Smith, to add the Librarians to the supernumerary group. Motion carried.</p>
ANONYMOUS FEEDBACK TO VPAA AND SENATE	<p>President Huss shared a few comments received from the anonymous feedback channel (Attachment E), and noted the concern from faculty about retaliation from Department Heads. He stated because the comments are anonymous, it is difficult to address, but he would report to Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, and Dr. Jeff Mott, Chief of Staff.</p> <p>Dr. Walton noted the Faculty Grievance Committee is charged with addressing issues affecting overall faculty morale, and suggested adding language to include issues concerning morale, equity, and retaliation, as well as ethical issues.</p> <p>Motion by Dr. Tucci, seconded by Dr. V. Carole Smith, to add the language as suggested. Motion carried.</p> <p>President Huss stated he would draft and distribute the language to be included.</p>
OLD BUSINESS: ETECH ADVISORY	<p>President Huss reported a faculty group met with Dr. Hanna Norton, Dean of the College of eTech, and Dr. Abdelrahman. He stated the discussions moved away from the initial proposal to establish a committee parallel to the Curriculum Committee for online courses only, and instead moved toward modifying and improving the existing process. The vetting would take place at the departmental level, to ensure the university standard is met. Dr. Tucci made a distinction between meeting a standard and standardization, noting this would not be standardizing online course content.</p> <p>President Huss announced the group would continue to work on this over the summer. Dr. Rogers encouraged the senators to inform the departmental Curriculum Committees, as the responsibility would likely fall to those committees.</p>
CULTURAL CLIMATE SURVEY	<p>President Huss noted the report on the cultural climate survey would be deferred until Dr. Kellner was present.</p>
EXTERNAL WORK POLICY	<p>President Huss stated the external work policy was under review with Legal Counsel.</p>
PROMOTION AND TENURE REVIEW PROCESS	<p>President Huss reported the most recent draft of the promotion and tenure revisions had been emailed to the Senate earlier that day.</p> <p>The senators discussed who should make the determination in disputes over the interpretation of the document, and whether the definition of “document” was limited to t</p>

Tammy Weaver

From: Cathi McMahan
Sent: Monday, April 24, 2017 9:16 AM
To: Pat Chronister; Douglas Barlow; Dr. Mohamed Abdelrahman
Cc: Patricia Buford; Pam Dixon; Tammy Weaver; Jana Crouch
Subject: RE: Termination of Culinary Program Draft
Attachments: Termination of Culinary _Curriculum Committee.docx

Good Morning:

Here is the Letter of Notification for termination of the Culinary Program. Please review and let me know if any changes are needed prior to it going to the Curriculum Committee.

Thank you!

Cathi McMahan, Ph.D., CTRS
ATU PRHA Department
Department Head/Associate Professor
1205 North El Paso Avenue
Williamson Hall 113
Russellville, AR 72801
(479)968-0385 Fax (479)968-0600

From: Pat Chronister
Sent: Monday, April 17, 2017 2:43 PM
To: Douglas Barlow <dbarlow@atu.edu>; Dr. Mohamed Abdelrahman <mabdelrahman@atu.edu>
Cc: Cathi McMahan <cmcmahan@atu.edu>; Patricia Buford <pbuford@atu.edu>; Pam Dixon <pdixon@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Jana Crouch <jcrouch4@atu.edu>; Pat Chronister <pchronister@atu.edu>
Subject: Termination of Culinary Program Draft

Dr. Bowen agreed today to the deletion of the culinary program. Please complete the Letter of Notification for deletion of the program as required by ADHE. Dr. Abdelrahman would like for the Curriculum Committee to review this deletion before the end of April so that we can take the deletion to the Faculty Senate at their May 3 meeting.

Dr. McMahan, we'll just do the LON and not the curriculum proposal for this (unless you have already started the curriculum proposal). If you think the Curriculum Committee needs more info, put a memo on top of the LON. Please send the completed LON to both Tammy Weaver and myself.

Let me know if you need additional information.

Thanks,
Pat

Pat Chronister
Assistant to the Vice President
for Academic Affairs
Arkansas Tech University
Russellville, AR 72801-2222
pchronister@atu.edu
479-964-0583 ext. 4353

Tammy Weaver

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin (bmartin@atu.edu); Cathi McMahan; Christine Austin; Dr. David Osburn; Dr. Debra Hunter; Dr. Jennifer Samson; Dr. Jeremy Schwehm; Dr. John Jackson; Dr. Lynn Walsh; Dr. Mack Rainey; 'Dr. Nina Goza'; Dr. Shellie Hanna; Dr. Tennille Laster-Scott; Dr. Tom Limperis; Ms. Alexis Scrimshire; 'Ms. Brandi Tripp'; Ms. Haley Fossitt; Ms. Holly Ruth Gale; Ms. Madeline Harshaw; 'Ms. Pat Chronister'; Ms. Sherry Tinerella; Ms. Tammy Rhodes Weaver
Subject: Termination of Culinary Program Draft
Attachments: Termination of Culinary_Curriculum Committee.docx

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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



LETTER OF NOTIFICATION

DELETION

(Certificate, Degree, Option/Emphasis/Concentration, Organizational Unit)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Dr. Cathi McMahan
3. Phone number/e-mail address: (479) 968-0385 cmcmahan@atu.edu
4. Proposed effective date: Fall 2017
5. Title of certificate, degree program, option/emphasis/concentration, or organizational unit:
Associate of Applied Science Culinary Management
6. CIP Code: 12.0504
7. Degree Code: 3120
8. Reason for deletion: Program not viable
9. Number of students still enrolled in program: Nine
10. Expected graduation date of last student: Dec 2018
11. Name of courses that will be deleted as a result of this action:
CUL 1011: Sanitation Safety
CUL 2923: Introduction to Food and Beverage Management
CUL 2003: Cost Controls
CUL 2023: Hospitality Leadership and Ethics
CUL 2053: Work Experience
CUL 2063: Guest Service Management
CUL 2813: Basic Human Nutrition in Hospitality Management
CUL 2903: Introduction to Garde Manger
CUL 2914: Principles of Food Preparation
CUL 2923: Stock, Sauces, and Soups
CUL 2933: Advanced Food Preparations
CUL 2943: Introduction to Baking & Pastry
CUL 2996: Externship
12. How will students in the deleted program be accommodated?

A number of the culinary courses are cross-listed hospitality courses and remaining courses are well suited to be offered in an independent study/special topics format.

13. Provide documentation of written notification to students currently enrolled in program.

Proposed email once package approved.

Culinary Students

I regret to inform you that due to lack of enrollment in the Associate of Applied Science (AAS) in Culinary Management program, Arkansas Tech University can no longer support the program. The Department of Parks Recreation and Hospitality Administration will however, insure each of you enrolled has the opportunity to complete your degree as long as you successfully complete the required courses within a reasonable time. Current plans are to terminate Culinary Management course offerings by Dec 2018. Many Culinary courses are cross-listed as Hospitality courses and will continue to be offered.

Please see your Culinary Management Advisor as soon as possible to insure your schedule provides you the best opportunity to finish your AAS in Culinary Management requirements. I welcome the opportunity to discuss the situation and your future endeavors with you. If you have concerns or would like to discuss further, please contact Ms. Karen Hall (968-0385) for an appointment.

Thank you for your understanding.

*Dr. Cathi McMahan
Dept Head*

14. Indicate the amount of program funds available for reallocation: None. Lab fees covered expendables. Adjunct pay returns to VPAA budget (~\$6300/year)

15. Provide additional program information if requested by ADHE staff. N/A

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Memo for Record

March 14, 2017

To: ATU Curriculum Committee
ATU Faculty Senate

From: Dr. Cathi McMahan

CC: Tammy Weaver

Re: Deletion of Associate of Applied Science in Culinary Management

Purpose

Delete non-viable Associate of Applied Science in Culinary Management

Background

The Associate of Applied Science (AAS) in Culinary Management within the College of Engineering & Applied Sciences offers an abbreviated curriculum specifically focused on food preparation/service and business management. All students take part in an externship of applied classroom training within a food and beverage setting.

The AAS in Culinary Management began in the fall of 2009 with an initial enrollment of 2 students. The Hospitality Management faculty of the Parks, Recreation and Hospitality Administration absorbed the teaching load of the program producing overloads in the department. The Department never employed a faculty member with chef credentials.

When presented with data and discussed at the Hospitality Administration Advisory Board Meeting, all but one board member agreed the program was problematic and supported deleting Culinary Management.

Discussion

The enrollments in the AAS Culinary Management increased from their initial 2 students to a peak of 17 for both 2011 and 2012. The program remained relatively stable until 2015 when a sharp decline occurred.

The Competition:

In 2015 the top two culinary programs located in North Little Rock and Bentonville (<http://brightwater.org/about>) each received a large influx of funding and support. While the facilities and faculty are excellent, these programs also benefit from their proximity to high-quality restaurants.



Figure 1 – #1 Rated Pulaski Technical College, Culinary Arts and Hospitality Management (North Little Rock)
<http://www.pulaskitech.edu/culinary/>

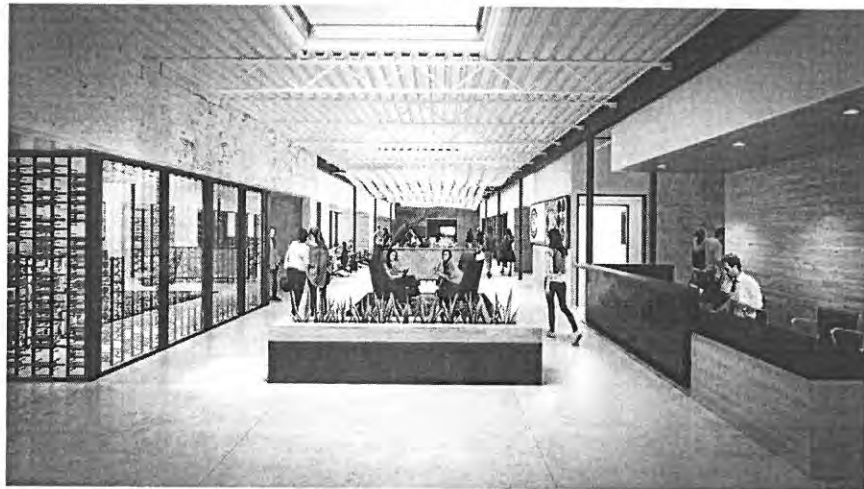
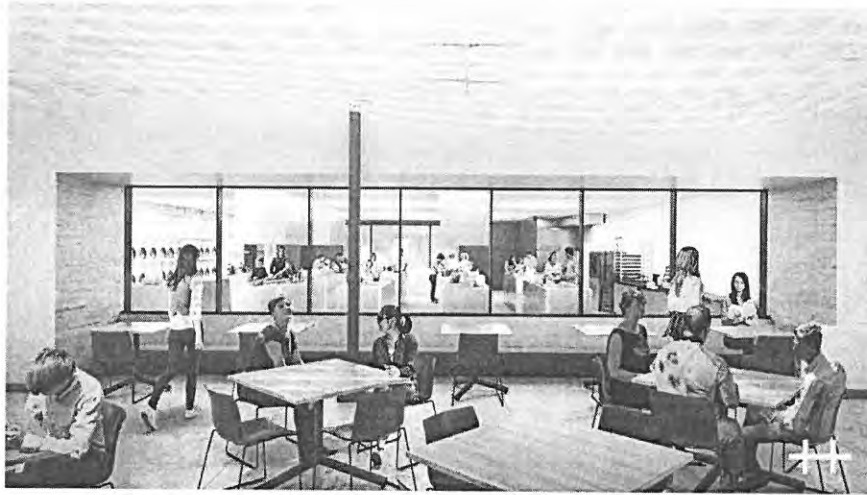


Figure 2 - #2 Rated Brightwater (Bentonville) A Center for the Study of Food funded by the Walton Family Foundation. Facility highlights include: Demonstration Kitchen, Culinary Kitchen, Pastry Kitchen, 5 Kitchen Laboratories, 6 Classrooms, Seasonal Kitchen, Production Kitchen, Commons, Beverage Classroom, Library/Information Commons, 2500 Square Foot Greenhouse and an Outdoor Garden (<http://brightwater.org/about#facility>)

The remaining top five rated programs (<http://www.bestchoiceschools.com/rankings/culinary-schools-arkansas/>) are the following:

#3. Ozarka College-Melbourne, Arkansas

Culinary Program: Associate of Applied Science in Culinary Arts

#4. Arkansas Tech University-Ozark Campus-Ozark, Arkansas

Culinary Program: Culinary Arts Certificate (Program located at ATU Career Center)

#5. Arkansas Tech University-Russellville, Arkansas

Culinary Program: Culinary Management Associates Degree

Supporting Data:

The AAS Culinary Management Program history indicates non-viability.

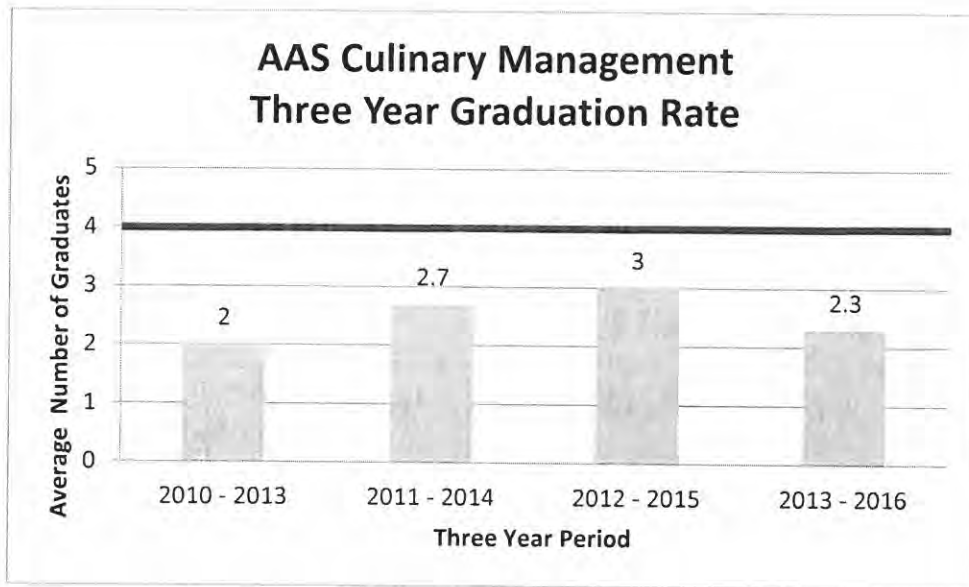


Figure 3 – Three year average of Graduates in AAS in Culinary Management. Red line indicates ADHE viability threshold.

AAS Culinary Management Graduates by Academic Year						
Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Graduates	0	2	4	2	3	2
3-year Average of Graduates	2					
	2.7					
	3					
	2.3					

Table 1 – Culinary Management Graduates by Year

Enrollments increased, leveled and then fell sharply, 2009 - 2016.

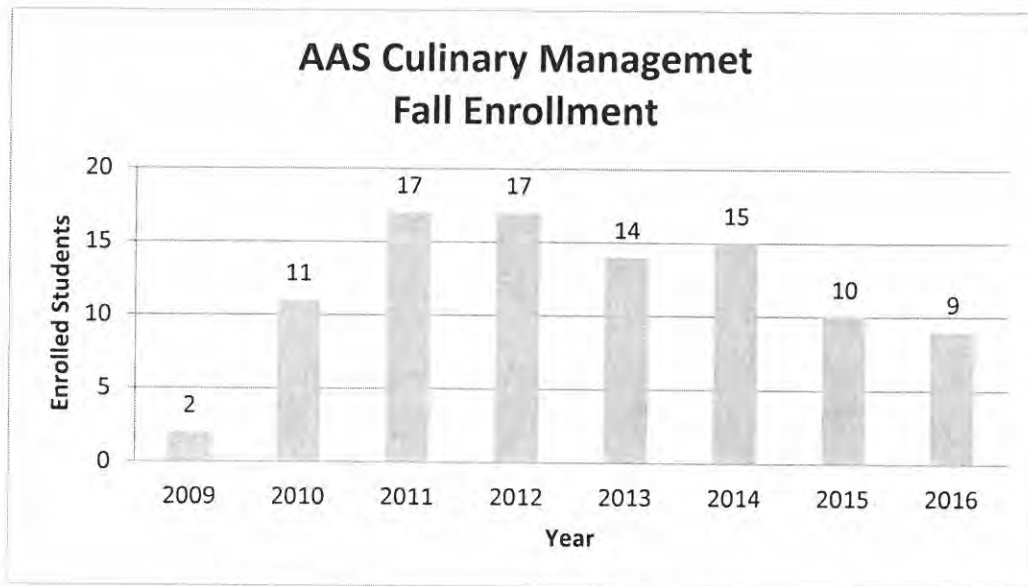


Figure 4 – Fall Student Headcounts in AAS Culinary Management

- One student just started and is a non-traditional student working full time and is having a difficult time fitting classes into her work schedule. She will be worked individually.
- Two are extremely poor students and are repeating CUL courses failed in the fall 2016 and are not expected to continue in the program. If they do, we will work with them individually to finish requirements.
- One is working on CUL and HA degree simultaneously. She will be asked to finish culinary first or not at all. In either case she will continue with the HA degree.

Tammy Weaver

From: Holly Gale
Sent: Monday, April 24, 2017 9:43 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Madeline Harshaw; Pat Chronister; Sheryle Tinerella
Subject: Re: Termination of Culinary Program Draft

Tammy,

I vote to move forward as Dr. McMahan suggests. So my vote is to terminate this program.

However, I am a bit confused as to why we are voting on this if ADHE is telling us we can no longer maintain this program.

Thank you,

Holly Ruth Gale

From: Tammy Weaver
Sent: Monday, April 24, 2017 8:28:49 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella; Tammy Weaver
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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

Tammy Weaver

From: Debra Hunter
Sent: Monday, April 24, 2017 10:29 AM
To: Pat Chronister; Holly Gale; Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Madeline Harshaw; Sheryle Tinerella
Subject: RE: Termination of Culinary Program Draft

I vote to delete the Associate of Applied Science Culinary Management as recommended by Dr. McMahan.

From: Pat Chronister
Sent: Monday, April 24, 2017 10:19 AM
To: Holly Gale; Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Madeline Harshaw; Sheryle Tinerella
Subject: RE: Termination of Culinary Program Draft

Curriculum Committee:

At this point in the process, ADHE has simply sent us a list of non viable programs and culinary management is on that list. We as an institution are choosing to go ahead and delete this program instead of waiting for ADHE to "make" us delete it.

I hope that addresses Ms. Gale's concerns.

Thanks,
Pat

From: Holly Gale
Sent: Monday, April 24, 2017 9:43 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Brittany Martin <bmartin@atu.edu>; Cathi McMahan <cmcmahan@atu.edu>; Christine Austin <caustin@atu.edu>; David Osburn <dosburn@atu.edu>; Debra Hunter <dhunter5@atu.edu>; Jennifer Samson <jsamson@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; John Jackson <jjackson@atu.edu>; Lynn Walsh <lwalsh@atu.edu>; Malcolm Rainey Jr <mraineyjr@atu.edu>; Nina Goza <ngoza@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Thomas Limperis <tlimperis@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Haley Fossitt <hfossitt@atu.edu>; Madeline Harshaw <mharshaw@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>
Subject: Re: Termination of Culinary Program Draft

Tammy,

I vote to move forward as Dr. McMahan suggests. So my vote is to terminate this program.

However, I am a bit confused as to why we are voting on this if ADHE is telling us we can no longer maintain this program.

Tammy Weaver

From: Shellie Hanna
Sent: Monday, April 24, 2017 11:20 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella
Subject: RE: Termination of Culinary Program Draft

After reading the email from Pat Chronister and understanding that the department is in agreement that this needs to occur, my vote is to delete the program.

Shellie

Have a great day!

Dr. Shellie Hanna
Associate Professor of Curriculum and Instruction
Arkansas Tech University
1310 N. El Paso
Crabaugh 102
Russellville, AR 72801
479-880-2253

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella; Tammy Weaver
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307

Tammy Weaver

From: Tennille Lasker-Scott
Sent: Monday, April 24, 2017 9:38 AM
To: Tammy Weaver
Subject: Re: Termination of Culinary Program Draft

After reading the evidence supporting the request, due to lack viability, and being informed of how the current students will be assisted, I vote for the deletion of the Associate of Applied Science Culinary Management.

Tennille Lasker-Scott

Get [Outlook for Android](#)

From: Tammy Weaver
Sent: Monday, April 24, 9:28 AM
Subject: Termination of Culinary Program Draft
To: Tammy Weaver
Cc: Brent Etzel, Brittany Martin, Cathi McMahan, Christine Austin, David Osburn, Debra Hunter, Jennifer Samson, Jeremy Schwehm, John Jackson, Lynn Walsh, Malcolm Rainey Jr, Nina Goza, Shellie Hanna, Tennille Lasker-Scott, Thomas Limperis, Alexis Scrimshire, Brandi Tripp, Haley Fossitt, Holly Gale, Madeline Harshaw, Pat Chronister, Sheryle Tinerella, Tammy Weaver

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

Tammy Weaver, Registrar

Arkansas Tech University

Tammy Weaver

From: Thomas Limperis
Sent: Tuesday, April 25, 2017 1:00 PM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella
Subject: RE: Termination of Culinary Program Draft

I vote to delete the Applied Science Culinary Management program.

Tom Limperis

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella; Tammy Weaver
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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



Tammy Weaver

From: Jennifer Samson
Sent: Monday, April 24, 2017 12:02 PM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella
Subject: RE: Termination of Culinary Program Draft

I vote to delete the Associate of Applied Science Culinary Management as requested.

Jennifer Samson

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella; Tammy Weaver
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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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



Tammy Weaver

From: David Osburn
Sent: Thursday, April 27, 2017 10:57 AM
To: Thomas Limperis; Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella
Subject: Re: Termination of Culinary Program Draft

I vote to delete the Applied Culinary Management program.

From: Thomas Limperis
Sent: Tuesday, April 25, 2017 1:00:04 PM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella
Subject: RE: Termination of Culinary Program Draft

I vote to delete the Applied Science Culinary Management program.

Tom Limperis

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella; Tammy Weaver
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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

Telephone: 479.968.0643

Tammy Weaver

From: Nina Goza
Sent: Monday, April 24, 2017 11:26 AM
To: Tammy Weaver
Subject: RE: Termination of Culinary Program Draft

I vote yes to terminate the program in question. Thank you.

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Brittany Martin <bmartin@atu.edu>; Cathi McMahan <cmcmahan@atu.edu>; Christine Austin <caustin@atu.edu>; David Osburn <dosburn@atu.edu>; Debra Hunter <dhunter5@atu.edu>; Jennifer Samson <jsamson@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; John Jackson <jjackson@atu.edu>; Lynn Walsh <lwalsh@atu.edu>; Malcolm Rainey Jr <mraineyjr@atu.edu>; Nina Goza <ngoza@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Thomas Limperis <tlimperis@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Haley Fossitt <hfossitt@atu.edu>; Holly Gale <hgale@atu.edu>; Madeline Harshaw <mharshaw@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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



Tammy Weaver

From: Lynn Walsh
Sent: Friday, April 28, 2017 12:53 PM
To: Tammy Weaver
Subject: Vote

I vote for the deletion of the Associate of Applied Science Culinary

Management. Lynn Walsh

Tammy Weaver

From: Malcolm Rainey Jr
Sent: Monday, April 24, 2017 11:19 AM
To: Tammy Weaver
Subject: RE: Termination of Culinary Program Draft

Good morning Ms. Tammy,

I agree with Dr. McMahan to delete the Associate of Applied Science Culinary Management.

Malcolm Rainey

Malcolm R. Rainey, Ph.D.
Head, Department of Agriculture
Arkansas Tech University
Office (479) 968-0251
Fax (479) 964-0139
mraineyjr@atu.edu



From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Brittany Martin <bmartin@atu.edu>; Cathi McMahan <cmcmahan@atu.edu>; Christine Austin <caustin@atu.edu>; David Osburn <dosburn@atu.edu>; Debra Hunter <dhunter5@atu.edu>; Jennifer Samson <jsamson@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; John Jackson <jjackson@atu.edu>; Lynn Walsh <lwalsh@atu.edu>; Malcolm Rainey Jr <mraineyjr@atu.edu>; Nina Goza <ngoza@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Thomas Limperis <tlimperis@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Haley Fossitt <hfossitt@atu.edu>; Holly Gale <hgale@atu.edu>; Madeline Harshaw <mharshaw@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar

Tammy Weaver

From: John Jackson
Sent: Monday, April 24, 2017 11:00 AM
To: Tammy Weaver
Subject: RE: Termination of Culinary Program Draft

Everything looks fine for a yes on termination

John R. Jackson
Head, Department of Biological Sciences
Professor of Fisheries
Arkansas Tech University
1701 North Boulder Ave.
Russellville, AR 72801
(479) 964-3226

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Brittany Martin <bmartin@atu.edu>; Cathi McMahan <cmcmahan@atu.edu>; Christine Austin <caustin@atu.edu>; David Osburn <dosburn@atu.edu>; Debra Hunter <dhunter5@atu.edu>; Jennifer Samson <jsamson@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; John Jackson <jjackson@atu.edu>; Lynn Walsh <lwalsh@atu.edu>; Malcolm Rainey Jr <mraineyjr@atu.edu>; Nina Goza <ngoza@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Thomas Limperis <tlimperis@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Haley Fossitt <hfossitt@atu.edu>; Holly Gale <hgale@atu.edu>; Madeline Harshaw <mharshaw@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Subject: Termination of Culinary Program Draft

Curriculum Committee:

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Thanks.

Tammy

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Brown Building, Suite 307
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Russellville, AR 72801-2222

Telephone: 479.968.0643
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Email: tweaver@atu.edu

Tammy Weaver

From: Jeremy Schwehm
Sent: Monday, April 24, 2017 12:10 PM
To: Tammy Weaver
Subject: RE: Termination of Culinary Program Draft

I vote for removal of the program.

Jeremy

From: Tammy Weaver
Sent: Monday, April 24, 2017 9:29 AM
To: Tammy Weaver
Cc: Brent Etzel; Brittany Martin; Cathi McMahan; Christine Austin; David Osburn; Debra Hunter; Jennifer Samson; Jeremy Schwehm; John Jackson; Lynn Walsh; Malcolm Rainey Jr; Nina Goza; Shellie Hanna; Tennille Lasker-Scott; Thomas Limperis; Alexis Scrimshire; Brandi Tripp; Haley Fossitt; Holly Gale; Madeline Harshaw; Pat Chronister; Sheryle Tinerella; Tammy Weaver
Subject: Termination of Culinary Program Draft

Curriculum Committee:

Dr. Cathi McMahan, Head, Department of Parks, Recreation and Hospitality, has requested deletion of the Associate of Applied Science Culinary Management. Please cast an email vote by Friday, April 28.

Thanks.

Tammy

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Office of the Registrar
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Russellville, AR 72801-2222

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