

**Curriculum Committee
AGENDA
Monday, August 21, 2017
Williamson Dining Room
Noon**

I. Call to Order

II. New Business

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

2017-18 Curriculum Committee members are:

Completing Last Year of 2 Year Term:

Holly Ruth Gale (AH 1 year term remaining)
Dr. Debra Hunter (BA 1 year term remaining)
Dr. Shellie Hanna (ED 1 year term remaining)
Dr. Cathi McMahan (EAS 1 year term remaining)
Dr. Tom Limperis (NH 1 year term remaining)
Dr. Tennille Lasker-Scott (ET 1 year term remaining)

Newly Elected for 2 Year Term:

Dr. Cynthia Hukill (AH 2 year term)
Dr. Loretta Cochran (BA 2 year term)
Dr. Shelia Jackson (ED 2 year term)
Dr. William Hoefler (EAS 2 year term)
Dr. Jeff Aulgur (ET 2 year term)
Dr. Eric Lovely (NH 2 year term)

Dr. Jordan Thibodeaux (at large; 1 year term)

Tammy Weaver, Registrar (ex officio)
Sheryle Tinerella, Library (ex officio)
Vacant SGA members (ex officio)
Vacant SGA members (ex officio)

B. Curricular Items

College of Arts and Humanities – Department of Art

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;
2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered);
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses.

College of Arts and Humanities – Department of Behavioral Sciences

1. Add CJ 4033: Policing and Society, to the course descriptions; and
2. Add the Curriculum in Criminal Justice and Criminology.

College of Engineering and Applied Sciences - Department of Electrical Engineering

1. Reconfigure the existing Bachelor of Science in Electrical Engineering with Computer Engineering Option to the Bachelor of Science in Computer Engineering with the Curriculum in Computer Engineering.

- C. Meeting dates, time, and location – 3 p.m. – Brown Building, Room 355
Tuesday, September 26, 2017
Tuesday, October 24, 2017
Tuesday, November 28, 2017

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 21, 2017, at noon in Williamson Dining Room. The following are members of the committee:

2017-18 Curriculum Committee members are:

Holly Ruth Gale (AH 1 year term remaining)	Dr. William Hoefler (EAS 2 year term)
Dr. Debra Hunter (BA 1 year term remaining)	Dr. Jeff Aulgur (ET 2 year term)
Dr. Shellie Hanna (ED 1 year term remaining)	Dr. Eric Lovely (NH 2 year term)
Dr. Cathi McMahan (EAS 1 year term remaining)	
Dr. Tom Limperis (NH 1 year term remaining)	Dr. Jordan Thibodeaux (at large; 1 year term)
Dr. Tennille Lasker-Scott (ET 1 year term remaining)	
Dr. Cynthia Hukill (AH 2 year term)	Tammy Weaver, Registrar (ex officio)
Dr. Loretta Cochran (BA 2 year term)	Sheryle Tinerella, Library (ex officio)
Dr. Shelia Jackson (ED 2 year term)	Vacant SGA members (ex officio)
	Vacant SGA members (ex officio)

All committee members were present. Dr. Mohamed Abdelrahman was present to welcome the committee. The following were present to answer questions regarding curriculum proposals: Dr. Jeff Woods, Dr. Dawn Ward, Dr. David Ward, Dr. Pat Buford, and Dr. Carl Greco. Dr. John Clements represented Faculty Senate. Dr. Christine Austin represented Assessment. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present.

Dr. Abdelrahman welcomed members and addressed the responsibilities of the committee members in shared governance. He suggested consideration of subcommittees to more thoroughly review proposals. In addition, Dr. Abdelrahman suggested internal department curriculum committees. Dr. Clements indicated the quality and completeness of the proposals needed improvement prior to Faculty Senate review.

In the discussion, Dr. Lovely suggested department support forms should be required not just provided as supplemental support. Dr. Hunter indicated the College of Business had an internal curriculum committee. Dr. Hanna stated the College of Education had an internal committee which meet weekly to develop proposals. Dr. Woods expressed concern with calculating a budget for new programs. Ms. Weaver indicated she would review the curriculum proposal forms for new programs, options, minor, etc. She indicated we could eliminate the internal form and only require the ADHE form to make the process easier for departments. Ms. Weaver suggested more faculty and department training for completing proposals.

Motion by Dr. Thibodeaux, seconded by Dr. Lasker-Scott, to investigate a subcommittee structure to review proposals. Motion approved. Motion by Dr. Hunter, seconded by Dr. Cochran, to require all proposals be signed off by Assessment prior to submission for approval by subcommittee or committee. Motion approved. Motion by Dr. Jackson, seconded by Dr. Aulgur, to investigate process change that incorporates subcommittee review. Motion approved.

After introductions, Dr. Hanna called the meeting to order and asked for volunteers or nominations for the chair elect and secretary positions. Dr. Jackson volunteered to serve as secretary. Hearing no other volunteers or nominations, Dr. Jackson was approved to serve as secretary. Dr. Lovely was nominated to serve as chair elect. Motion by Dr. Cochran, seconded by Dr. Aulgur, to nominate Dr. Lovely as chair elect. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

Curricular Items

College of Arts and Humanities – Department of Art

Motion by Dr. Aulgur to table the proposals submitted by the Department of Art. Dr. Aulgur amended his motion to open discuss for the proposals, seconded by Dr. Lovely. Motion by Dr. Aulgur, seconded by Dr. Jackson, to table the proposals #1-7 because assessment items need to be updated for each proposal. Motion approved.

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;
2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered);
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses.

College of Arts and Humanities – Department of Behavioral Sciences

Motion by Dr. Cochran, seconded by Dr. Aulgur, to discuss the proposals from the Department of Behavioral Science. Motion by Dr. Thibodeaux, seconded by Dr. Jackson, to amend the motion to require submission of updated assessment for proposal #2 prior to Faculty Senate approval. Motion approved.

1. Add CJ/SOC 4033: Policing and Society, to the course descriptions; and
2. Add the Curriculum in Criminal Justice and Criminology.

College of Engineering and Applied Sciences - Department of Electrical Engineering

Motion by Dr. McMahan, seconded by Dr. Hoefler, to discuss the proposal from the Department of Electrical Engineering. Motion approved. Motion by Dr. Aulgur, seconded by Dr. Jackson to approve the below proposal. Motion approved.

1. Reconfigure the existing Bachelor of Science in Electrical Engineering with Computer Engineering Option to the Bachelor of Science in Computer Engineering with the Curriculum in Computer Engineering.

Meeting Date, Time, and Location

The time for future meetings was changed from 3 p.m. to 3:30 p.m. Meeting location will be Brown Building, Room 355. Meeting dates are listed below:

Tuesday, September 26, 2017

Tuesday, October 24, 2017

Tuesday, November 28, 2017

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, September 12, 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. David Eshelman	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. Monty Smith
Ms. Holly Ruth Gale	Dr. V. Carole Smith
Dr. Debra Hunter	Dr. James Stobaugh
Dr. Shelia Jackson	Dr. Bruce Tedford
Dr. Chris Kellner	Dr. Jack Tucci
Dr. Joshua Lockyer	Dr. Susan Underwood
Dr. Johnette Moody	

Dr. Melissa Darnell was absent. Dr. Mohamed Abdelrahman, Ms. Cynthia Jones, Dr. David Ward, Mr. Michael Stoker, Dr. Sean Huss, Dr. Carl Greco, Dr. John Jackson, Dr. Mike Davis, Dr. Jeff Woods, Dr. Jeff Robertson, Mr. Wesley Duke, and Ms. Pat Chronister were visitors.

CALL TO ORDER President Clements called the meeting to order, and asked for a motion in regard to the minutes of August 22, 2017.

APPROVAL OF MINUTES Motion by Dr. Jackson, seconded by Dr. Kellner, to approve the minutes as distributed.

Dr. Tucci asked the minutes be amended to reflect Dr. Hunter's comments regarding the need for a central location to collect instances of academic dishonesty.

Motion to approve as amended carried.

President Clements noted this topic would be added to the October agenda.

VPAA UPDATE President Clements invited Dr. Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman reported the one-year retention rate was currently at 71.3%, which was a 2.7% increase in retention. He thanked the faculty for their efforts, and indicated visits to the Tutoring Center had nearly doubled from last fall. He stated the Office of Information Systems was working on initiatives to make data more useful and actionable, including a visual Sankey diagram tracking student progression.

Dr. Abdelrahman reported enrollment was relatively flat, and Dr. Patton asked if the administration anticipated granting cost of living increases, based on the enrollment. Dr. Abdelrahman responded he would defer to the President for that final decision. He indicated approximately 100 graduate students were enrolled through a federal grant, and the continued enrollment was contingent on retention of the grant.

Dr. Tedford asked Dr. Abdelrahman to address a recent letter from state legislators which appeared in the newspaper. Dr. Abdelrahman stated the Advisory Board for the ATU Department of Agriculture had discussed some issues with legislators which appeared in the letter. He noted, in regard to a lack of laboratory space, his preference would be for all programs to have independent laboratory space, but, with limited resources, programs were accustomed to sharing. He reported the Department of Agriculture had worked with the

College of Natural and Health Sciences to successfully accommodate all agriculture labs, before the letter was published. Dr. Tedford stated his understanding from one Advisory Board member was there had not been discussions between the legislators and members, but Dr. Tedford planned to express his concerns to the legislators.

Dr. Patton asked Dr. Abdelrahman for the current approach to low enrolled courses. Dr. Abdelrahman stated he wanted to establish a set procedure, and wanted such decisions to be made within the departments as much as possible. He reported the Deans were investigating methods for addressing the issue. Dr. Patton asked if Dr. Abdelrahman would be amenable to inviting Faculty Senate representatives to join the Deans, and Dr. Abdelrahman agreed, once the Deans have had a chance to work through some college level issues. Dr. Patton volunteered to serve, and President Clements stated this would be revisited when the Deans are ready.

NEW BUSINESS: CURRICULAR ITEMS

President Clements called for a motion in regard to the curricular items.

Motion by Dr. Stobaugh, seconded by Dr. Jackson, to approve the curriculum for the College of Arts and Humanities as presented:

College of Arts and Humanities – Department of Behavioral Sciences

1. Add CJ 4033: Policing and Society, to the course descriptions; and
2. Add the Curriculum in Criminal Justice and Criminology.

Motion carried.

Motion by Dr. Hunter, seconded by Dr. Moody, to approve the curriculum for the College of Engineering and Applied Sciences as presented:

College of Engineering and Applied Sciences - Department of Electrical Engineering

1. Reconfigure the existing Bachelor of Science in Electrical Engineering with Computer Engineering Option to the Bachelor of Science in Computer Engineering with the Curriculum in Computer Engineering.

Motion carried.

MARCOMM

President Clements invited Mr. Michael Stoker, Senior Web Developer, to address the Senate. Mr. Stoker reported workshops on web development would be held every Friday at 10:00am. in the Ross Pendergraft Library, Room 332, as well as every third Thursday at 3:00pm. He stated he would be working on the format of the standard faculty webpages. He announced MARCOMM had been divided into web, communication, and creative units, and all advertising was now being done in-house. He invited anyone to attend the MARCOMM department meetings every Monday at 9:00am.

Dr. Hunter asked Dr. Abdelrahman how many students were affected by the recent hurricanes in Texas and Florida. Dr. Abdelrahman reported at least four ATU students were deployed that he was aware of, with over 200 deployed from the region. He asked the faculty to work with any students who were deployed.

DECEMBER 2017 MEETING

President Clements asked for a motion to officially reschedule the December Faculty Senate meeting from Wednesday, December 6 to Wednesday, December 13.

Motion by Dr. Stobaugh, seconded by Dr. Eshelman, to reschedule the December Faculty Senate meeting to Wednesday, December 13. Motion carried.

MEMBERSHIPS IN PROFESSIONAL SOCIETIES	Dr. Kellner reported an instance in which a faculty member was charged more for conference registration, because the individual was not a member of the professional society, than the cost of both the membership and registration would have been. He stated many faculty pay for their own memberships, but the university does not provide individual memberships. Dr. Rogers suggested providing memberships to faculty as a reward for tenure or promotion, and Dr. Tedford noted it may be more beneficial to faculty working toward tenure. Senators expressed concern about who would pay the memberships, and to what end. Dr. Abdelrahman indicated there would be tax implications for the university to provide a faculty member with an individual membership which personally benefits them. Ms. Chronister encouraged the senators to check with Procurement on regulations. President Clements stated he would check with Procurement and report back in October.
INSURANCE PAY TIERS	Dr. Patton reported any recommendations from the insurance committee on changing the current tiers or otherwise would be for the 2018-19 fiscal year. He stated the insurance rate increase would be 7.9%, with a recommendation that the university absorb half of the increase with employees paying the remaining half. Dr. John Jackson, Head of Biological Sciences, recommended establishing a tier system based on percentages so future increases would resolve themselves. President Clements reported it was his understanding from the committee that would be a logistical challenge. He stated the dental and vision rates would remain the same this year.
FACULTY TRAINING	President Clements stated there are many tools and resources available to students they may not be aware of. He reported he was working with Dr. Jason Warnick, Assistant Vice President for Student Success, on a syllabus statement to be reviewed by the Senate, addressing resources such as counseling, the food pantry, and tutoring.
SENATE EXECUTIVE COMMITTEE ELECTIONS	<p>President Clements invited two volunteers to serve on the Faculty Senate Executive Committee, to provide input on the agenda. He stated the Committee would also include the Chair, Vice Chair and Secretary.</p> <p>Dr. Kellner stated he would be willing to serve again, if there were no other volunteers. Dr. Schwehm also volunteered to serve again.</p> <p>Motion by Dr. Jackson, seconded by Dr. Brant, to appoint Dr. Kellner and Dr. Schwehm to the Executive Committee by acclamation. Motion carried.</p>
MIDTERM GRADES	<p>President Clements stated, at the last meeting, the senators had been asked to visit with their constituents regarding the requirements of mid-term grades for all students. Dr. Kellner reported the faculty he spoke with did not believe this would solve the issue of untimely feedback, and had a negative view of any faculty member not providing timely feedback. Dr. Tucci noted some courses have more content after mid-term, making it difficult to assess progress at mid-term. Dr. Stobaugh stated it would be easier to submit mid-term grades for all students than identifying freshman and sophomores. Dr. Underwood reported, in CSP 1013 and TECH 1001, students frequently complain, particularly for general education courses, that they are not receiving feedback.</p> <p>Hearing no consensus, President Clements asked Dr. Kellner to draft a statement addressing the importance of timely feedback from faculty. Dr. Tedford and Dr. Eshelman volunteered to work with Dr. Kellner.</p>
OLD BUSINESS: SECURITY CAMERAS	<p>President Clements asked for a motion in regard to the security camera policy (Attachment A), with edits from Mr. Josh McMillian, Chief of Public Safety. President Clements explained this item came up in open forum last year, with a concern about the placement and use of security cameras, particularly in classrooms and labs.</p> <p>Motion by Dr. Jackson, seconded by Dr. Underwood, to approve the policy as presented.</p>

Following the motion, Dr. Kellner indicated concern with the provision allowing cameras in faculty lounges, if requested by the Dean or Vice President. He also had a concern with the removal of the provision requiring a faculty member be given notice and invited if footage including that faculty member were to be viewed.

Chief McMillian stated he was strongly in favor of establishing a policy for security cameras, noting there are approximately 700 cameras currently on campus. He stated there were two faculty lounge areas with security cameras installed prior to his hire, but no additional cameras had been installed in such areas since he has been employed. Chief McMillian emphasized his primary concern is theft and crime prevention. He stated the verbiage for allowing a faculty member to participate in reviewing footage had been altered to align with legal restrictions, citing instances of investigations.

Dr. Hunter questioned why the provision for signage was removed. Chief McMillian stated it would be a significant investment, and could provide a false sense of security.

Dr. Lockyer asked if security footage would be subject to the Freedom of Information Act (FOIA). Chief McMillian responded, if the footage was not also protected by FERPA or HIPPA, it could be subject to FOIA with redactions.

Dr. Patton proposed the motion be amended, to include an edit to the policy, under placement of cameras, that faculty lounges be included without the added verbiage.

Dr. Jackson agreed to modified the original motion to include the proposed edit.

Motion carried, as amended.

EXTERNAL WORK POLICY

President Clements reported the external work policy was with Legal Counsel, and he would remove it from the agenda until he had an update.

ETECH ADVISORY COMMITTEE

Dr. Sean Huss, Professor of Sociology, reported the eTech Advisory Committee would be drafting a new curriculum review process for online classes, and he hoped to bring the draft to the October meeting for feedback.

CULTURAL CLIMATE

Dr. Kellner reported he would work on the cultural climate survey this year, and bring back to the Senate when it was ready.

P&T REVIEW

Dr. Huss reported, since the Senate subcommittee had completed revisions in April 2017, Dr. Abdelrahman had reviewed and asked Dr. Woods and Dr. Robertson to work with the subcommittee on compromises. President Clements stated he would send the draft to the senators. Dr. Jeff Woods, Dean of Arts and Humanities, indicated changes to the policy were very complex and interconnected, and encouraged the senators to review as a new document, without referencing the previous policy.

SHARED GOVERNANCE STEERING COMMITTEE

President Clements reported he would be drafting a steering committee structure for shared governance to bring to the Senate.

OPEN FORUM

Dr. Brant asked if faculty could get a confirmation email on not only final grades, but also mid-term grades and attendance accounting. Academic Affairs agreed to check with the Registrar's Office on progress toward that functionality.

Dr. Rogers reported a student who had never attended his face to face class, and who had been reported as never attending, was reinstated after being dropped for non-attendance, because the student had completed the federal attendance module in Blackboard. He noted his understanding was the module was required for online classes, but not for face to face

classes, but it is being automatically populated in all Blackboard shells. He was concerned, if the policy had changed, it had not been communicated. Dr. Schwehm noted, even with online classes, students may complete the attendance module, but never log in again, and faculty should be able to drop those students for non-attendance. Dr. Hunter also voiced a concern with faculty being required to give a student notice before dropping with an "F" for excessive absences. President Clements stated he would confirm what the policy was and bring back for October.

Dr. Hunter stated a student in her college had failed a course three consecutive times for plagiarism. She noted there was no central reporting location for repeat offenders. President Clements stated this would be added to New Business for October. Dr. Rogers encouraged President Clements to invite Dr. Christine Austin, Director of Assessment and Institutional Effectiveness, to the meeting to address the efforts toward the honor code and ensure efforts were not duplicated.

Dr. Kellner indicated the university's policy for using motor pool vans for field trips, etc., had significantly changed, adversely affecting some academic programs. He indicated the changes had been made without input from the affected programs.

Dr. Tedford reported some faculty had concerns, with the increased emphasis on seeking and obtaining external funding, that we had sufficient infrastructure to support it. President Clements stated he would discuss this further with Dr. Abdelrahman.

Dr. Tedford questioned if the policy providing health insurance benefits after retirement had changed. Ms. Chronister responded a faculty member would be able to maintain the insurance policy in place at the time of retirement, at the same contribution rate.

ANNOUNCEMENTS

Dr. Stobaugh announced the Food Pantry would open on September 29, but had already served four students. He reported, over the summer, 1.25 tons of food were collected as well as over \$1,000 in donations.

President Clements stated he has a student who is a potential bone marrow donor match through the Be the Match initiative.

ADJOURNMENT

The meeting adjourned at 4:57pm.

Respectfully submitted,



Jon Clements, D.M., President



Jack Tucci, Ph.D., Secretary

Attachment A

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 the existing camera locations will be done by the Department of Public Safety at the request of the CSC.

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
- Director or Assistant Director of FAMA
- Student Government member

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~~ four 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

The use of audio will be decided on a case by case basis as determined by the CSC

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, Unless requested by Dean or Vice President of respected area and/or a security need has been identified

~~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. University Emergency Call Stations are also exempt from this policy.
5. The University Testing Center/Testing Services and proctoring locations.

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. If there is an identified security risk to the safety and health of the University, placement of camera will not need prior approval by the CSC. The CSC will be notified at next meeting of the placement, and will then review the placement of the camera.

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 or designee 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. All violations of this section will be enforced by the appropriate campus office following state law and/or University policy and procedure.

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 time determined by current retention policies based on local, state, and federal laws. ~~of 28 days and~~ It 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.~~ University employees will be notified of video requests in conjunction with local, state, and federal laws and/or University policy.

Curriculum Committee
AGENDA
Tuesday, September 26, 2017
Brown Building 355
3:30 p.m.

I. Call to Order

II. New Business

A. Curricular Items

College of Business – Department of Management and Marketing

1. Add the following courses to the course descriptions:
 - a. MGMT 3173: Advanced Microsoft Techniques;
 - b. MGMT 3323: Employment Law; and
 - c. MGMT 4323: Compensation and Benefits;
2. Add the Associate of Science in Business Administration;
3. Add the Advanced Certificate in Human Resources; and
4. Add the minor in General Business.

College of eTEch – Department of Professional Studies

1. Modify the Curriculum in Bachelor of Professional Studies Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Workforce Technology specialty/concentrations as follows: add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core;
2. In the Public Relations specialty/concentration, add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core; delete JOUR 4173: Public Relations Project; and add COMM 3073: Group Communications; and
3. In the Applied Leadership specialty/concentration, delete PS 4643 Occupational Globalization and Diversity; add Professional Studies Professional Core4; and Footnote 4 will read: PS 4643: Occupational Globalization and Diversity, or PS 4743: Organizational Change.

College of Natural and Health Sciences - Department of Physical Sciences

1. Add the following courses to the course descriptions:
 - a. GEOL 2994: Special Topics in Geoscience; and
 - b. GEOL 4033: Geophysics;
 2. Modify the Curriculum in Geology Environmental Option as follows:
 - a. Add MATH 2914: Calculus I, as a major requirement;
 - b. Add GEOL 4023: Principles of Stratigraphy and Sedimentation, as a major requirement;
 - c. Add GEOL 2001: Seminar, GEOL 3001: Seminar, GEOL 4001: Seminar, at major requirements;
 - d. Delete GEOL 2111: Environmental Seminar, GEOL 3111: Environmental Seminar, GEOL 4111: Environmental Seminar as major requirements;
 - e. Delete BIOL 3043: Conservation, as a major requirement; and
 - f. Change number of approved MATH/SCI Elective from 9 hours (3 hours UD) to 5 hours MATH/SCI Elective (3 hours UD); and
 3. Modify the Curriculum in Geology Petroleum Option as follows:
 - a. Remove GEOL 3124: Invertebrate Paleontology, and GEOL 4043: Geochemistry, as individual requirements;
 - b. Add GEOL 4033: Geophysics, as a requirement; and
 - c. Add requirement to CHOOSE four (4) hours from: GEOL 3124: Invertebrate Paleontology, or GEOL 4043: Geochemistry, and GEOL 4951: Undergraduate Research, or GEOL 4991: Special Problems.
- B. Discuss Subcommittees and Departmental Curriculum Committees
- C. Meeting dates, time, and location – 3:30 p.m. – Brown Building, Room 355
Tuesday, October 24, 2017
Tuesday, November 28, 2017

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, September 26, 2017, at 3:30 p.m. in Brown Building, Room 355. The following are members of the committee:

2017-18 Curriculum Committee members are:

Holly Ruth Gale (AH 1 year term remaining)	Dr. William Hoefler (EAS 2 year term)
Dr. Debra Hunter (BA 1 year term remaining)	Dr. Jeff Aulgur (ET 2 year term)
Dr. Shellie Hanna (ED 1 year term remaining)	Dr. Eric Lovely (NH 2 year term)
Dr. Cathi McMahan (EAS 1 year term remaining)	
Dr. Tom Limperis (NH 1 year term remaining)	Dr. Jordan Thibodeaux (at large; 1 year term)
Dr. Tennille Lasker-Scott (ET 1 year term remaining)	
Dr. Cynthia Hukill (AH 2 year term)	Tammy Weaver, Registrar (ex officio)
Dr. Loretta Cochran (BA 2 year term)	Sheryle Tinerella, Library (ex officio)
Dr. Shelia Jackson (ED 2 year term)	Justin Gunderman SGA member (ex officio)
	Morgan Walter SGA member (ex officio)

All committee members were present except Dr. Hoefler and Ms. Walter. The following were present to answer questions regarding curriculum proposals: Dr. Lisa Toms, Dr. Jeremy Schwehm, and Dr. Jason Patton. Dr. Christine Austin represented Assessment. Ms. Alexis Scrimshire from the Registrar's Office was present.

OLD BUSINESS: No old business

NEW BUSINESS:

Approval of Minutes:

Motion by Dr. Jackson, seconded by Dr. Lovely, to approve the minutes from the August 21, 2017, meeting. Motion approved.

Curricular Items

College of Business – Department of Management and Marketing

Motion by Dr. Lovely, seconded by Dr. Jackson, to approve the proposals #1-4 from the Department of Management and Marketing. Motion approved. Prior to approval of the proposals, Dr. Lovely commented the Assessment Item E in the MGMT 3173 proposal was an exceptional example of assessment.

1. Add the following courses to the course descriptions:
 - a. MGMT 3173: Advanced Microsoft Techniques;
 - b. MGMT 3323: Employment Law; and
 - c. MGMT 4323: Compensation and Benefits;

2. Add the Associate of Science in Business Administration;
3. Add the Advanced Certificate in Human Resources; and
4. Add the minor in General Business.

College of eTEch – Department of Professional Studies

Motion by Dr. Lovely, seconded by Dr. Cochran, to approve the proposals #1-3 from the Department of Professional Studies. Motion approved.

1. Modify the Curriculum in Bachelor of Professional Studies Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Workforce Technology specialty/concentrations as follows: add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core;
2. In the Public Relations specialty/concentration, add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core; delete JOUR 4173: Public Relations Project; and add COMM 3073: Group Communications; and
3. In the Applied Leadership specialty/concentration, delete PS 4643 Occupational Globalization and Diversity; add Professional Studies Professional Core4; and Footnote 4 will read: PS 4643: Occupational Globalization and Diversity, or PS 4743: Organizational Change.

College of Natural and Health Sciences - Department of Physical Sciences

Motion by Dr. Hunter, seconded by Dr. Jackson to approve the proposals #1-3 from the Department of Physical Sciences. Dr. Lovely asked Dr. Patton how many majors in the geology program and how many graduates. Dr. Patton responded the department has approximately 12-15 majors with 3-4 graduates each year. Dr. Lovely asked what the differences were in the different options and was Tech's program like other institutions especially since the proposals calls for removing environmental and conservation courses from the environmental option. Dr. Patton indicated most programs were like Tech's Professional option and had no field camp experience. Dr. Lovely indicated UALR does require environmental and life sciences in their geology program. Dr. Lovely pointed out issues with assessment items on pages 94, 104, and 110-111. Dr. Lovely indicated the packet should have included a Departmental Support form from the Department of Biological Sciences. Dr. Patton responded that the changes requested were an effort to eliminate obstacles for student graduation. Dr. Patton indicated because all students were required to take the national exam, the curriculum covers items on the exam. Dr. Patton indicated he did speak with the department head for the Department of Biological Sciences. In addition, Drs. Cochran and Hunter expressed concern regarding the mathematics sequence. After the discussion, Dr. Augur called for the vote. The motion failed. Motion by Dr. Jackson, seconded by Dr. Augur to table the following proposals. Motion approved.

1. Add the following courses to the course descriptions:
 - a. GEOL 2994: Special Topics in Geoscience; and
 - b. GEOL 4033: Geophysics;

2. Modify the Curriculum in Geology Environmental Option as follows:
 - a. Add MATH 2914: Calculus I, as a major requirement;
 - b. Add GEOL 4023: Principles of Stratigraphy and Sedimentation, as a major requirement;
 - c. Add GEOL 2001: Seminar, GEOL 3001: Seminar, GEOL 4001: Seminar, at major requirements;
 - d. Delete GEOL 2111: Environmental Seminar, GEOL 3111: Environmental Seminar, GEOL 4111: Environmental Seminar as major requirements;
 - e. Delete BIOL 3043: Conservation, as a major requirement; and
 - f. Change number of approved MATH/SCI Elective from 9 hours (3 hours UD) to 5 hours MATH/SCI Elective (3 hours UD); and
3. Modify the Curriculum in Geology Petroleum Option as follows:
 - a. Remove GEOL 3124: Invertebrate Paleontology, and GEOL 4043: Geochemistry, as individual requirements;
 - b. Add GEOL 4033: Geophysics, as a requirement; and
 - c. Add requirement to CHOOSE four (4) hours from: GEOL 3124: Invertebrate Paleontology, or GEOL 4043: Geochemistry, and GEOL 4951: Undergraduate Research, or GEOL 4991: Special Problems.

Other Action:

After discussion, the committee agreed that a recommendation would be submitted to the Faculty Senate requesting addition of the requirement of a College Curriculum Committee to the organizational structure of each college. (Business & Education already have committees in place that meet to give feedback and assist in the curriculum development process - for example). This would ensure college level consensus and approval of programs and courses prior to consideration by the University Curriculum Committee.

Motion by Dr. Jackson, seconded by Dr. Lovely, to modify the membership of the Curriculum Committee. The motion requests addition of the director of Assessment and Institutional Effectiveness an ex officio member to the committee. Motion approved.

Motion by Ms. Gale, seconded by Dr. Aulgur, to require approval of proposal assessment documents prior to submission of the proposal to the Registrar's Office. Motion approved.

Motion by Dr. Hunter, seconded by Ms. Gale include a step-by-step process for determining if a change is cosmetic or whether a proposal should be completed and place on our Curriculum Committee website to assist faculty members through the writing process.

Meeting Reminder

The next meeting of the committee will be on October 24 and November 28.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, October 10, 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. David Eshelman	Dr. Monty Smith
Dr. Marcel Finan	Dr. V. Carole Smith
Ms. Holly Ruth Gale	Dr. James Stobaugh
Dr. Shelia Jackson	Dr. Bruce Tedford
Dr. Chris Kellner	Dr. Jack Tucci
Dr. Joshua Lockyer	Dr. Susan Underwood
Dr. Johnette Moody	

Dr. Debra Hunter was absent. Dr. Christine Austin, Dr. Jeff Aulgur, Mr. Greg Crouch, Dr. Bruce Chehroudi, Dr. Phillip Bridgmon, Dr. Thomas Nupp, Dr. Sean Huss and Ms. Pat Chronister were visitors.

CALL TO ORDER	President Clements called the meeting to order, and asked for a motion in regard to the minutes of September 12, 2017.
APPROVAL OF MINUTES	Motion by Dr. Stobaugh, seconded by Dr. Jackson, to approve the minutes as distributed. Motion carried.
VPAA UPDATE	President Clements reported Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, was not available to attend the meeting, and introduced Dr. Phillip Bridgmon, Associate Vice President for Academic Affairs. Dr. Bridgmon thanked the Senate, indicating he had been in the position just over one week. He invited the senators to call or visit him.
NEW BUSINESS: CURRICULAR ITEMS	<p>President Clements called for a motion in regard to the curricular items.</p> <p>Motion by Dr. Kellner, seconded by Dr. Jackson, to consider the curricular proposals as a unit by college. Motion carried.</p> <p>Motion by Dr. Kellner, seconded by Dr. Jackson, to approve the curricular proposals from the College of Business as presented:</p>

College of Business – Department of Management and Marketing

1. Add the following courses to the course descriptions:
 - a. MGMT 3173: Advanced Microsoft Techniques;
 - b. MGMT 3323: Employment Law; and
 - c. MGMT 4323: Compensation and Benefits;
2. Add the Associate of Science in Business Administration;
3. Add the Advanced Certificate in Human Resources; and
4. Add the minor in General Business.

Motion carried.

Motion by Dr. Kellner, seconded by Dr. Moody, to approve the curricular proposals from the College of eTech as presented:

College of eTech – Department of Professional Studies

1. Modify the Curriculum in Bachelor of Professional Studies Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Workforce Technology specialty/concentrations as follows: add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core;
2. In the Public Relations specialty/concentration, add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core; delete JOUR 4173: Public Relations Project; and add COMM 3073: Group Communications; and
3. In the Applied Leadership specialty/concentration, delete PS 4643 Occupational Globalization and Diversity; add Professional Studies Professional Core4; and Footnote 4 will read: PS 4643: Occupational Globalization and Diversity, or PS 4743: Organizational Change.

Motion carried.

**ACADEMIC
DISHONESTY /
HONOR CODE**

President Clements asked Dr. Christine Austin, Director of Assessment and Institutional Effectiveness, to update the Senate on the progress toward an honor code. Dr. Austin reported the honor code effort began a few years ago, but needed support from students, faculty and the administration, which was largely generated by the inclusion of the honor code in the strategic plan. She stated a committee of students, faculty and staff were working toward an honor code and a process for violations of academic integrity, both of which would be put forth campus wide before final approval.

Dr. Rogers stated Dr. Hunter had previously suggested establishing a repository for reported violations of academic integrity, and if the university did not move forward, some departments may proceed individually. Dr. Austin stated, if the committee chooses to pursue a full honor code, she anticipated a draft by the spring of 2019, but if instead the existing policy were to be modified, a draft should be available by the spring of 2018.

President Clements asked Dr. Austin to update him as the committee progresses, and he would invite her to address the Senate when appropriate.

**ATTENDANCE
REPORTING**

President Clements distributed the current attendance accounting policy (Attachment A), and noted the three measures of attendance included physical attendance, submission of an assignment, or completion of the Blackboard attendance accounting module. Dr. Stobaugh asked if faculty were permitted to disable the Blackboard module. Dr. Rogers responded the module was required for online courses, but did not believe the requirement was for face to face courses using Blackboard. President Clements reported Ms. Tammy Weaver, Registrar, had provided examples of students in face to face classes using the Blackboard module to officially attend when they were not able to physically attend before the attendance date (e.g., students on temporary deployment).

The senators discussed, when a student completes the Blackboard module yet never attends in a face to face class, if this is a concern of the faculty member. The discussion included the financial implications for the student (e.g., aid eligibility, tuition charged) and the potential negative reflection on the efficacy of the faculty member. Dr. Patton asked how the Senate could pursue changing the policy. President Clements stated he would investigate this further with Ms. Weaver, and identify the next steps.

MOTOR POOL
CHANGES

President Clements distributed a response from Ms. Jessica Holloway, Director of Procurement, regarding the recent changes to motor pool vehicles (Attachment B). Dr. Kellner and Dr. Patton noted an increase in cost passed on to the academic departments, for both rentals from Enterprise and usage of the remaining ATU vans. Dr. Patton stated a field trip which previously cost the department approximately \$40 from the ATU motor pool was \$150 from Enterprise this year. President Clements stated he would reach out to Ms. Bernadette Hinkle, Vice President for Administration and Finance, for more information.

INFRASTRUCTURE
FOR EXTERNAL
FUNDING

President Clements reported he and Dr. Abdelrahman had discussed the infrastructure support for external funding, and Dr. Abdelrahman requested for the faculty to send specific information to him when issues arose. President Clements invited Mr. Greg Crouch, Director of Grants and Sponsored Programs, Pre-Award, to address the Senate. Mr. Crouch explained the Office of Sponsored Programs and University Initiatives facilitated the pre-award and submission process for proposals, but once funds were awarded, the Budget Office provided reporting and financial support. He suggested issues after a grant award, such as infrastructure support, may need to be discussed with the appropriate department head, dean or Vice President. Dr. Kellner asked if there were plans to establish a post-award office to support faculty publication and administrative grant oversight, such as submitting timesheets. Mr. Crouch responded he was not aware of such plans, but would pass the suggestion along to Dr. Rick Massengale, Associate Vice President for Sponsored Programs and University Initiatives. Dr. Stobaugh suggested incorporating facilities management into the pre-award process, to ensure the infrastructure could support the proposal.

QUALITY
MATTERS

Dr. Moody requested to table the report on Quality Matters until November.

OLD BUSINESS:
ETECH ADVISORY
COMMITTEE

President Clements invited Dr. Sean Huss, the previous Faculty Senate chair, to address the Senate. Dr. Huss reported there had been ongoing discussions over the vetting process for online courses, and how that process would fit into the existing curriculum process. He stated a draft of the process should come to the Senate in November.

President Clements then distributed an email from Dr. Shellie Hanna, Curriculum Committee chair, regarding the establishment of College Curriculum Committees (Attachment C). Dr. Underwood questioned if the college level committees would review only the online courses. Dr. Huss responded the committee would review all curriculum from the college, including online, to avoid creating separate processes. President Clements stated this placed power back in the departments and colleges, and noted the curricular proposals approved by the Senate without concerns earlier in the meeting demonstrated an improved vetting process.

P&T REVIEW

President Clements distributed a document including a preface, effective date and implementation (Attachment D) to the promotion and tenure policy, which addressed visiting and legacy faculty. He asked the Senate to consider moving to approve the document prior to voting on the full promotion and tenure policy, to ensure the preface, effective date and implementation were first established.

Motion by Dr. Jackson, seconded by Dr. Schwehm, to approve the distributed preface, effective date and implementation to the promotion and tenure policy. Motion carried.

President Clements stated the distributed promotion and tenure policy was the strongest position from academics, but would still undergo review by Legal Counsel, the Vice President for Academic Affairs, and the President.

Motion by Dr. Tucci, seconded by Dr. Darnell, to approve the promotion and tenure policy as distributed.

Dr. Underwood expressed concern with some language in the proposed policy which was not as strong as the language in the HLC criteria, which gives the faculty oversight of faculty status and curriculum. Dr. Huss suggested on page 2, in the last sentence of the “Shared Governance” section, changing the word “advice” to “oversight,” and Dr. Underwood agreed.

Dr. Underwood also noted on page 13, in the third paragraph, there was reference to faculty who are “eligible and wish” to be considered for annual evaluation. She stated annual evaluation of faculty was legislated by the state, and was not voluntary.

Dr. Tucci agreed to amend the original motion to approve, to include both changes to the policy: changing “advice” to “oversight” on page 2, and omitting “eligible and wish” on page 13.

Motion carried, as amended.

[The draft of the promotion and tenure policy as approved by the Faculty Senate can be viewed in its entirety on the [Faculty Senate webpage](#).]

FACULTY RESOURCES SYLLABUS STATEMENT

President Clements reported Dr. Jason Warnick, Assistant Vice President for Student Success, would provide a draft of a syllabus statement regarding campus resources at the November meeting.

UNIVERSITY PAYING FOR MEMBERSHIPS

President Clements reported he had discussed the university’s ability to pay for individual professional memberships for faculty with Ms. Holloway. Ms. Holloway had indicated to President Clements the university had allowed individual memberships to be purchased in the past, as long as the membership benefitted the university and the faculty member’s department. He stated multi-year memberships were not permitted. President Clements encouraged faculty to work through their departments to pursue this further. Dr. Underwood suggested checking with Academic Affairs as well.

MIDTERM GRADES

President Huss distributed a statement drafted by Dr. Kellner, Dr. Tedford, and Dr. Eshelman regarding timely feedback to students (Attachment E).

Motion by Dr. Underwood, seconded by Dr. Stobaugh, to approve the statement and distribute to the faculty.

Discussion following the motion centered on the concern from some senators with the references to disciplinary action against faculty members. Dr. Kellner indicated the statement demonstrated to the administration that the faculty at large are not in support of those faculty who are not providing timely feedback, and he questioned the ability of the annual evaluation to effectively address the issue with tenured faculty. Dr. Patton suggested removing the specificity in the last sentence, which stated “until the very end of the semester or until the final grade is assigned.”

Dr. Underwood agreed to amend the original motion to approve, to include the following changes to the proposed statement: omit “before disciplinary action is administered”; add “consistently” to the last sentence; omit “until the very end of the semester or until the final grade is assigned”; and replace “subject to disciplinary action” with “addressed by the department head in the annual review.”

Motion carried, as amended.

OPEN FORUM

Dr. Brant stated several faculty had asked for the bookstore to carry ATU apparel appropriate for faculty to wear in the classroom, in a broad range of sizes.

Dr. Jackson reported her department was informed the university was asking all faculty to have completed at least 20% of each course by mid-term, and for the faculty member to be able to provide a current grade to all students at any point in the semester. Dr. Jackson expressed the concern that prescribing this percentage of course completion went beyond timely feedback and into academic freedom. President Clements stated he would investigate the issue further.

Dr. Darnell reported some faculty were concerned with the new add/drop form, which now included reasons for dropping a class or withdrawing. She stated the Registrar's Office had indicated that section of the form was optional, but the form itself did not state it was optional. She expressed concern with options such as "quality of instruction did not meet expectations." Ms. Chronister reported a committee had developed this over the summer as part of a student success and retention initiative. She suggested asking Dr. Warnick for more information.

Dr. Kellner reported faculty could no longer waive indirect costs for external funding proposals. He stated ATU had negotiated a rate with the federal government, but the rate did not have to apply to state and private grants. He noted this practice puts ATU proposals at a competitive disadvantage to institutions who waive the indirect costs. Dr. Kellner suggested ATU reconsider this policy regarding indirect costs, and volunteered to draft a statement from the Faculty Senate. Dr. Monty Smith agreed to help.

Dr. Patton asked for the status of the external work policy. Dr. Huss stated it was with Legal Counsel. Dr. Patton volunteered to reach out to Legal Counsel for an update, and President Clements stated he would put this item on the agenda for November.

ANNOUNCEMENTS

Dr. Stobaugh stated the Green and Gold Cupboard was accepting donations and monetary gifts could be made through the ATU Foundation.

Dr. Kellner reported the AAUP would be hosting a mixer at Lake Point on October 27.

ADJOURNMENT

The meeting adjourned at 4:58pm.

Respectfully submitted,



Jon Clements, D.M., President



Jack Tucci, Ph.D., Secretary

4. If all students have attended at least once, and you are reporting all as attended, enter your initials and click submit.

Attachment B

Dr. Clements,

Sorry for my delay. I have asked for Brian Lasey, Facilities Director, to help in the following response:

The short answer is the vans we disposed of were no longer safe to operate and their total replacement cost was \$94,000 dollars plus tax, registration etc. The decision to move more rentals to Enterprise was as much a safety decision than a cost based decision. The Enterprise vans are never more than three years old and the rental includes road side assistance. We still have three vans for short trips within a distance such that we can provide support if needed.

For those that like numbers:

Vans 44 and 46 were two of our oldest vans. People frequently asked not to be assigned 44 and 46 because they were so old, consequently their mileage the previous year was relatively low.

Van 44; 2008 Chevy; mileage at removal 160,822; fleet cost per mile for the last year of ownership \$1.33; cost if rented from Enterprise \$1.28/mile.

Van 46; 2008 Chevy; 167,244 miles; fleet cost for last year \$1.32/mile; cost if rented from Enterprise \$1.27/mile.

Vans 17 and 42 were the "newer" vans we kept. People requested them because they are the newest vans in the fleet. We typically scheduled them for long trips because they were the least likely to break down when out of state. Consequently they were driven into the ground the year before we made the switch. Now they're used for "local" trips only.

Van 17; 2013 Chevy; 100,855 miles; fleet cost per mile \$1.09/mile; cost if rented from Enterprise \$0.85/mile.

Van 42; 2013 Chevy; 103,760 miles; fleet cost per mile \$1.06/mile; cost if rented from Enterprise \$0.73/mile.

I hope this helps. If you or the committee have further questions, please let me know.

Thanks,
Jessica

Jessica Holloway, APO, Director
Procurement and Travel Services
Risk Management
479-968-0269 | www.atu.edu/purchasing



ARKANSAS TECH
UNIVERSITY

Attachment C

Jon Clements

From: Shellie Hanna
Sent: Wednesday, October 04, 2017 11:53 AM
To: Jon Clements
Subject: Letter to the Faculty Senate from the Curriculum Committee

Dear Dr. Clements and the Faculty Senate,

The curriculum committee has passed a couple of items in our last meeting that we would like to share with you and request that you discuss as they affect how committees work and how the faculty work together at the university. These items were brought up to help departments and faculty who write curriculum be more successful and accurate in their submissions to our committee. Thus, we are trying to eliminate some of the many returns we have made to departments as of late.

The University Curriculum Committee respectfully requests that Faculty Senate add the requirement of a College Curriculum Committee to the organizational structure of each college. (Business & Education already have committees in place that meet to give feedback and assist in the curriculum development process - for example). This would ensure college level consensus and approval of programs and courses prior to consideration by the University Curriculum Committee.

We have also added an ex officio member to our committee we would like members of your committee to know about. Christine Austin, Director of Assessment and Institutional Effectiveness will now serve on the committee in an official capacity. We now have a requirement that prior to coming to our committee, those writing curriculum will have to have items approved by her. There were several issues that brought about this change. Feel free to contact one of the committee members, Tammy Weaver, or myself if anyone has a question about this need.

Further, we are in the process and almost finished with a step by step process written out and place on our Curriculum Committee website to assist faculty members through the writing process.

Again, feel free to ask questions of your college representatives, Tammy Weaver, or myself.

Thank you for your consideration of our request concerning the college and department level curriculum committees.

Dr. Shellie Hanna
Curriculum Committee Chair
Associate Professor of Curriculum and Instruction
Arkansas Tech University

Attachment D

Preface

(This preface is not to be included in the handbook but serve as context for the changes recommended to the 2017-18 faculty, administration, and board of trustees.)

Under the encouragement of then Vice President for Academic Affairs, A.J. Anglin, the Faculty Senate and Dean's Council agreed to review the tenure and promotion procedures in the ATU faculty handbook. A committee of faculty members, faculty senators, deans, and department heads surveyed the faculty and established four broad goals: 1. increase the role of department and discipline level peer faculty in the tenure, promotion, mid-term review, and annual evaluation; 2. develop a system whereby long-term non-tenure track faculty can earn promotion; 3. clarify policies and procedures in tenure, promotion, mid-term review, and annual evaluation; 4. eliminate inconsistencies, contradictions, and inefficiencies in tenure, promotion, mid-term review, and annual evaluation policies and procedures. The committee drafted initial revisions during the 2015-16 school year and submitted them to the Faculty Senate. In 2016-17 the Faculty Senate deliberated and formed a committee to make additional revisions in consultation with Academic Affairs. This draft is submitted for a full vote of the Faculty Senate. The draft approved by the Faculty Senate will be submitted to the president for approval and then the Board of Trustees.

Effective Date and Implementation

(These recommendations on effective date and implementation are not to be included in the handbook but serve as Faculty Senate recommended guidelines for implementation the handbook changes. They should be submitted separately for a full vote of the Faculty Senate.)

The ATU Faculty Handbook is a living document. Amendments and revisions to the Faculty Handbook were adopted on November 30, 1995, June 20, 1996, June 18, 1998, June 17, 1999, March 14, 2003, May 21, 2009, August 20, 2015, and <insert current document adoption date>. Officials evaluating faculty for tenure, promotion, and annual evaluation will take into account policy, procedure, and standard changes that have occurred over time. Tenure, promotion, and annual evaluation procedures should be reviewed regularly (every 5-7 years) to insure consistency, efficiency and fairness over time.

Changes in tenure, promotion, and annual evaluation procedures approved in order by the Faculty Senate, the President, and the Board of Trustees will begin immediately upon Board of Trustees approval.

The <insert current document adoption date> changes require the re-designation of rank for several non-tenure track faculty. Where appropriate, long term, non-tenure track academic appointments (eg. long term faculty with renew able contracts currently labeled "visiting" but not classified as "emergency hire" or contracted to terminal appointments) will be reevaluated for classification under approved handbook changes. Department Heads, Deans, and the Vice President for Academic Affairs will identify and negotiate appropriate transitions to instructor-track or other appointments using the following guidelines:

Instructor – Non-tenure track faculty in long-term renewable positions who have served at ATU for under 6 years will be eligible for employment at the rank of instructor. Instructor pay will be set at 90% of CUPA for an instructor in the discipline or the instructor's current salary, whichever is higher.

Senior Instructor – Non-tenure track faculty in long-term renewable positions who have served at ATU for 6-11 years will be eligible for employment at the rank of senior instructor. Instructor pay will be set at 100% of CUPA for an instructor in the discipline or the instructor's current salary, whichever is higher.

University Instructor – Non-tenure track faculty in long-term renewable positions who have served at ATU over 12 years will be eligible for employment at the rank of university instructor. Instructor pay will be set at 110% of CUPA for an instructor in the discipline or the instructor's current salary, whichever is higher.

Faculty members hired into tenure-track positions prior to <insert current document adoption date> who do not have terminal degrees will remain in those positions as tenured or tenure-track faculty and continue to be granted all rights and privileges, including tenure and promotion, as specified in this Faculty Handbook. In all other cases this policy shall supersede any existing policies that may be in conflict with its provisions.

Attachment E

October 10, 2017

Arkansas Tech University Faculty Senate

Statement on appropriate feedback to students:

Because providing feedback on student assignments, quizzes and examinations is essential to student progress toward achieving competence in all scholastic areas, faculty members should keep students apprised of their performance in a timely manner. Providing adequate and timely feedback guides students toward improvement, and allows them to implement better practices. Consequently, a fundamental part of our job as faculty is to give students appropriate feedback within each semester. We, the Faculty Senate, encourage those faculty members who do not provide timely feedback to consult their colleagues for ideas on how to disseminate grades in a regular manner. Faculty members who fail to do so should be identified and given an opportunity to improve their performance ~~before disciplinary action is administered~~. We contend that any faculty member who consistently withholds feedback ~~until the very end of the semester or until the final grade is assigned~~, is failing to do their job and should be ~~subject to disciplinary actions~~ addressed by the department head in the annual review.

Curriculum Committee
AGENDA
Tuesday, October 24, 2017
Brown Building 355
3:30 p.m.

I. Call to Order

II. New Business

A. Curricular Items

College of Arts and Humanities – Department of Art

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;
2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses;
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered).

College of Education – Department of Curriculum and Instruction

1. Add EDFD 1001: Orientation to Teaching K-12, to the course descriptions;
2. Add SEED 4054: Educating Developing, Diverse, and Exceptional Learners, to the course descriptions;
3. Add the Co-requisite: RDNG 4003: Literacy Assessment and Intervention, to ELED 4033: Classroom and Behavior Management;
4. Modify the Prerequisite for RDNG 3163: Integrated Language Arts, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: Prerequisites: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program;
5. Modify the Prerequisite for RDNG 4003: Literacy Assessment and Intervention, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program; and add the Co-requisite: ELED 4033: Classroom and Behavior Management;
6. Add the Co-requisite: SEED 4054: Educating Developing, Diverse, and Exceptional Learning, to SEED 4556: Classroom Application of Educational Psychology;
7. Modify the Curriculum in Elementary Education as follows: delete TECH 1001: Orientation to the University; and add EDFD 1001, Orientation to Teaching K-12;
8. For the following Curriculum in Secondary Education (a) delete SEED 3552: Child and Adolescent Development, and SEED 4052: Educating Diverse and Exceptional Learners; and (b) add SEED 4054, Educating, Developing, Diverse, and Exceptional Learners:
 1. Agricultural Education for Teacher Licensure;
 2. Business Education for Teacher Licensure;
 3. Chemistry Education for Teacher Licensure;
 4. Computer Science Education for Teacher Licensure (See proposal from Department of Computer and Information Science for additional changes);
 5. Life Science Education for Teacher Licensure;
 6. Mathematics Education for Teacher Licensure;
 7. Physics Education for Teacher Licensure;
 8. Art for Teacher Licensure;
 9. English Education for Teacher Licensure;
 10. Foreign Language with Concentration in Spanish Education for Teacher Licensure;
 11. Health & Physical Education for Teacher Licensure;
 12. Social Studies Education for Teacher Licensure (See proposal from Department of History and Political Science for additional changes);
 13. Speech Education for Teacher Licensure;
 14. Creative Writing Education for Teacher Licensure;
 15. Music Education for Teacher Licensure (Instrumental Music Option);
 16. Music Education for Teacher Licensure (Keyboard Instrumental Music Option);
 17. Music Education for Teacher Licensure (Keyboard Vocal Music Option); and
 18. Music Education for Teacher Licensure (Vocal Music Option).

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

1. Modify the Curriculum in Secondary Education Computer Science Education for Teacher Licensure as follows: (a) delete 3 hours electives; and (b) add MATH 2163: Introduction to Statistical Methods.

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

1. Modify the Curriculum in Secondary Education Social Studies Education for Teacher Licensure as follows: (a) change the requirement POLS 3033: American State and Local Government, to POLS 3033: American State and Local Government, POLS 3123: American Political Behavior, POLS 3133: United States Congress, OR POLS 3143: The United States Presidency; (b) change 3 hours of HIST/POLS Elective to require HIST 2513: Sources and Methods in History, OR POLS 2513: Research Design; (c) add footnote #3 to read: Students must complete HIST 2513: Sources and Methods in History, and HIST 4963: Senior Seminar, OR POLS 2513: Research Design, and POLS 4963: Senior Seminar; and (d) delete 3 hours HIST/POLS Elective (3000-4000 level).
- B. Meeting dates, time, and location – 3:30 p.m. – Brown Building, Room 355
Tuesday, November 28, 2017

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, October 24, 2017, at 3:30 p.m. in Brown Building, Room 355. The following are members of the committee:

2017-18 Curriculum Committee members are:

Holly Ruth Gale (AH 1 year term remaining)	Dr. William Hoefler (EAS 2 year term)
Dr. Debra Hunter (BA 1 year term remaining)	Dr. Jeff Aulgur (ET 2 year term)
Dr. Shellie Hanna (ED 1 year term remaining)	Dr. Eric Lovely (NH 2 year term)
Dr. Cathi McMahan (EAS 1 year term remaining)	
Dr. Tom Limperis (NH 1 year term remaining)	Dr. Jordan Thibodeaux (at large; 1 year term)
Dr. Tennille Lasker-Scott (ET 1 year term remaining)	
Dr. Cynthia Hukill (AH 2 year term)	Tammy Weaver, Registrar (ex officio)
Dr. Loretta Cochran (BA 2 year term)	Sheryle Tinerella, Library (ex officio)
Dr. Shelia Jackson (ED 2 year term)	Justin Gunderman SGA member (ex officio)
	Morgan Walter SGA member (ex officio)

All committee members were present except Dr. Lasker-Scott, Dr. Hoefler and Ms Walter. The following were present to answer questions regarding curriculum proposals: Dr. Chris Housenick, Dr. Tim Carter, Dr. Dawn Ward, and Dr. Jeff Woods. Dr. Christine Austin represented Assessment. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present.

OLD BUSINESS: No old business

NEW BUSINESS:

Approval of Minutes:

Motion by Dr. Lovely, seconded by Dr. Jackson, to approve the minutes from the September 26, 2017, meeting. Motion by Dr. Lovely, seconded by Dr. Aulgur, to amend the minutes to reflect the statement that in the proposal from the Department of Physical Sciences, UALR does require environmental and life sciences in their geology program. Motion approved.

Curricular Items

College of Arts and Humanities – Department of Art

Motion by Dr. Lovely, seconded by Dr. Aulgur, to approve the proposals from the Department of Art. Motion approved.

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;

2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses;
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered).

College of Education – Department of Curriculum and Instruction

Motion by Dr. Hunter, seconded by Dr. Cochran, to approve the proposals from the Department of Curriculum and Instruction. After a question regarding the course syllabus for SEED 4054: Educating Developing, Diverse, and Exception Learners, motion by Dr. Hunter, seconded by Dr. Cochran, to approve all proposals from the Department of Curriculum and Instruction with submission of updated syllabus for SEED 4054. Motion approved.

1. Add EDFD 1001: Orientation to Teaching K-12, to the course descriptions;
2. Add SEED 4054: Educating Developing, Diverse, and Exceptional Learners, to the course descriptions;
3. Add the Co-requisite: RDNG 4003: Literacy Assessment and Intervention, to ELED 4033: Classroom and Behavior Management;
4. Modify the Prerequisite for RDNG 3163: Integrated Language Arts, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: Prerequisites: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program;
5. Modify the Prerequisite for RDNG 4003: Literacy Assessment and Intervention, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program; and add the Co-requisite: ELED 4033: Classroom and Behavior Management;
6. Add the Co-requisite: SEED 4054: Educating Developing, Diverse, and Exceptional Learning, to SEED 4556: Classroom Application of Educational Psychology;

7. Modify the Curriculum in Elementary Education as follows: delete TECH 1001: Orientation to the University; and add EDFD 1001, Orientation to Teaching K-12;
8. For the following Curriculum in Secondary Education (a) delete SEED 3552: Child and Adolescent Development, and SEED 4052: Educating Diverse and Exceptional Learners; and (b) add SEED 4054, Educating, Developing, Diverse, and Exceptional Learners:
 1. Agricultural Education for Teacher Licensure;
 2. Business Education for Teacher Licensure;
 3. Chemistry Education for Teacher Licensure;
 4. Computer Science Education for Teacher Licensure (See proposal from Department of Computer and Information Science for additional changes);
 5. Life Science Education for Teacher Licensure;
 6. Mathematics Education for Teacher Licensure;
 7. Physics Education for Teacher Licensure;
 8. Art for Teacher Licensure;
 9. English Education for Teacher Licensure;
 10. Foreign Language with Concentration in Spanish Education for Teacher Licensure;
 11. Health & Physical Education for Teacher Licensure;
 12. Social Studies Education for Teacher Licensure (See proposal from Department of History and Political Science for additional changes);
 13. Speech Education for Teacher Licensure;
 14. Creative Writing Education for Teacher Licensure;
 15. Music Education for Teacher Licensure (Instrumental Music Option);
 16. Music Education for Teacher Licensure (Keyboard Instrumental Music Option);
 17. Music Education for Teacher Licensure (Keyboard Vocal Music Option); and
 18. Music Education for Teacher Licensure (Vocal Music Option).

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

Motion by Dr. Lovely, seconded by Dr. McMahan, to approve the proposal from the Department of Computer and Information Science. Motion approved.

1. Modify the Curriculum in Secondary Education Computer Science Education for Teacher Licensure as follows: (a) delete 3 hours electives; and (b) add MATH 2163: Introduction to Statistical Methods.

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

Motion by Dr. Aulgur, seconded by Dr. Lovely, to approve the proposal from the Department of History and Political Science. Motion approved.

1. Modify the Curriculum in Secondary Education Social Studies Education for Teacher Licensure as follows: (a) change the requirement POLS 3033: American State and Local Government, to POLS 3033: American State and Local Government, POLS 3123:

American Political Behavior, POLS 3133: United States Congress, OR POLS 3143: The United States Presidency; (b) change 3 hours of HIST/POLS Elective to require HIST 2513: Sources and Methods in History, OR POLS 2513: Research Design; (c) add footnote #3 to read: Students must complete HIST 2513: Sources and Methods in History, and HIST 4963: Senior Seminar, OR POLS 2513: Research Design, and POLS 4963: Senior Seminar; and (d) delete 3 hours HIST/POLS Elective (3000-4000 level).

Other Action:

Motion by Dr. Lovely, seconded by Dr. Jackson, to set a November 10 deadline for submission of curriculum proposals to be considered for the 2018-19 catalog. Motion approved.

After discussion, the committee agreed that a summary cover memo with rationale for change should be included with curriculum proposals.

Dr. Hanna indicated a memo was sent to Faculty Senate with recommendation from the September meeting.

Ms. Weaver indicated that she and Dr. Austin would be putting together training for anyone wanting to submit a curriculum proposal.

The committee agreed the last meeting of the committee will be on November 28. The committee will not meet in December.

Adjournment.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, November 14, 2017, 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. David Eshelman	Dr. Jeremy Schwehm
Dr. Marcel Finan	Dr. Monty Smith
Ms. Holly Ruth Gale	Dr. V. Carole Smith
Dr. Debra Hunter	Dr. James Stobaugh
Dr. Shelia Jackson	Dr. Bruce Tedford
Dr. Chris Kellner	Dr. Jack Tucci
Dr. Joshua Lockyer	Dr. Susan Underwood

Dr. Mohamed Abdelrahman, Dr. Mark Mitchell, Mr. Weiwei Ji, Dr. Thomas Nupp, Mr. Fred Clayton, Ms. Tara Marshall, Mr. Brian Lasey, Dr. Jeff Woods, Ms. Megan Toland, Dr. Loretta Cochran, Dr. Jason Warnick, Dr. Tim Carter, Dr. Dawn Ward, Dr. Christine Austin, and Ms. Pat Chronister were visitors.

CALL TO ORDER President Clements called the meeting to order, and asked for a motion to amend the agenda, adding Item B to New Business to allow Mr. Fred Clayton, Director of Administrative Services, and Ms. Tara Marshall, Bookstore Manager, to address the Senate.

Motion by Dr. V. Carole Smith, seconded by Dr. Moody, to amend the agenda as requested.
Motion carried.

APPROVAL OF MINUTES President Clements then called for a motion in regard to the minutes of October 10, 2017.

Motion by Dr. Brant, seconded by Dr. Stobaugh, to approve the minutes as distributed.
Motion carried.

VPAA UPDATE President Clements invited Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman reported there would be changes to the commencement ceremony in December, including the addition of a stage. He stated, with the addition of the stage, the faculty seating would be shifted to the rows in front of the graduates (Attachment A).

Dr. Abdelrahman stated the VPAA feedback channel had been down for a brief period, and when it was restored, he had received a few messages regarding the participation of junior faculty in shared governance. He encouraged the senators, as their representatives, to communicate with and include junior faculty. Dr. Abdelrahman also reported receiving feedback with concerns over the removal of the University Promotion and Tenure Committee (UPTC) from the latest draft of the policy approved by the Faculty Senate. He clarified the UPTC had not been removed from the draft approved by the Senate.

Dr. Abdelrahman reported he had discussed with President Clements the Senate's concern with a communication regarding 20% progress in a course by mid-term. He reported a Dean had emailed faculty within the college regarding guidelines and best practices, which included a reference that most courses should have no less than 20% of the total grade assigned by mid-term. He noted these were guidelines and best practices for most courses,

but not all.

Dr. Abdelrahman stated the faculty sick leave policy had not changed, but the process for reporting the leave was moving online (in OneTech). Dr. Stobaugh asked if the online sick leave reporting would automatically alert the supervisor, and Dr. Abdelrahman stated the supervisor receives an email to approve the submitted leave.

Dr. Patton asked for the timeline on the promotion and tenure policy review.

Dr. Abdelrahman responded he hopes it will be adopted at the May Board of Trustees meeting for use with the fall 2018 promotion and tenure application cycle.

NEW BUSINESS: CURRICULAR ITEMS

President Clements called for a motion in regard to the curricular items.

Motion by Dr. Hunter, seconded by Dr. Moody, to approve the proposals in blocks by department. Motion carried.

Motion by Dr. Jackson, seconded by Dr. Eshelman, to approve the curricular proposals from the Department of Art as presented:

College of Arts and Humanities – Department of Art

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;
2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses;
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered).

Motion carried.

Motion by Dr. Hunter, seconded by Dr. Moody, to approve the curricular proposals from the Department of Curriculum and Instruction as presented:

College of Education – Department of Curriculum and Instruction

1. Add EDFD 1001: Orientation to Teaching K-12, to the course descriptions;

2. Add SEED 4054: Educating Developing, Diverse, and Exceptional Learners, to the course descriptions;
3. Add the Co-requisite: RDNG 4003: Literacy Assessment and Intervention, to ELED 4033: Classroom and Behavior Management;
4. Modify the Prerequisite for RDNG 3163: Integrated Language Arts, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: Prerequisites: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program;
5. Modify the Prerequisite for RDNG 4003: Literacy Assessment and Intervention, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program; and add the Co-requisite: ELED 4033: Classroom and Behavior Management;
6. Add the Co-requisite: SEED 4054: Educating Developing, Diverse, and Exceptional Learning, to SEED 4556: Classroom Application of Educational Psychology;
7. Modify the Curriculum in Elementary Education as follows: delete TECH 1001: Orientation to the University; and add EDFD 1001, Orientation to Teaching K-12;
8. For the following Curriculum in Secondary Education (a) delete SEED 3552: Child and Adolescent Development, and SEED 4052: Educating Diverse and Exceptional Learners; and (b) add SEED 4054, Educating, Developing, Diverse, and Exceptional Learners:
 1. Agricultural Education for Teacher Licensure;
 2. Business Education for Teacher Licensure;
 3. Chemistry Education for Teacher Licensure;
 4. Computer Science Education for Teacher Licensure (See proposal from Department of Computer and Information Science for additional changes);
 5. Life Science Education for Teacher Licensure;
 6. Mathematics Education for Teacher Licensure;
 7. Physics Education for Teacher Licensure;
 8. Art for Teacher Licensure;
 9. English Education for Teacher Licensure;
 10. Foreign Language with Concentration in Spanish Education for Teacher Licensure;
 11. Health & Physical Education for Teacher Licensure;
 12. Social Studies Education for Teacher Licensure (See proposal from Department of History and Political Science for additional changes);
 13. Speech Education for Teacher Licensure;
 14. Creative Writing Education for Teacher Licensure;
 15. Music Education for Teacher Licensure (Instrumental Music Option);
 16. Music Education for Teacher Licensure (Keyboard Instrumental Music Option);
 17. Music Education for Teacher Licensure (Keyboard Vocal Music Option); and
 18. Music Education for Teacher Licensure (Vocal Music Option).

Following the motion, Dr. Jackson asked if SEED 3552 and SEED 4052 would be grandfathered out to serve students already in the program, and Dr. Tim Carter, Head of Curriculum and Instruction, affirmed.

Motion carried.

Motion by Dr. Jackson, seconded by Dr. Eshelman, to approve the curricular proposals from the Department of Computer and Information Science as presented:

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

1. Modify the Curriculum in Secondary Education Computer Science Education for Teacher Licensure as follows: (a) delete 3 hours electives; and (b) add MATH 2163: Introduction to Statistical Methods.

Motion carried.

Motion by Dr. Stobaugh, seconded by Dr. Schwehm, to approve the curricular proposals from the Department of History and Political Science as presented:

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

1. Modify the Curriculum in Secondary Education Social Studies Education for Teacher Licensure as follows: (a) change the requirement POLS 3033: American State and Local Government, to POLS 3033: American State and Local Government, POLS 3123: American Political Behavior, POLS 3133: United States Congress, OR POLS 3143: The United States Presidency; (b) change 3 hours of HIST/POLS Elective to require HIST 2513: Sources and Methods in History, OR POLS 2513: Research Design; (c) add footnote #3 to read: Students must complete HIST 2513: Sources and Methods in History, and HIST 4963: Senior Seminar, OR POLS 2513: Research Design, and POLS 4963: Senior Seminar; and (d) delete 3 hours HIST/POLS Elective (3000-4000 level).

Motion carried.

President Clements stated the ease of approval showed the Curriculum Committee was sending better vetted proposals.

BOOKSTORE

President Clements invited Mr. Clayton and Ms. Marshall to address the questions from the October Senate meeting in open forum. Dr. Brant explained the faculty that had approached her were seeking clothing appropriate for the classroom in a broader range of adult sizes, including polo and button up shirts. Ms. Marshall reported there were some challenges in ordering a variety of clothing with the quantities required for the order and the resulting inventory investment. She did note that such clothing items could be offered through the website for direct shipping to the faculty or staff member. She also confirmed the employee discount would apply to website orders and returns could be processed in the campus bookstore. In response to questions from the senators, Ms. Marshall stated personalized apparel for a college or department could be ordered by Barnes and Noble through Promoversity, scrubs for Nursing students could also be ordered, as well as ATU infant apparel.

President Clements asked Ms. Marshall to inform him when the website included the requested faculty apparel, so he could announce it to the faculty.

INDIRECT COSTS

President Clements reported Ms. Bernadette Hinkle, Vice President for Administration and Finance, was unavailable to attend the meeting, but had discussed with him her willingness to reevaluate the university's position on indirect costs. He asked the senators to form a subcommittee to present ideas to Ms. Hinkle. Dr. Kellner and Dr. Monty Smith volunteered to serve. Dr. Kellner proposed adding members outside of the Senate, and President Clements agreed. Dr. Abdelrahman suggested developing a grant form to provide a rationale to the VPAA and VPAF for waiving indirect costs.

OLD BUSINESS:
QUALITY
MATTERS

Dr. Moody introduced Dr. Loretta Cochran, Associate Professor of Management, and invited her to address the Senate regarding Quality Matters. Dr. Cochran distributed information on Quality Matters, including a simple rubric and an annotated rubric. Dr. Cochran reported she had received an assessment grant last year, and hoped the purchase of Quality Matters could streamline the upcoming accreditation and assessment activities for HLC.

Dr. Lockyer asked for the background of this initiative. Dr. Tucci responded, in 2014, the Department of Education began requiring regional accreditors to demonstrate online courses were equivalent to face to face courses in quality, and Quality Matters is the nationally accepted standard for vetting. President Clements emphasized this was not being mandated for use, but is available to interested faculty.

[Distributed materials are available in Blackboard within the Quality Matters Users Group. ATU faculty or staff seeking access should email Dr. Cochran at lcocochran@atu.edu.]

ETECH ADVISORY
COMMITTEE /
COLLEGE
CURRICULUM
COMMITTEES

President Clements reported he and Dr. Sean Huss, previous Faculty Senate Chair, were working together to finalize the work started over the summer on vetting curriculum proposals. President Clements distributed a letter (Attachment B) to Dr. Shellie Hanna, Curriculum Committee Chair, and reported the draft to recommend establishing college level or “local” curriculum committees would be forthcoming.

EXTERNAL WORK
POLICY

Dr. Patton reported the external work policy (Attachment C) first came up in fall 2016, when Mr. Thomas Pennington, University Legal Counsel, presented a draft to the Faculty Senate. He stated the senators had provided concerns and feedback, and had worked with Mr. Pennington on significant changes. Dr. Patton expressed satisfaction with the draft in its current form, and Dr. Darnell agreed. President Clements had a concern with item 3 – “Usage of university facilities or resources is prohibited.” He stated this left no gray area for faculty that may use university property to work on research or scholarly and creative activities. Dr. Lockyer expressed a similar concern with item 1 – “The external employment may not interfere with the obligations of the employee to the university or create any conflicts of interest.” He stated faculty scholarship may lead to a speaking engagement with an honorarium provided. Dr. Abdelrahman noted HLC peer reviewers receive honoraria, but do not have to submit vacation time because they are representing Arkansas Tech. President Clements requested additional time to meet with Mr. Pennington to discuss the matter further before the Senate voted, and the senators agreed.

ATTENDANCE
REPORTING

President Clements reported he had discussed the issue of students completing the online Blackboard attendance module for a face to face class, but never attending the class, with Ms. Tammy Weaver, Registrar. He distributed a response from Ms. Weaver (Attachment D), regarding a possible new grade designation, which would not count toward the DFWI rate of the faculty member. President Clements stated he would ask Ms. Weaver to attend in December.

Dr. Schwehm stated he had the same issue with online courses, in which students complete the attendance module, but never complete assignments or activities. He noted the grade of “WN” would give him the ability to drop a student without a grade of F on the transcript. President Clements suggested considering this as an additional option. Dr. Stobaugh requested involving Ms. Niki Schwartz, Director of Financial Aid, in discussions before the Senate makes a final recommendation.

MOTOR POOL
CHANGES

President Clements introduced Mr. Brian Lasey, Director of Facilities Management, and invited him to address the Senate regarding recent changes to the motor pool. Mr. Lasey reported the decision to remove vans from the motor pool came after he was informed funds to replace high mileage vans with increasing maintenance issues were not available. He stated three vans were kept for short range use, but could not be used for longer range trips due to safety; Enterprise would be used for such trips. He noted revenue from the long range trips had been subsidizing the short range trips, so he investigated what other universities

were doing, which resulted in the new flat rates. Mr. Lasey stated after the policy changed, he had received questions about university owned trailers (prohibited by Enterprise), and changed the policy to allow the short range vans to be used for longer range trips if a university trailer was being used. He also noted trailer hitches had been added to two of the three vans for that reason. Mr. Lasey reported his understanding was two requests for vans had been denied this semester, and both were reportedly requested the day of travel.

Dr. Patton responded the Geology program had been turned away and sent to Enterprise at least twice after requesting weeks in advance of the trip. He stated the change in policy appears to have shifted costs from Facilities Management to academics, and asked if other options had been explored, such as increasing the mileage rate for short range trips. Mr. Lasey confirmed his preference would be to purchase additional vans, if the funds were approved, and he would continue to ask during the budget cycle.

Dr. Abdelrahman stated he would revisit this with the Executive Council. He then asked, if academics were to purchase a van, whether the motor pool could maintain it in the fleet. Mr. Lasey confirmed, noting the Fisheries and Wildlife program had five* vehicles for the program's exclusive use maintained by the motor pool. [**Note: In the December Faculty Senate meeting, Dr. Chris Kellner clarified the Fisheries and Wildlife program has four vehicles.*]

FACULTY RESOURCES SYLLABUS STATEMENT

President Clements introduced Dr. Jason Warnick, Assistant Vice President for Student Success, and invited him to address the Senate. Dr. Warnick distributed a proposed syllabus statement (Attachment E), encouraging students with food or housing insecurity to seek assistance on campus or in the community. He reported a website was being developed (<https://www.atu.edu/localresources/>) to provide information on available resources. He asked the Senate to consider suggesting this syllabus statement to the faculty, but not as a requirement. Dr. Underwood expressed concern with the growing length of syllabi due to required and suggested information, and recommended sharing this information with students, but not necessarily in the syllabus. Dr. Schwehm indicated his students are often not local, but some face housing insecurity, and he suggested including national resources on the website to support this population.

Motion by Dr. Underwood, seconded by Dr. Eshelman, to ask the faculty to share the provided information with their students in appropriate ways. Motion carried.

President Clements stated he would send an email to the faculty with this information.

OPEN FORUM

Dr. Lockyer stated white supremacy groups had recently held events on university campuses across the country – recruiting students, targeting faculty, and holding events that have required universities to expend a great deal of resources on increased security - and he asked if the Senate could invite a representative to speak about what immediate, proactive measures Arkansas Tech was taking to address this eventuality on our own campus. President Clements asked if the Department of Diversity and Inclusion (DDI) would be the appropriate office to invite. Dr. V. Carole Smith indicated the function of DDI had shifted based on the advertisement for the new Director, and the university at large was not having conversations about the events. Dr. Tedford suggested this as a professional development topic. President Clements suggested Chief Josh McMillian may be able to address the public safety concern. Dr. Schwehm indicated, beyond public safety, the faculty needed an individual or group to address how to discuss this with students. Dr. V. Carole Smith thanked Dr. Lockyer for bringing this topic to the Senate, and recommended the senators bring in appropriate representatives who could address the issue directly, knowing it makes some uncomfortable.

Dr. Tucci reported he had been anonymously requested to ask the Senate to look into the amount of uncompensated teaching across campus, noting the lack of faculty pay raises and

increases to health insurance premiums. Dr. Rogers suggested having Institutional Research pull data on uncompensated teaching. Dr. Patton stated there were two issues: low enrolled courses and uncompensated courses. President Clements stated he would add this to the December agenda for further discussion.

Dr. Hunter reported she was a member of the IT Prioritization Committee. She stated Ms. Hinkle had asked Mr. Ken Wester, Director of Information Systems, to calculate how much it would cost to replace the desktop computers in the finance area and what it would take to achieve 100% (budgeted) replacement on an ongoing basis. Dr. Hunter reported Mr. Wester provided that analysis and Ms. Hinkle would now be looking at this information for all other areas on campus.

ADJOURNMENT

The meeting adjourned at 5:00pm.

Respectfully submitted,

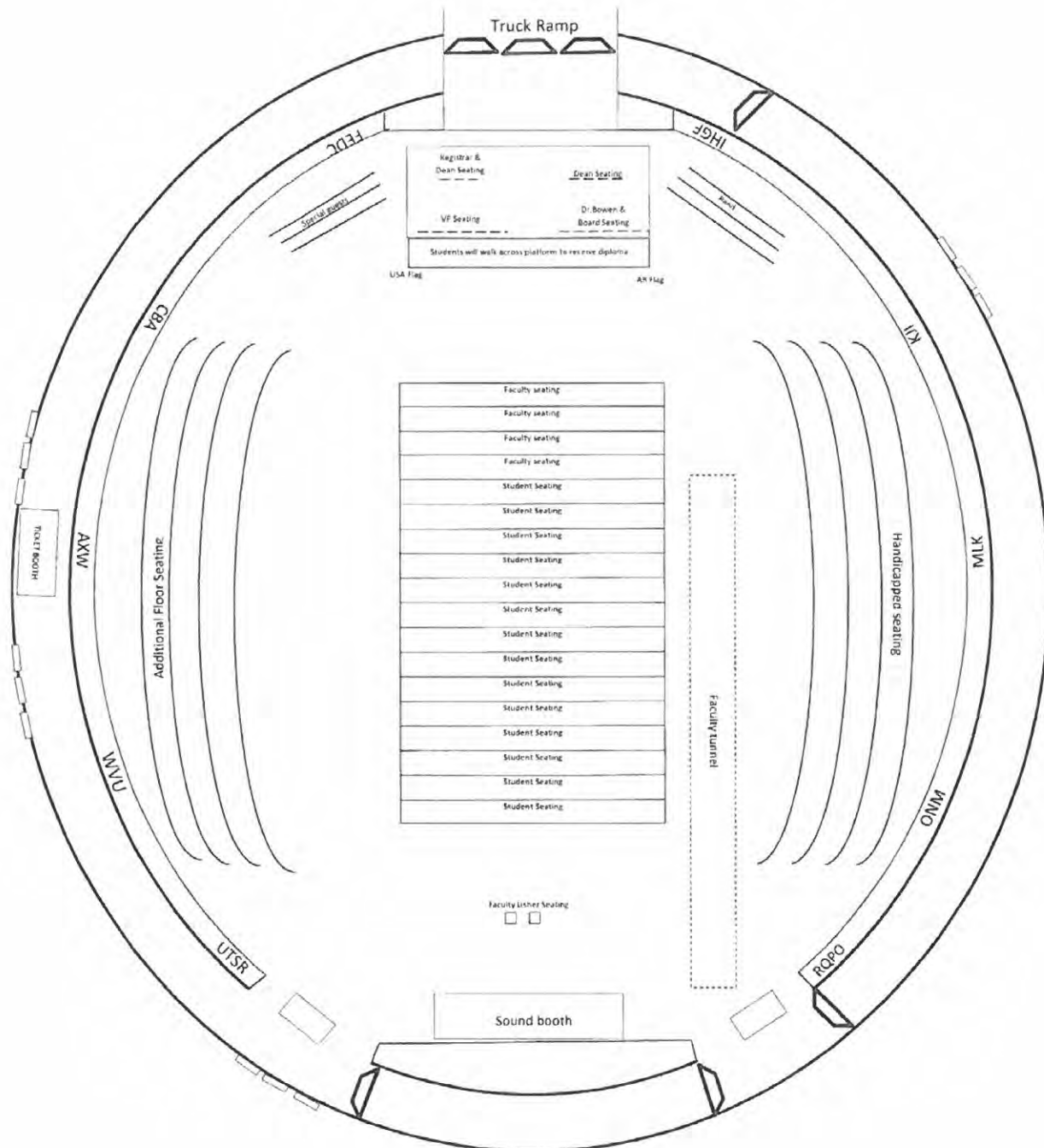
A handwritten signature in dark ink, appearing to read "Jon F. Clements".

Jon Clements, D.M., President

A handwritten signature in dark ink, appearing to read "Jack Tucci".

Jack Tucci, Ph.D., Secretary

Attachment A



Attachment B

Dr. Hanna and the Curriculum Committee,

i received your letter and shared it with Faculty Senate last month. It was met with a positive attitude and a willingness to accept the responsibility for shared governance.

Prior to receiving your letter, Faculty Senate had already established a sub-committee to review and rewrite the way online curriculum proposals are vetted. This sub-committee decided that strictly changing the online process was not enough, and that an examination of the whole curriculum vetting process was in order. To that end, a draft suggesting additional "local" curriculum committees similar to what your Committee is suggesting is in the works. The sub-committee should have something in front of the Senate in December that can be discussed and hopefully be implemented next semester.

Thank you for all the work you do,

Jon F. Clements

Chair, Faculty Senate
Associate Professor of Music
Arkansas Tech University

Attachment C

DRAFT

Arkansas Tech University External Employment Policy

External employment is defined as any paid activity for any non-university entity or person, whether or not such work is performed on campus, and also includes self-employment such as, but not necessarily limited to, consulting, advising, workshops, seminars, conferences, or similar work performed in addition to the official responsibilities of a full-time employee.

Arkansas Tech University employees are expected to fulfill their duties and responsibilities assigned to their particular position or job. External employment should not interfere with university employment. External employment must not create or result in a conflict of interest.

External employment is subject to the following expectations:

1. The external employment may not interfere with the obligations of the employee to the university or create any conflicts of interest;
2. For employees who accrue annual leave, annual leave must be taken if the external employment would overlap with regularly scheduled work hours of the employee;
3. Usage of university facilities or resources is prohibited;
4. Employees performing external employment are solely responsible for work performed in the course of external employment, and the university is not responsible for such work;
5. All external work is performed in the employee's individual capacity;
6. Employees engaged in external employment do not officially represent the university, will not receive legal representation from the university, and are not an agent of the university when acting in that capacity; and
7. The views, thoughts, and expressions of the employee during the external employment do not represent the views or position of the university.

Attachment D

Dr. Clements:

ASU - Arkansas State University in Jonesboro utilizes a grade of WN – Withdrawn for Non-Attendance. The grade is not calculated in the student's quality hours or quality points. The WN grade does impact eligibility for financial aid for the student. The grade isn't calculated in the D, W, and F calculation for the course.

I strongly advocate giving students enrolled in face-to-face and mixed technology classes the ability to participate in class via the Blackboard attendance module. This has helped students who have had extenuating circumstances participate in courses. I feel a grade like ASU's WN grade would be a solution for a student who completed the Blackboard attendance module but failed to show up for class.

In addition, I recommend we maintain the current grade of FE - F for excessive absences. This policy works well for faculty who have a daily attendance policy. If a student attends and then fails to continue attending, the FE grade is appropriate.

If you have questions or need additional information, please contact me. 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

Attachment E

Sample Student Needs Syllabus Statement

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

Curriculum Committee
AGENDA
Tuesday, November 28, 2017
Brown Building 355 - 3:30 p.m.

I. Call to Order and Approval of Minutes

II. New Business

A. Curricular Items

College of Arts and Humanities – Department of Behavioral Sciences

1. Modify the prerequisites for RS 4104: Service Learning in Rehabilitation Science, FROM: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; TO: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director;
2. Modify the prerequisites for RS 4123: Survey of Counseling Theories, FROM: Prerequisites: Nine hours of psychology to include PSY 2003: General Psychology, PSY 3063: Developmental Psychology I, and PSY 3003: Abnormal Psychology, or PSY 3153: Theories of Personality, senior standing, or consent of the instructor; TO: PSY 2003: General Psychology, or consent of the instructor; and
3. a) Combine the minor in Child Welfare and Social Services; and require 18 hours from the following courses:
 - RS 3013: World of Work
 - RS 3043: Introduction to Social Services and the Social Service Case Process
 - RS 3141-3: Rehabilitation Science Seminar
 - RS 3153: Assistive Technology in Rehabilitation Settings
 - RS 3243: Social Services for Individuals and Families
 - RS 4163: Introduction to Addictions
 - RS 4173: Family Centered Services
 - RS 4183: Family Services Seminar
 - RP 3013: Inclusive Recreation
 - SOC 3023: Family
 - SOC 3113: Social Movements and Social Change
 - SOC 4003: Minority Relations
 - SOC 4053: Sociology of Health and Illness
 - SOC 4063: Social Stratification
 - RP 4073: Principles and Techniques of Therapeutic Recreation
 - CJ/SOC 2033: Social Problems

- b) Add PHIL 3043: Clinical Bioethics, to the list of course choices for the minor in Disability Studies;
- c) Add RS 4163: Introduction to Addictions, to the list of course choices for the minor in Aging and Disability Studies; and
- d) Modify the Curriculum in Rehabilitation Science, as outlined in the matrix.

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

1. Delete the following courses from the course descriptions:
 - a. PHIL 3013: Modern Philosophy;
 - b. PHIL 3113: Contemporary Philosophy; and
 - c. PHIL 3203: Medieval Philosophy;
2. Add PHIL 2033: The Meaning of Life, to the course descriptions;
3. Add PHIL 2053: Introduction to Critical Thinking, to the course descriptions; and add to the course to the list of courses satisfying General Education Humanities; (APPROVED BY GENERAL EDUCATION COMMITTEE - NOVEMBER 14, 2017)
4. Add PHIL 3083: Business Ethics;
5. Modify the prerequisites for HIST 4963: Senior Seminar, FROM: Prerequisites: HIST 1503: World History to 1500, HIST 1513: World History since 1500, HIST 2003: United States History to 1877, and HIST 2013: United States History since 1877; TO: Prerequisite: HIST 2513: Sources and Methods in History;
6. Add the Prerequisite: HIST 2513: Sources and Methods in History, to POLS 4963: Senior Seminar;
7. Modify the Minor in Philosophy as follows: delete PHIL 3013: Modern Philosophy, PHIL 3103: Logic; PHIL 3113: Contemporary Philosophy, and PHIL 3203: Medieval Philosophy; and change 12 hours selected courses to 15 hours;
8. Modify the Minor in Pre-Law as follows: add PHIL 3073: Philosophy of Law, to the list of 6 hours of electives;
9. Modify the Minor in Religious Studies as follows: require PHIL 2023: Buddhist Philosophy; and delete ANTH 2003: Cultural Anthropology, AND HIST 1503: World History to 1500; add ANTH 2003: Cultural Anthropology, OR HIST 1503: World History to 1500; and
10. Modify the Curriculum in International Studies Cultural Affairs Concentration and Political Affairs Concentration as follows: delete the Cultural Affairs Concentration and Political Affairs Concentration; modify the curriculum as follows: require core 18 hours from the Curriculum in Political Science; require 6 hours from world politics; require 6 hours from world history; require 3 hours from global culture; require 3 hours from world geography; and require a minor in foreign language.

College of Business – Department of Management and Marketing

1. Add the following courses to the course descriptions:
 - a. BDA 2023: Introduction to Data Visualization;
 - b. MKT 3063: Social Media Marketing;
 - c. MKT 3083: Retailing and the Virtual Marketplace;
 - d. MKT 3103: Selling and Sales Management;
 - e. MKT 4013: Digital Metrics; and
 - f. MGMT 4103: Supply Chain Management;

2. Change the title for MKT 4063: Advertising, TO: Integrated Marketing Communication in a Digital Age; and modify the course description, FROM: The “how” and “why” of advertising: principal problems faced by advertisers and advertising agencies, approaches, policies, and procedures as related to successful marketing techniques; TO: The study of every element of promotion within the marketing mix, including the importance of a unified message, as well as understanding of the strengths and weaknesses of all available media;
3. Change the title for MKT 4143: Marketing Management, TO: Marketing Strategy;
4. Change the title for MKT 4153: Research Methods, TO: Marketing Research and Analysis; change the course number TO: 3153; and modify the course description FROM: A study of the development of the basic methodology in research design for primary and secondary data, including requirements for collection, analysis, editing, coding, and presentation of data to support marketing decisions; TO: A study of the use of data needed to make marketing decisions, including design, collection and analysis of both primary and secondary data;
5. Reconfigure the Curriculum in Management and Marketing, to create the following:
For the Marketing major, there will be two tracks: Digital Marketing and Marketing Strategy;
and for the Management major, there will be three tracks: Entrepreneurship, Human Resource Management, and Business Management.

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, November 28, 2017, at 3:30 p.m. in Brown Building, Room 355. The following are members of the committee:

2017-18 Curriculum Committee members are:

Holly Ruth Gale (AH 1 year term remaining)	Dr. William Hoefler (EAS 2 year term)
Dr. Debra Hunter (BA 1 year term remaining)	Dr. Jeff Aulgur (ET 2 year term)
Dr. Shellie Hanna (ED 1 year term remaining)	Dr. Eric Lovely (NH 2 year term)
Dr. Cathi McMahan (EAS 1 year term remaining)	
Dr. Tom Limperis (NH 1 year term remaining)	Dr. Jordan Thibodeaux (at large; 1 year term)
Dr. Tennille Lasker-Scott (ET 1 year term remaining)	
Dr. Cynthia Hukill (AH 2 year term)	Tammy Weaver, Registrar (ex officio)
Dr. Loretta Cochran (BA 2 year term)	Sheryle Tinerella, Library (ex officio)
Dr. Shelia Jackson (ED 2 year term)	Justin Gunderman SGA member (ex officio)
	Morgan Walter SGA member (ex officio)

All committee members were present except Dr. Limperis, Dr. Lasker-Scott, Dr. Hoefler, and Ms. Walter. The following were present to answer questions regarding curriculum proposals: Dr. David Ward, Dr. Penny Willmering, Dr. David Blanks, Dr. Jeff Mitchell, and Dr. Lisa Toms. Dr. Christine Austin represented Assessment. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present.

OLD BUSINESS: No old business

NEW BUSINESS:

Approval of Minutes:

Motion by Dr. Jackson, seconded by Dr. Hunter, to approve the minutes from the October 24, 2017, meeting. Motion approved.

Curricular Items

College of Arts and Humanities – Department of Behavioral Sciences

Motion by Dr. Lovely, seconded by Dr. Cochran, to approved the following proposals submitted by the Department of Behavioral Sciences. Motion was amended to require submission of additional courses assessment with inclusion of program outcomes prior to Faculty Senate approval. Motion approved.

1. Modify the prerequisites for RS 4104: Service Learning in Rehabilitation Science, FROM: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; TO: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; For

students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director;

2. Modify the prerequisites for RS 4123: Survey of Counseling Theories, FROM:
Prerequisites: Nine hours of psychology to include PSY 2003: General Psychology, PSY 3063: Developmental Psychology I, and PSY 3003: Abnormal Psychology, or PSY 3153: Theories of Personality, senior standing, or consent of the instructor; TO: PSY 2003: General Psychology, or consent of the instructor; and
3. a. Combine the minor in Child Welfare and Social Services; and require 18 hours from the following courses:
RS 3013: World of Work
RS 3043: Introduction to Social Services and the Social Service Case Process
RS 3141-3: Rehabilitation Science Seminar
RS 3153: Assistive Technology in Rehabilitation Settings
RS 3243: Social Services for Individuals and Families
RS 4163: Introduction to Addictions
RS 4173: Family Centered Services
RS 4183: Family Services Seminar
RP 3013: Inclusive Recreation
SOC 3023: Family
SOC 3113: Social Movements and Social Change
SOC 4003: Minority Relations
SOC 4053: Sociology of Health and Illness
SOC 4063: Social Stratification
RP 4073: Principles and Techniques of Therapeutic Recreation
CJ/SOC 2033: Social Problems

b. Add PHIL 3043: Clinical Bioethics, to the list of course choices for the minor in Disability Studies;

c. Add RS 4163: Introduction to Addictions, to the list of course choices for the minor in Aging and Disability Studies; and

d. Modify the Curriculum in Rehabilitation Science, as outlined in the matrix.

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

Motion by Dr. Lovely, seconded by Dr. Cochran, to approve the following proposals submitted by the Department of History and Political Sciences. Motion was amended to require submission of additional courses assessment with inclusion of textbook information and course learning outcomes prior to Faculty Senate approval. Motion approved.

1. Delete the following courses from the course descriptions:
 - a. PHIL 3013: Modern Philosophy;
 - b. PHIL 3113: Contemporary Philosophy; and
 - c. PHIL 3203: Medieval Philosophy;
2. Add PHIL 2033: The Meaning of Life, to the course descriptions;

3. Add PHIL 2053: Introduction to Critical Thinking, to the course descriptions; and add to the course to the list of courses satisfying General Education Humanities; (APPROVED BY GENERAL EDUCATION COMMITTEE - NOVEMBER 14, 2017)
4. Add PHIL 3083: Leadership Ethics;
5. Modify the prerequisites for HIST 4963: Senior Seminar, FROM: Prerequisites: HIST 1503: World History to 1500, HIST 1513: World History since 1500, HIST 2003: United States History to 1877, and HIST 2013: United States History since 1877; TO: Prerequisite: HIST 2513: Sources and Methods in History;
6. Add the Prerequisite: HIST 2513: Sources and Methods in History, to POLS 4963: Senior Seminar;
7. Modify the Minor in Philosophy as follows: delete PHIL 3013: Modern Philosophy, PHIL 3103: Logic; PHIL 3113: Contemporary Philosophy, and PHIL 3203: Medieval Philosophy; and change 12 hours selected courses to 15 hours;
8. Modify the Minor in Pre-Law as follows: add PHIL 3073: Philosophy of Law, to the list of 6 hours of electives;
9. Modify the Minor in Religious Studies as follows: require PHIL 2023: Buddhist Philosophy; and delete ANTH 2003: Cultural Anthropology, AND HIST 1503: World History to 1500; add ANTH 2003: Cultural Anthropology, OR HIST 1503: World History to 1500; and
10. Modify the Curriculum in International Studies Cultural Affairs Concentration and Political Affairs Concentration as follows: delete the Cultural Affairs Concentration and Political Affairs Concentration; modify the curriculum as follows: require core 18 hours from the Curriculum in Political Science; require 6 hours from world politics; require 6 hours from world history; require 3 hours from global culture; require 3 hours from world geography; and require a minor in foreign language.

College of Business – Department of Management and Marketing

Motion by Dr. Lovely, seconded by Dr. Cochran, to approve the following proposals submitted by the Department of Management and Marketing. Motion approved.

1. Add the following courses to the course descriptions:
 - a. BDA 2023: Introduction to Data Visualization;
 - b. MKT 3063: Social Media Marketing;
 - c. MKT 3083: Retailing and the Virtual Marketplace;
 - d. MKT 3103: Selling and Sales Management;
 - e. MKT 4013: Digital Metrics; and
 - f. MGMT 4103: Supply Chain Management;
2. Change the title for MKT 4063: Advertising, TO: Integrated Marketing Communication in a Digital Age; and modify the course description, FROM: The “how” and “why” of advertising: principal problems faced by advertisers and advertising agencies, approaches, policies, and procedures as related to successful marketing techniques; TO: The study of every element of promotion within the marketing mix, including the

importance of a unified message, as well as understanding of the strengths and weaknesses of all available media;

3. Change the title for MKT 4143: Marketing Management, TO: Marketing Strategy;
4. Change the title for MKT 4153: Research Methods, TO: Marketing Research and Analysis; change the course number TO: 3153; and modify the course description FROM: A study of the development of the basic methodology in research design for primary and secondary data, including requirements for collection, analysis, editing, coding, and presentation of data to support marketing decisions; TO: A study of the use of data needed to make marketing decisions, including design, collection and analysis of both primary and secondary data;
5. Reconfigure the Curriculum in Management and Marketing, to create the following:

For the Marketing major, there will be two tracks: Digital Marketing and Marketing Strategy; and for the Management major, there will be three tracks: Entrepreneurship, Human Resource, and Business Management.

Adjournment.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Wednesday, December 13, 2017, at 1:00 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. David Eshelman	Dr. Monty Smith
Dr. Debra Hunter	Dr. V. Carole Smith
Dr. Shelia Jackson	Dr. James Stobaugh
Dr. Chris Kellner	Dr. Bruce Tedford
Dr. Joshua Lockyer	Dr. Jack Tucci
Dr. Johnette Moody	Dr. Susan Underwood

Dr. Marcel Finan and Ms. Holly Ruth Gale were absent. Dr. Mohamed Abdelrahman, Dr. David Blanks, Dr. David Ward, Dr. Penny Willmering, Ms. Tammy Weaver, Dr. Sean Huss, Mr. Thomas Pennington, Dr. Jeff Mitchell and Ms. Pat Chronister were visitors.

CALL TO ORDER President Clements then called for a motion in regard to the minutes of November 14, 2017.

Motion by Dr. Jackson, seconded by Dr. Stobaugh, to approve the minutes as distributed.

Dr. Lockyer requested the minutes be amended in open forum, specifying that white supremacy groups on college campuses had been recruiting students, targeting faculty, and holding events requiring increased security.

APPROVAL OF
MINUTES

Dr. Hunter asked the minutes be amended in open forum regarding the IT Prioritization Committee update, to be consistent with the minutes of that committee.

Dr. Kellner noted it had been reported in November the Fisheries and Wildlife program had five vehicles available for use, but the accurate number was four vehicles.

Motion by Dr. Jackson, seconded by Dr. Underwood, to amend the minutes as requested, and approve.

Motion to approve as amended carried.

VPAA UPDATE

President Clements introduced Dr. Mohamed Abdelrahman, Vice President for Academic Affairs, to address the Senate. Dr. Abdelrahman thanked the senators for their work over the fall semester. He reported some administrative changes in Academic Affairs: As of January 1, Dr. Mary Gunter will serve as Chief of Staff for Dr. Bowen, Dr. Linda Bean will serve as Interim Dean of the College of Education, and Dr. Jeff Robertson will serve as Interim Graduate Dean, while continuing to serve as the Dean of the College of Natural and Health Sciences. Additionally, he reported Dr. Hanna Norton would continue to serve as Dean of the College of eTech through June 30, and would then return to full-time faculty in the Department of Communication and Journalism.

Dr. Abdelrahman stated he had asked President Clements to appoint two or three faculty to a working group looking at enrollment issues. He noted his preference for enrollment issues to be decided within the departments and colleges. He also reported the deans and

departments heads would be having a retreat on January 9, and one item of discussion would be ideas for reducing workload, particularly with mundane tasks that could be eliminated. The group would also be discussing putting the “tech back in Tech” by identifying existing courses that are technology intensive and developing a designation for those courses.

Dr. Abdelrahman announced, based on discussions in the Senate, Ms. Bernadette Hinkle, Vice President for Administration and Finance, would be moving forward with the purchase of a new university van, primarily for short range use. Dr. Patton thanked Dr. Abdelrahman for his help in this matter.

Dr. Abdelrahman reported the procedure for transfer students to be advised within the department had become challenging, especially in the summer term when faculty were not always available. He stated transfer students with less than 60 hours would now be advised in the Academic Advising Center. Dr. V. Carole Smith emphasized the importance of the professional advisors connecting with the colleges and programs.

Motion by Dr. Moody, seconded by Dr. Rogers, to amend the agenda, moving Item D of Old Business to the next item on the agenda. Motion carried.

ATTENDANCE REPORTING / DROPPING FOR EXCESSIVE ABSENCES

President Clements invited Ms. Tammy Weaver, Registrar, to address the Senate. Ms. Weaver indicated the online attendance module had been developed due to the increase of online offerings through the eTech initiative, as well as a change in the definition of “attendance” for federal financial aid purposes. She stated the module can be turned off for face to face classes, but she noted the module had been used to accommodate students who were unable to be on campus at the beginning of the class, such as active duty or international students. Ms. Weaver reported students can be dropped for excessive absences with a grade of “FE” who either never attended or who initially attended, then stopped. She stated there were also examples of other universities in the state assigning a grade other than an “F” which was not punitive for the student’s GPA (but would have financial aid implications).

Senators discussed a lack of communication in the process and policy for using the online attendance module. Discussion also included the onus for communication between faculty and students when attempting to drop a student for excessive absences, and concern that the majority of the responsibility was on the instructor. Dr. Abdelrahman agreed to look further into this, and Ms. Weaver suggested convening the standing Admissions, Academic Standards, and Student Honors Committee in the spring semester. She stated the committee could research and bring a recommendation to the Senate. President Clements agreed, and volunteered to speak to the committee.

NEW BUSINESS: CURRICULAR ITEMS

President Clements called for a motion in regard to the curricular items.

Motion by Dr. Stobaugh, seconded by Dr. Hunter, to approve the curricular proposals from the Department of Behavioral Sciences as presented:

College of Arts and Humanities – Department of Behavioral Sciences

1. Modify the prerequisites for RS 4104: Service Learning in Rehabilitation Science, FROM: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; TO: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director;
2. Modify the prerequisites for RS 4123: Survey of Counseling Theories, FROM: Prerequisites: Nine hours of psychology to include PSY 2003: General Psychology,

PSY 3063: Developmental Psychology I, and PSY 3003: Abnormal Psychology, or PSY 3153: Theories of Personality, senior standing, or consent of the instructor; TO: PSY 2003: General Psychology, or consent of the instructor; and

3. a) Combine the minor in Child Welfare and Social Services; and require 18 hours from the following courses:
 - RS 3013: World of Work
 - RS 3043: Introduction to Social Services and the Social Service Case Process
 - RS 3141-3: Rehabilitation Science Seminar
 - RS 3153: Assistive Technology in Rehabilitation Settings
 - RS 3243: Social Services for Individuals and Families
 - RS 4163: Introduction to Addictions
 - RS 4173: Family Centered Services
 - RS 4183: Family Services Seminar
 - RP 3013: Inclusive Recreation
 - SOC 3023: Family
 - SOC 3113: Social Movements and Social Change
 - SOC 4003: Minority Relations
 - SOC 4053: Sociology of Health and Illness
 - SOC 4063: Social Stratification
 - RP 4073: Principles and Techniques of Therapeutic Recreation
 - CJ/SOC 2033: Social Problems
- b) Add PHIL 3043: Clinical Bioethics, to the list of course choices for the minor in Disability Studies;
- c) Add RS 4163: Introduction to Addictions, to the list of course choices for the minor in Aging and Disability Studies; and
- d) Modify the Curriculum in Rehabilitation Science, as outlined in the matrix.

Motion carried.

Motion by Dr. Jackson, seconded by Dr. Stobaugh, to approve the curricular proposals from the Department of History and Political Science as presented:

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

1. Delete the following courses from the course descriptions:
 - a. PHIL 3013: Modern Philosophy;
 - b. PHIL 3113: Contemporary Philosophy; and
 - c. PHIL 3203: Medieval Philosophy;
2. Add PHIL 2033: The Meaning of Life, to the course descriptions;
3. Add PHIL 2053: Introduction to Critical Thinking, to the course descriptions; and add to the course to the list of courses satisfying General Education Humanities; and
4. Add PHIL 3083: Leadership Ethics;
5. Modify the prerequisites for HIST 4963: Senior Seminar, FROM: Prerequisites: HIST 1503: World History to 1500, HIST 1513: World History since 1500, HIST 2003: United States History to 1877, and HIST 2013: United States History since 1877; TO: Prerequisite: HIST 2513: Sources and Methods in History;
6. Add the Prerequisite: HIST 2513: Sources and Methods in History, to POLS 4963: Senior Seminar;
7. Modify the Minor in Philosophy as follows: delete PHIL 3013: Modern Philosophy, PHIL 3103: Logic; PHIL 3113: Contemporary Philosophy, and PHIL 3203: Medieval Philosophy; and change 12 hours selected courses to 15 hours;
8. Modify the Minor in Pre-Law as follows: add PHIL 3073: Philosophy of Law, to the list of 6 hours of electives;
9. Modify the Minor in Religious Studies as follows: require PHIL 2023: Buddhist Philosophy; and delete ANTH 2003: Cultural Anthropology, AND HIST 1503:

World History to 1500; add ANTH 2003: Cultural Anthropology, OR HIST 1503: World History to 1500; and

10. Modify the Curriculum in International Studies Cultural Affairs Concentration and Political Affairs Concentration as follows: delete the Cultural Affairs Concentration and Political Affairs Concentration; modify the curriculum as follows: require core 18 hours from the Curriculum in Political Science; require 6 hours from world politics; require 6 hours from world history; require 3 hours from global culture; require 3 hours from world geography; and require a minor in foreign language.

Motion carried.

Motion by Dr. Hunter, seconded by Dr. Brant, to approve the curricular proposals from the Department of Management and Marketing as presented:

College of Business – Department of Management and Marketing

1. Add the following courses to the course descriptions:
 - a. BDA 2023: Introduction to Data Visualization;
 - b. MKT 3063: Social Media Marketing;
 - c. MKT 3083: Retailing and the Virtual Marketplace;
 - d. MKT 3103: Selling and Sales Management;
 - e. MKT 4013: Digital Metrics; and
 - f. MGMT 4103: Supply Chain Management;
2. Change the title for MKT 4063: Advertising, TO: Integrated Marketing Communication in a Digital Age; and modify the course description, FROM: The “how” and “why” of advertising: principal problems faced by advertisers and advertising agencies, approaches, policies, and procedures as related to successful marketing techniques; TO: The study of every element of promotion within the marketing mix, including the importance of a unified message, as well as understanding of the strengths and weaknesses of all available media;
3. Change the title for MKT 4143: Marketing Management, TO: Marketing Strategy;
4. Change the title for MKT 4153: Research Methods, TO: Marketing Research and Analysis; change the course number TO: 3153; and modify the course description FROM: A study of the development of the basic methodology in research design for primary and secondary data, including requirements for collection, analysis, editing, coding, and presentation of data to support marketing decisions; TO: A study of the use of data needed to make marketing decisions, including design, collection and analysis of both primary and secondary data;
5. Reconfigure the Curriculum in Management and Marketing, to create the following: For the Marketing major, there will be two tracks: Digital Marketing and Marketing Strategy; and for the Management major, there will be three tracks: Entrepreneurship, Human Resource Management, and Business Management.

Motion carried.

DIVERSITY AND INCLUSION

President Clements introduced Dr. David Blanks, Department Head for History and Political Science, and invited him to address the Senate. Dr. Blanks reported he had been asked by the administration to chair a super committee on diversity and inclusion. He stated he was in the process of forming a series of committees focusing on the various aspects of diversity and inclusion, and would report to President Bowen at the end of the year. Dr. Blanks asked the senators to voice any concerns.

Dr. Monty Smith encouraged the super committee to research how other universities, and even the private industry, approach issues of diversity and inclusion. Dr. Eshelman suggested including the topic in the professional development sessions for faculty. Dr. V. Carole Smith expressed the importance of inviting a speaker who was both knowledgeable and able to address the issue directly, rather than attempting to make everyone comfortable.

Dr. Tedford stated, given recent interactions with state representatives, the Office of Diversity and Inclusion should work closely with the community, educating members that inclusion did not mean exclusion or being “anti” anything. Dr. V. Carole Smith indicated she would be in support of the university establishing itself as anti-racism or anti-white supremacy.

Dr. Kellner reported his colleagues at other institutions involved in researching or teaching topics such as climate change had recently come under fire, and were finding it difficult to proceed.

Some senators indicated inclusivity involved many groups, including those with disabilities, and Dr. Blanks confirmed there would be a subcommittee to address these groups.

Dr. Rogers noted the complexity of the issue and the challenge of recruiting and retaining diverse faculty and students in this region, given the demography of the community. Senators discussed the key factors for students when choosing a university, and questioned if diversity and inclusion efforts were a deciding factor. Dr. Schwehm responded white students may not take that into consideration, but students of color would. Dr. V. Carole Smith agreed, confirming it was a deciding factor for the minority populations.

Dr. Blanks thanked the senators, and invited them to email him any additional ideas they may have. He excused himself from the meeting.

UNCOMPENSATED TEACHING LOADS

President Clements stated the discussion of uncompensated teaching loads tied in to earlier discussions regarding low enrollment courses. He reported Dr. Phillip Bridgmon, Associate Vice President for Academic Affairs, was forming a working group to investigate the issues further, and asked for volunteers to serve. Drs. Tedford, Patton and Moody volunteered to serve, and President Clements stated Dr. Bridgmon would be in contact with them.

ACADEMIC ADVISOR EVALUATION

President Clements reported a draft of an Academic Advisor Evaluation (Attachment A) had been distributed with the agenda, and would be discussed further at the February meeting, when Dr. Jeff Woods, Dean of Arts and Humanities, would be present to answer questions.

OLD BUSINESS: EXTERNAL WORK POLICY

President Clements distributed a draft of the External Employment Policy (Attachment B) and invited Mr. Thomas Pennington, University Counsel, to address the Senate. Mr. Pennington stated, essentially, university resources and facilities should not be used for personal gain. Senators expressed concern about discerning between faculty scholarship and personal gain, when scholarship or professional development could lead to personal gain, such as publishing a book. Mr. Pennington offered to draft a Memorandum of Understanding for such instances and bring to the February Senate meeting for review.

As a reminder, Mr. Pennington distributed the Extra Income Statement (Attachment C) required by the State of Arkansas for state employees who earn income in excess of \$500 outside of the regular salary.

Dr. Patton asked Mr. Pennington for an update on the promotion and tenure revisions. Mr. Pennington responded he had reviewed several times, and he felt it was close. Dr. Patton asked if it would be ready to go forward to the April or May Board of Trustees meeting, and Mr. Pennington believed it would.

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

President Clements reported, if the promotion and tenure draft was finalized in time, the Faculty Senate would hold a special session at the end of January in order to vote. He asked the senators to hold Tuesday, January 30, 2018 for the possible session.

ETECH ADVISORY
COMMITTEE /
COLLEGE
CURRICULUM
COMMITTEES

President Clements distributed a draft of the proposed *Faculty Handbook* changes, establishing Departmental or College Curriculum Committees (Attachment D). He asked for volunteers to review the document, and reported he had reached out to Dr. Christine Austin, Director of Assessment and Institutional Effectiveness, and Dr. Shellie Hanna, Chair of the Curriculum Committee, to join as well. Drs. Schwehm, Rogers, Huss and Clements volunteered to serve.

INDIRECT COSTS

President Clements reported Dr. Kellner was heading the subcommittee looking at indirect costs, which would be meeting with Dr. Abdelrahman to finalize a proposal, then bring back to the Senate in February.

OPEN FORUM

Dr. Hunter clarified the Curriculum Committee does not currently review graduate proposals, as indicated in the proposed curriculum process changes (Attachment D); graduate proposals go directly to the Graduate Council.

Dr. Jackson stated, pertaining to the proposed advising evaluation (Attachment A), she did not believe it was appropriate to evaluate advisors when the advising load can vary greatly between faculty members. She stated she did not support this evaluation being part of the faculty member's summative evaluation. President Clements responded the proposed advising evaluation had not been approved yet, and would be discussed further by the Senate in February.

Dr. Darnell asked if there was a mandatory day for faculty to return in January. Ms. Chronister responded there is not a set date, but faculty were asked to attend professional development activities on Wednesday, and to be available to advise in the departments on Thursday and Friday. Dr. Darnell asked if this was left up to each department head, and Ms. Chronister confirmed it was, rather than being mandated from Academic Affairs.

Dr. Rogers suggested the Senate follow up with Institutional Research on the return rate for the fully online student evaluations, as that method had now been in place for multiple terms. Dr. Monty Smith reported evaluations were still opening before the last day to drop the class, permitting students who drop during that period to evaluate the course. President Clements called for a motion to suspend the rules of open forum to allow for a motion on this matter.

Motion by Dr. Underwood, seconded by Dr. Eshelman, to suspend the rules of open forum. Motion carried.

Motion by Dr. Tucci, seconded by Dr. Schwehm, to move the online course evaluation start date after the last day to withdraw from a course.

Following the motion, Dr. Patton expressed the need for a single system to capture feedback from both types of students; students completing the course would receive the course evaluation and students withdrawing from the course would be asked to complete the questions which were added to the withdrawal form. President Clements suggested starting with the change to the timeline, and if the issue was not resolved, revisiting with an additional recommendation.

Motion carried.

Dr. Kellner asked if the HLC reaccreditation process had changed, stating he understood HLC had a new approach to site visits. Dr. Underwood confirmed the pathway had changed, and the steering committee would be providing education on the changes during the professional development day.

ANNOUNCEMENTS Dr. Stobaugh announced the food recovery program had collected 12,789 pounds of food for fall 2017, bringing the total since the beginning of the program to 41,434 pounds.

Dr. Tedford stated he had been identified as a Campus Security Authority and understood he would be required to submit monthly reports, and would receive monthly email reminders from Public Safety to do so. He reported he had not submitted any reports and had not received any email reminders. He spoke with Public Safety, but did not receive a clear response as to whether he was out of compliance.

ADJOURNMENT The meeting adjourned at 2:58pm.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Jon Clements", written in a cursive style.

Jon Clements, D.M., President

A handwritten signature in dark ink, appearing to read "Jack Tucci", written in a cursive style.

Jack Tucci, Ph.D., Secretary

Attachment A

Academic Advising Evaluation Survey

Who is your academic advisor? _____

Did you meet with your advisor at least once per semester?

_____ Yes

_____ No

If you answered "No" to the above question, why did you not meet with your advisor? (Check all that apply)

_____ I did not arrange a time to meet with my advisor

_____ My advisor could not find time to meet with me.

_____ I did not feel as though I needed to meet with my advisor.

_____ I met with another faculty member or administrator to get my academic advising.

_____ Other (please

specify): _____

Please indicate your level of agreement with the following statements:

My advisor is available for appointments.

_____ Strongly Agree

_____ Agree

_____ Disagree

_____ Strongly Disagree

_____ Uncertain

My advisor responds when I communicate with her or him outside of advising meetings.

_____ Strongly Agree

_____ Agree

_____ Disagree

_____ Strongly Disagree

_____ Uncertain

My advisor is knowledgeable about degree program requirements, procedures for registration, and academic regulations.

_____ Strongly Agree

_____ Agree

_____ Disagree

_____ Strongly Disagree

_____ Uncertain

My advisor seems well informed about campus support services (tutoring, placement tests, personal counseling, etc.).

_____ Strongly Agree

_____ Agree

_____ Disagree

_____ Strongly Disagree

_____ Uncertain

If unable to provide the information or assistance I need, my advisor knows where to refer me.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Uncertain

My advisor is helping me identify academic and career goals.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Uncertain

My advisor is willing to spend sufficient time with me to assist me with my academic concerns.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Uncertain

I am pleased with the overall experiences of my advising appointments.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Uncertain

Do you have any additional sources of advising?

- ☐ Yes (Please list): _____
- ☐ No

What has been most helpful about your advising sessions?

What might have been improved about your advising sessions?

Arkansas Tech University External Employment Policy

External employment is defined as any paid activity for any non-university entity or person, whether or not such work is performed on campus, and also includes self-employment such as, but not necessarily limited to, consulting, advising, workshops, seminars, conferences, or similar work performed in addition to the official responsibilities of a full-time employee.

Arkansas Tech University employees are expected to fulfill their duties and responsibilities assigned to their particular position or job. External employment should not interfere with university employment. External employment must not create or result in a conflict of interest.

External employment is subject to the following expectations:

1. The external employment may not interfere with the obligations of the employee to the university or create any conflicts of interest;
2. For employees who accrue annual leave, annual leave must be taken if the external employment would overlap with regularly scheduled work hours of the employee;
3. Usage of university facilities or resources is prohibited; As a general rule, university resources (including facilities, supplies, and equipment) shall not be used for personal gain. However, in certain projects which accrue to the mutual benefit of the university and the individual faculty member, a contract for reimbursement to the university may be entered into in order to provide access to university resources.
4. Employees performing external employment are solely responsible for work performed in the course of external employment, and the university is not responsible for such work;
5. All external work is performed in the employee's individual capacity;
6. Employees engaged in external employment do not officially represent the university, will not receive legal representation from the university, and are not an agent of the university when acting in that capacity; and
7. The views, thoughts, and expressions of the employee during the external employment do not represent the views or position of the university.

Arkansas Codes Addressing Extra Income Statement

Section 21-8-203. Disclosure of income required.

The General Assembly determines that it is essential to the efficient operation of government, and to minimize the opportunities for conflicts of interest, that all state employees who are employed on a regular salary basis shall be required to disclose each source of income in excess of five hundred dollars (\$500) earned during any calendar year from sources other than their regular salary from employment or from professional or consultant services rendered for any public agency.

History. Acts 1977, No. 849, 1; A.S.A. 1947, 12-1628.

Section 21-8-204. Filing of income disclosure statement.

(a) On or before January 31 following the close of each calendar year, all state employees who are employed by a state office, agency, department, board, commission, or institution of higher learning in this state on a regular salary basis shall file a statement under oath reflecting all income in excess of five hundred dollars (\$500) received by them during the preceding calendar year as wages or salary or as fees or payments for professional or consultant services rendered to any public agency of this state, as defined in 21-8-201 hereof, other than the salary said person receives on a regular salary basis.

(b)(1) All state employees who are employed by any state office, agency, department, board, or commission, other than employees of institutions of higher learning, shall file the statement required herein with the Secretary of State.

(2) All employees of institutions of higher learning in the state shall file the statement with the president of the institution of higher learning by which the employee is employed, and all such statements filed with the presidents of the various institutions of higher learning shall be public records and shall be open to public inspection during reasonable business hours.

History. Acts 1977, No. 849, 3, 4; A.S.A. 1947, 12-1630, 12-1631.

Secretary of State
MARK MARTIN

Filing for year _____

Elections Division
State Capitol, Rm 026
Little Rock, AR 72201
501/682/5070

**Extra Income Statement
Of
State Employees**

1. Name of Employee: _____
2. Name and address of agency where employed:

(Name of Agency)

(Street, PO Box, Rural Route)

(City)

(State)

(Zip)

3. Source and amount of income in excess of \$500.00:

(a) _____ \$ _____
(Name of Entity) (Amount)

(b) _____ \$ _____
(Name of Entity) (Amount)

(c) _____ \$ _____
(Name of Entity) (Amount)

NOTE: Extra Income statements must be filed by January 31 of each year. Persons employed by institutions of higher learning must file with the President of that institution.

- Verification -

I do solemnly swear that the foregoing Extra Income Statement filed herewith is in all things true and correct, and fully shows all the information required to be reported by me.

Signature of State Employee

State of Arkansas

County of _____

Subscribed and sworn to before me, a Notary Public, this the _____ day of _____, _____.

Notary Public

My Commission Expires: _____

Attachment D

2016-2017 Faculty Handbook

III RELATION OF THE FACULTY MEMBER TO ACADEMIC GOVERNANCE

University Curriculum Committee

**Membership:* Two tenured faculty members, one of which has online course delivery training, elected from each college including the supernumerary voting block, to serve staggered, two-year terms. Three at large tenured faculty with online experience and online certification to serve staggered two-year terms. One at large untenured faculty member elected annually for a one-year term. The registrar, a member of the library faculty, and two student members, selected by the Student Government Association, serve as ex officio members.

Function: Monitor the total undergraduate curriculum. This includes evaluating and approving all proposed course changes and all program change proposals, once they have been approved and forwarded from Department and/or College Curriculum Committees. The University Curriculum Committee then forwards its recommendations to Faculty Senate (undergraduate curriculum changes) or Graduate Council (graduate curriculum changes) for consideration prior to transmittal to the Vice President for Academic Affairs.

(From page 105)

V

SELECTED ADMINISTRATIVE PROCEDURES AFFECTING THE FACULTY

COURSE OFFERINGS AND CHANGES IN CURRICULUM

Committees or Departments Involved in Reviewing Curriculum Changes

Any change in course offerings (online, mixed method, or face-to-face) and/or curriculum for a program must be reviewed by the following committees and departments unless that change is deemed to be "cosmetic" by the University Registrar:

1. Departmental or College Curriculum Committee

While faculty members will typically propose changes to the curriculum, each curriculum change or course review must be approved by either a Departmental Curriculum Committee (DCC) or College Curriculum Committee (CCC), as determined by faculty in their respective academic units. The CCC or DCC will serve as the originating committee for any change to course offerings and/or curriculum for any given program. The primary function of the CCC/DCC is to monitor, assess, produce, and review all necessary paperwork submitted for the approval of the proposed changes to course offerings or curriculum for their respective department or program.

The CCC/DCC membership shall be composed of a minimum of five full-time, elected faculty members (tenured, tenure-track, and/or instructor-track) from the relevant department or program. Members of the CCC/DCC may serve an unlimited number of terms on their respective DCC, with elections held during the Departmental or College meeting during the Fall term at the beginning of the academic year. At least two of the committee members must hold online certification (e.g., eTech) or equivalent experience in online education as determined by the CCC/DCC to facilitate review of online course or program offerings. Members from complimentary departments may be recruited to serve on another department or program CCC/DCC, if the originating department has difficulty meeting the minimum membership requirements for their respective CCC/DCC. Serving as a member of a CCC/DCC in another department or program will be considered equivalent to service on a CCC/DCC in the faculty member's assigned department or program; such faculty members may be exempted from serving on the CCC/DCC for their department or program.

The CCC/DCC shall work with the proposing faculty member to meet the requirements of the Registrar's Office and the Office of Assessment and Institutional Effectiveness so that all proposed curriculum changes are compliant with timelines, accrediting bodies, and state agencies. The CCC/DCC also will work with faculty in the process of developing online course offerings, as well as encourage such faculty to work with representatives of the Online Course Design office, so that online courses meet SARA and HLC guidelines.

As part of their duties, the CCC/DCC will elect a chair to organize meetings, collect necessary forms and paperwork, and serve as the primary point of contact for the CCC/DCC when working with the Registrar's Office and the Office of Assessment and Institutional Effectiveness. Additional duties of the CCC/DCC include but are not limited to:

- A. Verify that the proposed course number(s) are not in use for the current or recent course catalogs, as well as ensure that the proposed course number(s) are appropriate to the intended level of the course. The levels of proposed course number(s) and the sequencing of proposed courses should also be considered, especially in regard to pre/co-requisites included in proposed course descriptions.
- B. Verify that general education requirements and the number of required hours in the degree program (i.e., upper division, within major, and total hours) are in compliance with accrediting bodies and state agencies. In the instance that a proposal includes requirements that exceed those mandated by accrediting bodies or state agencies, then a justification for this difference should be included in the proposal.
- C. Verify that all programs and departments affected by the proposed change have been contacted and the proposal includes approval forms from each of the affected programs or departments.
- D. Verify that all proposal forms are typed, signed, and included in the proposal for the curriculum change before submitting the full proposal to the Department Head.
- E. Make certain that all proposals are submitted and complete within the timelines specified by the Registrar's Office.

Note that the CCC/DCC also is expected to perform reviews of the current curriculum offered to ensure that the curriculum provides the appropriate range of course offerings as dictated by disciplines and expertise in each respective field of study. In the instance of such reviews, all face-to-face, mixed method, and online offerings are to be reviewed using the same criteria and methods, with one exception: members of the CCC/DCC evaluating online course material must hold online certification (e.g., eTech) or equivalent online experience as determined by the CCC/DCC. The CCC/DCC will work to identify specific criteria and methods for the review of courses, in line with accrediting bodies and state agency requirements. This list of criteria for review should be made available to all faculty to facilitate both curriculum development and course review. Further, no course review by the CCC/DCC will focus on any individual professor's content or any individual professor's specific course. Course reviews will focus on all courses sharing the same course number in each respective program, with an emphasis placed on determining if the course meets expectations within the selected curriculum or should be revised. In effect, course reviews are general reviews of courses within the curriculum to ensure that departments meet accrediting body, state agency, and disciplinary standards. The CCC/DCC will have the sole responsibility of identifying courses for review and make recommendations to their respective units on updates or changes to the existing curriculum based on recommendations from the faculty or Department Head. In addition, course reviews are for departmental use only and are not forwarded to any additional committee; only curriculum changes arising from a departmental course review would be forwarded for subsequent approval.

Note also that, in the instance of a program proposal only, the CCC/DCC is expected to work with the proposing faculty member and the Department Head on an initial "white paper" describing the proposed program and reasons for initiating a new program. This white paper should include a description of the proposed program, courses to be added, numbers of anticipated majors, and any additional information requested by the Vice President of Academic Affairs (VPAA). The VPAA makes the final decision to approve or deny a proposal for a new program.

The CCC/DCC is expected to work with the faculty, the Registrar's Office, the Office of Assessment and Institutional Effectiveness, and the Department Head to identify standards for the curriculum in each program. Once a change has been approved by the CCC/DCC, the proposal or change is then forwarded to the Department Head for final departmental review.

2. Department Heads and Deans

As part of their administrative duties, the Department Heads and Dean must serve as the final review of any curriculum change recommended by a CCC/DCC. This final review requires that Department Heads and Deans verify that the CCC/DCC has met its obligations in vetting the proposal as it moves forward.

Throughout the curriculum change process, the Department Heads and Deans are expected to work with the CCC/DCC, Registrar's Office, Office of Assessment and Institutional Effectiveness to ensure consistency in the process as the proposal moves forward. In the instance in which a proposal is incomplete or inadequate, as determined by a Department Head or Dean, that proposal will be returned to the proposing CCC/DCC for additional review and correction.

3. University Curriculum Committee

The University Curriculum Committee (UCC) will serve as the university-level reviewing committee for any change to course offerings and/or curriculum at Arkansas Tech University. The primary function of this committee is to monitor the total undergraduate curriculum, along with evaluating, assessing, and approving all proposed course changes/reviews and all program change proposals, once they have been approved and forwarded from Department and/or College Curriculum Committees. The University Curriculum Committee forwards its undergraduate curriculum recommendations to the Faculty Senate for final consideration and it forwards its graduate curriculum recommendations to the Graduate Council for final consideration. Both the Faculty Senate and Graduate Council forward these changes to the Vice President for Academic Affairs upon approval by each respective committee.

The UCC is required to verify that all proposals have been thoroughly vetted and meet the requirements of accrediting bodies and state agencies. The UCC does not evaluate proposals based on content of courses, but instead is mandated to ensure that all proposed curriculum changes have adequate assessment standards and meet general expectations for coursework at Arkansas Tech University. The UCC may request that members of a CCC/DCC be present to add information, answer questions, or address concerns when reviewing the proposed curriculum change. In the instance in which a proposal is found to be incomplete or inadequate, the UCC may be returned to the proposing CCC/DCC for additional review and correction.

4. Faculty Senate and Graduate Council

Both the Faculty Senate and the Graduate Council serve as the committees that perform a final review of all curriculum changes before submitting to the Vice President of Academic Affairs. Any proposed change to the undergraduate curriculum will be submitted by the UCC to the Faculty Senate for final faculty review and approval. Any proposed change to the graduate level curriculum will be submitted by the UCC to the Graduate Council for final faculty review and approval. In the instance that any proposal is found to be incomplete or inadequate, both the Faculty Senate and

the Graduate Council may return that proposal to the UCC for additional review and communication with the proposing CCC/DCC.

5. Vice President of Academic Affairs

The Vice President of Academic Affairs (VPAA) is the chief academic officer at Arkansas Tech University. As such, the VPAA has numerous duties and is primarily responsible for managing the internal academic operations of the university. One responsibility of the VPAA is to review proposed curriculum changes. Given the VPAA's position as an administrator, his or her evaluation of proposed changes will be broader in scope by placing proposed changes in a context of departmental, program, college, and university needs. The VPAA also receives and approves white papers on proposed program changes in advance of the work of the CCC/DCC in developing program proposals. In the instance that any proposal is found to be incomplete or inadequate, the VPAA may return that proposal to the UCC for additional review and communication with the proposing CCC/DCC.

6. President and Board of Trustees

The President is the chief executive officer at Arkansas Tech University. As such, the President has numerous duties and responsibilities in managing both internal operations and external relationships for the university. One responsibility of the President is to review proposed changes to the curriculum. Given the President's position as an administrator, his or her evaluation of proposed curriculum changes will be broader in scope by placing proposed curriculum changes in a context of departmental, program, college, and university needs. The President makes the final recommendation to the Board of Trustees on a proposed curriculum change. In the instance that any proposal is found to be incomplete or inadequate, the President may return that proposal to the VPAA and UCC for additional review and communication with the proposing CCC/DCC.

7. Board of Trustees

The Board of Trustees (Board) is the final decision-making body for Arkansas Tech University. As such, the Board has final approval in all matters related to adopting a curriculum change.

Curriculum Change Processes

1. Developmental Stage

In curricular changes of any significance, early communication is critical to sparing needless effort and later controversy. All faculty within a department should be involved in, or at least be made aware of, any departmental curriculum changes. Even prior to departmental approval, intended changes should be communicated to all those likely to be affected, with a request for their input.

Forms and instructions are available on the Curriculum Committee website: http://www.atu.edu/registrar/curriculum_forms.php Each curriculum request form has an associated assessment form specific to that type of change request. Completed assessment forms must accompany each curriculum request form, whether cosmetic or regular curriculum change.

Those who should be routinely involved or informed in most cases include the following:

- College or Departmental Curriculum Committee
- Online Course Design Office (for online courses only)
- Registrar
- Office of Assessment and Institutional Effectiveness
- Deans, department heads, CCC/DCC
- Vice President for Academic Affairs (particularly in relation to new program proposals)

Curriculum changes can be classified as either cosmetic or regular, with the difference mainly consisting of the amount of documentation required and the shortened time period required for review by the appropriate committees.

A. Cosmetic Changes

A cosmetic change is one which does not significantly impact another department, or change the intent or focus of the affected course or curriculum (e.g., deleting a prerequisite, modifying a course description, changing the name of a course, etc.). The CCC/DCC and department head initiating the curriculum change will consult with the Registrar's Office to determine whether the change requested can be considered cosmetic or whether the change will need to be initiated through the more formal curriculum change process.

Cosmetic changes will be posted for a minimum of two weeks, during which time any faculty member may object to the proposal on the basis that it is not cosmetic, or may object to the completeness of the proposal's justification / rationale. These objections must be emailed to curriculum@atu.edu with a "cc" to the appropriate department head. If the proposal is deemed cosmetic but needs additional information or rationale, this will allow the initiating department to submit a revised cosmetic change with complete justification; conversely, if the proposal is not considered cosmetic, the department will have the opportunity to prepare a standard curriculum proposal as appropriate. Unless

objections are received, cosmetic changes will be considered "approved" by the faculty at large and implemented in the appropriate catalog.

Review by faculty of cosmetic changes will normally occur during the academic year (not summers) when all full time faculty are teaching.

B. Regular Changes

Regular curriculum changes include Course Additions, Course Deletions, Program Additions, Certificates, and Program Deletions. Curriculum proposals of these types are required to proceed through the entire curriculum approval process outlined in the Submission Stage section below.

Regular undergraduate curriculum proposals will be posted on the Curriculum Committee website and should be reviewed by the committees identified above. Regular graduate curriculum proposals will be posted on the Graduate Council's website and should also be reviewed by the appropriate committees. Proposals affecting the teacher certification and master's programs in Education should be presented first to the Teacher Education Council. Proposals affecting general education should be presented to the General Education Committee. Review of regular curriculum proposals will take place primarily during the fall semester of each academic year. Exceptions may be granted by the Vice President for Academic Affairs, particularly for curricular changes resulting from modified accreditation standards or State licensure changes.

2. Pre-Approval Stage (White Paper Submission and New Program Development)

Note that curriculum proposals for new degree programs must follow the Pre-Approval process. These instances include: new programs, new certificates, new concentrations, new minors, and splitting existing programs into separate majors. Such pre-approvals require the submission of a white paper prior to submission of the formal proposal. Guidelines for the white paper are provided on the Curriculum Forms website and general information on white papers is provided in the next section (https://www.atu.edu/registrar/curriculum_forms.php).

The Pre-Approval Process requires the following procedures:

A. Pre-Proposal Stage

- i. New program is identified and discussed between CCC/DCC, Department Head, and Dean of the College. The CCC/DCC and Department Head then produce a one to two paged white paper that provides justifications for the new program. This white paper should also include current courses and needed additions to the curriculum, as well as support courses from other departments to be included in the new program. Finally, white papers should include a discussion and resources needed for the new program, including estimated costs for the first three years of the new program. (See guidelines and examples at https://www.atu.edu/registrar/curriculum_forms.php).

- ii. White papers are then submitted to and reviewed by all college deans. Deans may make comments or recommendations on the white paper, which is then forwarded to the Vice President of Academic Affairs.
- iii. The VPAA will review the white paper, while taking into account comments from all college deans. The VPAA then approves or disapproves of the program proposed in the white paper. If approved, the VPAA will then forward the white paper and her or his comments to the President, typically by April 1st. If disapproved by the VPAA, the white paper will be returned to the originating CCC/DCC and Department Head with written reasons for disapproval/rejection and recommendations on the future of the proposed program.
- iv. The President will then review and make the final decision on approval or disapproval by April 15th. This white paper is then returned to academic affairs with the President's decision. If approved, Academic Affairs will then submit the final approved copy to the Registrar's Office for proposal development. If not approved by the President, the white paper will be returned by Academic Affairs to the originating CCC/DCC and Department Head with written reasons for disapproval/rejection and recommendations on the future of the proposed program.
- v. CCC/DCC and Department Head will begin program proposal development in consultation with the Registrar's Office and the Office of Assessment and Institutional Effectiveness. In particular, the CCC/DCC and Department Head should work closely with the Office of Assessment and Institutional Effectiveness to write an assessment plan for the new program as part of the Program Proposal Development phase (next section).

B. Program Proposal Development

- i. The CCC/DCC will work with the Department Head to develop a complete needs and cost analysis for the proposed new program (see Pre-Proposal White Paper outline at https://www.atu.edu/registrar/curriculum_forms.php). This needs and cost analysis will be submitted to the VPAA, President, and Board of Trustees along with a Letter of Intent to begin a new program by either May 1st for the May Board meeting or August 1st for the August 1st Board meeting. While awaiting approval of the Letter of Intent from the Board of Trustees, the CCC/DCC and Department Head will continue work on the proposal in consultation with the previously mentioned offices and be at roughly 50% completion by the Letter of Intent approval or disapproval by the Board of Trustees.
- ii. At either the May 1st or August 1st Board of Trustees meeting, the Board will offer final approval or disapproval of the proposed new program. In the instance of approval, the Letter of Intent will be forwarded to the Arkansas Department of Higher Education (ADHE) by either June 1st or September 1st, depending on the meeting at which approval occurred. The originating CCC/DCC and Department Head may then continue the proposal. If the new program is not approved, the originating CCC/DCC and Department Head will be notified in writing by the VPAA.

- iii. Subsequent to all approvals and submission to ADHE, the final draft of the proposal will then be submitted to the Registrar's Office by July 1st. This final draft is expected to include all relevant forms with complete information, including all assessment procedures and approvals by all relevant programs. The originating CCC/DCC will work with the Registrar's Office to guarantee that a complete proposal is submitted for faculty governance review by all relevant committees (see Approval process below). The proposal should be in the formal, approved ADHE format prior to subsequent review. All relevant faculty governance committees may return the proposal to the originating CCC/DCC and Department Head for revision, if approval is not granted, at any step in the process.
- iv. After final Faculty Senate and/or Graduate Council review and approval, the new program proposal is then submitted to the VPAA and President for administrative approvals. The VPAA and President then submit the final proposal to the Board of Trustees for final approval by October 1st.
- v. Subsequent to Board of Trustees Approval, the final approved version of the new program proposal will then be submitted to ADHE for final approval, with a November 1st deadline for January or February approval from ADHE.

3. Submission Stage

Curriculum proposals may be submitted at any time during the academic year. Faculty are encouraged to review curricula and submit changes based upon evidence derived from assessment data, using both direct and indirect measures, and upon an analysis of the current state of the discipline.

To be included in the catalogs for the next academic year, however, proposals are due in the appropriate Dean's office by July 1 of each year. The Dean should then submit all approved curricular proposals to the Registrar's Office by July 15. The Registrar's Office and Academic Affairs will review proposals and work with departments for clean and accurate submissions of proposals through the appropriate committee structure. This timeline allows for a more timely updated submission of the proposals through both the cosmetic change process and the regular curriculum change process. It also allows for timely submission of any program proposals (whether new, modifications, or deletions) to the Arkansas Higher Education Coordinating Board, so that those programmatic change may also be included in the upcoming academic year's catalog. Proposals submitted after July 1 require the approval of the Vice President for Academic Affairs for action during the current curricular cycle. If approval is not given, those proposals will be held for action during the next year's curricular cycle.

4. Approval Stage

Although curricular development may occur throughout the year, may be initiated in various ways and for various reasons, and may or may not have a fixed time table, the approval process is considerably more formal and fixed. It is constrained by 1) the need for campus-wide approval; 2)

the need for off-campus approval by the Arkansas Higher Education Coordinating Board; and 3) the deadline for catalog copy (see above on timeline for submission).

The Approval Stage Process is as follows:

- i. After development of the change and consultation with appropriate offices (e.g., Online Course Design, Registrar's Office, Office of Assessment and Institutional Effectiveness), the curriculum change proposal will be forwarded by the CCC/DCC and Department Head to the College Dean who shall review the proposal and then forward to the Registrar all recommended proposals (timeline in the Submission Stage above).
- ii. The Office of Academic Affairs will ask the Registrar to summarily review each proposal for satisfaction of inclusion of all relevant information. Any proposals found to be incomplete or incorrect will be returned to the originating CCC/DCC for correction. The approval process will start over in that instance.
- iii. After review by the Registrar and Academic Affairs, all potential cosmetic changes (undergraduate and graduate) will be posted on the Curriculum Committee's website for review by all faculty. In particular faculty serving on the committees listed below should review each proposal carefully.

Undergraduate Proposal

Teacher Education Council
General Education Committee
Assessment Committee
University Curriculum Committee
Faculty Senate

Graduate Proposal

Teacher Education Council
Assessment Committee
University Curriculum Committee
Graduate Council

- iv. After approval through faculty governance, all proposals will be submitted to the Vice President for Academic Affairs for approval. When appropriate, the Vice President will submit program proposals to the President and Board of Trustees for approval. All new programs, modifications of programs, or program deletions require final approval by the Arkansas Higher Education Coordinating Board

(After approval at the University level, new program proposals shall be submitted to the Arkansas Higher Education Coordinating Board according to the "Criteria and Procedures for Preparing Academic Proposals" as outlined on the Arkansas Department of Higher Education website and utilizing the appropriate forms:
<http://www.adhe.edu/divisions/academicaaffairs/Pages/academicaaffairs.aspx>)

5. Catalog Stage

Once all needed approvals are obtained, the curricular changes must be prepared and submitted for inclusion in the next University online catalog. Minor editorial changes in the catalog may be made by those with responsibility for given sections, but any change in substance must have gone through the approval process described above.

Catalog copy is prepared in accordance with instructions provided by Academic Affairs to ensure timely and efficient preparation of the online copy. The timetable is typically as follows:

<u>Step</u>	<u>Deadline</u>
Academic Affairs forward catalog copy (excluding curricula) to Vice Presidents and Deans for editing	October 15
Edited catalog copy to Academic Affairs for compilation	November 15
Academic Affairs forwards link to online developmental catalog to Deans/Department Heads for proofing	February 15
Final edited copy due in Academic Affairs	March 1
Catalogs available online	April 1

Curriculum Committee – August 22, 2017
Faculty Senate – September 12, 2017

College of Arts and Humanities – Department of Art

Department of Art proposals 1-7 were tabled for 10/24/17 Curriculum Committee and 11/14/17 Faculty Senate

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;
2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered);
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses.

College of Arts and Humanities – Department of Behavioral Sciences

1. Add CJ 4033: Policing and Society, to the course descriptions; and
2. Add the Curriculum in Criminal Justice and Criminology.

College of Engineering and Applied Sciences - Department of Electrical Engineering

1. Reconfigure the existing Bachelor of Science in Electrical Engineering with Computer Engineering Option to the Bachelor of Science in Computer Engineering with the Curriculum in Computer Engineering.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Curriculum Committee
appl 9/21/17
Faculty Senate
appl 9/12/17

TO:	Curriculum Committee	
FROM (Initiating Department):	Behavioral Sciences	
DATE SUBMITTED:	June 2017	

Title	Signature	Date
Department Head David Ward		June 23, 2017
Dean Jeff Woods		6/23/17
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar Tammy Weaver		7/13/17
Vice President for Academic Affairs Mohamed Abdelrahman		9/22/17

Course Subject: (e.g., ACCT, ENGL) CJ / SOC	Course Number: (e.g., 1003) 4033	Effective Term: Spring 2019 201840
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Policing and Society		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Policing and Society		
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. Yes SOC 4033		
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? No How Much? _____ Select Fee Type		

If selected other list fee type:	
Major	
See CJ and Criminology Program Proposal which this includes this course	
If course is required by major/minor, how frequently will course be offered?	
Once per year	
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog) SEE SYLLABUS BELOW	
<p>a. Course subject CJ</p> <p>b. Course number 4033</p> <p>c. Catalog course title Policing and Society</p> <p>d. Catalog description</p> <ol style="list-style-type: none"> 1. Arkansas Course Transfer System (ACTS) course number, N/A 2. Cross-listing SOC 4003 4033 3. Offered N/A 4. Prerequisites CJ 2003; SOC 1003 5. Co-requisites None 6. Description <p style="padding-left: 40px;">A comprehensive study of historical and contemporary issues in American policing. Topics include theories of policing, police training and socialization, police discretion, technological advancements in policing, community policing, interaction with minority communities, and current controversies.</p> <ol style="list-style-type: none"> 7. Notes: none 8. Contact Hours N/A 9. Fees N/A <p>e. Section for Name of instructor, office hours, contact information (telephone, email) see attached syllabus</p> <p>f. Text required for course see attached syllabus</p> <p>g. Bibliography (supplemental reading list) see attached syllabus</p> <p>h. Justification/rationale for the course see attached syllabus</p> <p>i. Course objectives see attached syllabus</p> <p>j. Description of how course meets general education n/a, not gen ed</p> <p>k. Assessment methods (include grading policy with specific equivalents for A, B, C) see attached syllabus</p> <p>l. Policy on absences, cheating, plagiarism, etc. see attached syllabus</p> <p>m. Course content (outline of material to be covered in course). see attached syllabus</p>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? no	
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional	
SEE BELOW	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A - only the Behavioral Sciences Department is affected	

CJ/SOC 4033: Policing and Society

CATALOG DESCRIPTION: A comprehensive study of historical and contemporary issues in American policing. Topics include theories of policing, police training and socialization, discretion, technological advancements in policing, community policing, interaction with minority communities, and current controversies.

cross-listed: SOC 4033

Prerequisites: SOC 1003 and CJ/SOC 2003

Name:

Arkansas Tech University

Office Hours:

Criminal Justice/Sociology

Office/Phone:

Term:

E-Mail:

Class Hours:

Mailbox:

Room:

TEXTS:

- Dempsey, John S. and Linda S. Forst. 2015. *An Introduction to Policing*. Boston: Cengage Learning.
- Moskos, Peter. 2008. *Cop in the Hood: My Year Policing Baltimore's Eastern District*. Princeton, NJ: Princeton University Press.
- Simon, David. 2006. *Homicide: A Year on the Killing Streets*. NY: Henry Holt and Company.
- Other readings will be assigned as the course goes along. These will be made available through Blackboard.

JUSTIFICATION:

The police are a key and often the most visible part of our criminal justice system. This course provides an empirical and theoretically grounded examination of policing in American society. It will introduce students to the role of police in society, how police are formally and informally trained, the importance of police office discretion, how policing has changed and evolved over time, legal issues in policing, and how the police interact with other social institutions.

This scholarly focused examination will serve students who are on an applied law enforcement track, those interested in pursuing more formal legal training, and students generally interested in better understanding this important means of social control.

OBJECTIVES:

- Gain a critical understanding of the role police play in society.
- Recognize the difference between the formal and informal nature of police training and socialization and how that affects how police behave.
- Fully understand the history and current challenges police have when interacting with minority communities.
- Examine the discretion involved in policing and how it relates to legal and ethical issues.
- Be able to assess how modern policing is doing in the "war on crime" and "war on drugs."
- Understand and appreciate the challenges of modern policing.

ASSESSMENT METHODS:

Participation (80 points): Participation is key to having this class run smoothly. I expect everyone to show up having the reading done, episodes watched, and ready to participate.

Presentation (150 points total): In addition to regular participation in seminars, students will lead a presentation on the assigned readings. Presenters will provide an overview of the main points of the reading in a handout. You want to use your presentation to encourage participation and discussion. Plan on bringing questions with you, these questions will be a jumping off point to begin discussion.

You should plan on presenting for 20 minutes. The presentation grade will be determined by my assessment of your performance coupled with your group's evaluation of your performance.

Peer Evaluation (25 points): A written evaluation of your group's performance will be turned in the **class following** your presentation. The evaluation must highlight the strengths and weaknesses of your group along with an honest and thorough evaluation of each members' contribution to the overall presentation. Information on this will be distributed in class.

Media Assignments (110 points total): There will be two media reaction papers. I will give a prompt for you to respond to using the both the video presented in class and the assigned readings. These papers should be 2-4 double spaced pages.

Final Paper (115 points): The final paper will be during the last week of instruction. This paper will address an issue of modern policing that will be assigned to you. It should be 10-15 double spaced pages, properly formatted, and referenced. Information on this will be distributed later in the semester.

Quizzes (75 points total): Because of the nature of this seminar, it is imperative that you keep up with the reading. To help ensure that this happens, semi-daily quizzes will be give at the start of the class to assess how well you are keeping up with the reading.

Midterm and Final (245 points total): Students will take two exams in this course. Exams will be made up of multiple-choice questions as well as written questions. The dates for these are on the schedule below. The midterm is worth 110 points and the final is worth 135 points for a total of 245 possible points. Exams will consist of question from reading assignments, videos, lectures, and class discussions.

Missed exams— Students who miss the midterm will be permitted to make-up that exam only with a documented, verifiable excuse for missing the exam. Furthermore, all make-up exams will be offered only on the final day listed on the course schedule. This means that if you miss the exam for legitimate reasons (sleeping through your alarm is not a legitimate reason), you will have to wait to complete your missed exam after you take the final during the scheduled final time.

Assignment of letter grades: Final course letter grades will be assigned based upon the scales shown below (I round to the nearest whole number):

Grading Scale

A = 720-800
B = 640-719
C = 560-639
D = 480-559
F = 0-479

Point breakdown

Participation = 80

Presentation = 150

Peer Evaluation = 25

Quizzes = 75

Media Assignments = 110

Final Paper = 115

Midterm = 110

Final = 135

POLICIES:

ATTENDANCE: Attendance will be taken daily. Failure to attend will affect your participation grade. Documented excused absences will not count against your participation grade

EMAIL: I will use email to disseminate information regarding this class. It is up to you to check your email often to stay informed. For this class I will be using your official university email account. If you are using a personal account outside of the university, it is your responsibility to make sure that the mail is forwarded to you.

EXTRA CREDIT: No extra credit will be given on an individual basis. If a unique, course-related program arises during the semester, I may offer the whole class the chance to earn extra credit by participating.

ACADEMIC HONESTY: I take academic honesty very seriously. ALL suspected violations of the academic honesty policy will be reported. Sharing, copying, or doing work together is *not* permitted unless explicitly stated. Ignorance is not a defense against academic dishonesty. No forms of cheating or plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

STUDENTS WITH DISABILITIES: Any student who has special needs should contact the Office of Disability Services and supply me with the proper documentation. It is the student's responsibility to make testing arrangements with the Learning Center and remind me to get his/her test to the Learning Center on time.

CELL PHONES, COMPUTERS, IPODS, AND SIMILAR DEVICES (including audio recorders, unless required to assist those with special needs) – Please turn all of these items *off* before class. Even if your phone is on silent or vibrate, the use of these items can be very distracting to other students and the instructor. It is essential that cell phones be turned OFF at the beginning of class. Students using cell phones for any reason during class will not be tolerated.

CIVILITY IN THE CLASSROOM: Classroom civility is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, TEXTING, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on vibrate. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade. Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

(1) Scholarly comments are:

Respectful of diverse opinions and open to follow-up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than personal beliefs; are delivered in normal tones and a non-aggressive manner.

(2) Unacceptable behaviors in the classroom are:

- (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs.
- (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by myself to prevent this problem.
- (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above).
- (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive.
- (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone

who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

COURSE SCHEDULE¹

Class	Topic	Readings	Homicide Reading	Assignment Due
Week 1.1	Introduction			
Week 1.2			1-46	
Week 2.1	History of Policing	Dempsey and Forst 1		
Week 2.2			46-89	
Week 3.1	Police Organization	Dempsey and Forst 3		
Week 3.2			89-132	
Week 4.1	Becoming a Cop	Cop 2-3		
Week 4.2			133-176	
Week 5.1	Policing Realities	Cop 4-5		
Week 5.2			177-216	Media Assignment
Week 6.1	Challenges on Patrol	Cop 6-7		
Week 6.2			216-263	
Week 7.1	Criminal Realities	Freakonomics: Why do drug dealers live with their mothers		
Week 7.2	Review/Catch-up		263-312	
Week 8.1	Midterm			
Week 8.2			312-361	
Week 9.1	Police Discretion	Dempsey and Forst 5		
Week 9.2			361-414	
Week 10.1	Minorities in Policing	Dempsey and Forst 7		
Week 10.2			414-458	
Week 11.1	Police Deviance and Corruption	Dempsey and Forst 8		
Week 11.2			459-509	
Week 12.1	Patrol	Dempsey and Forst 9		Media Assignment

¹ I reserve the right to make changes to the schedule as dictated by our progress, as well as the right to modify the readings as becomes necessary. Any change made will either be communicated to you in class or through email.

Week 12.2			509-556	
Week 13.1	Community Policing	Dempsey and Forst 12		
Week 13.2			556-608	
Week 14.1	Policing Technology	Dempsey and Forst 14		
Week 14.2	Police and Race	Weitzer and Tuch; Beckett; Zhao, Lai, Ren, and Lawton		
Week 15.1	Police Shootings	Lyle and Esmail; Hayle, Wortley, and Tanner; Brunson and Miller		
Week 15.2	Review Day			Final Paper
Finals	Final	TBD		

Arkansas Tech University
Course Addition CJ 4033 Policing and Society
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? CJ 4033/SOC 4033 Policing and Society will allow students to grow in their "intellectual development" by gaining an academically grounded perspective of modern policing. Related to goal 2.6 of the strategic plan, this course serves as an important bridge connecting the hands-on LE classes offered at the Ozark campus and the Masters in Applied Sociology-Criminal Justice. Rounding out our criminal justice offering will allow for a stackable degree.
- 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) Gain a critical understanding of the role police play in society; (2) Recognize the difference between the formal and informal nature of police training and socialization and how that affects how police behave; and (3) Fully understand the history and current challenges police have when interacting with minority communities.
- d. What assessment tool or measure will you use to assess student learning? Course embedded exams, short reaction papers, a formal research paper, in-class presentation and leading of discussion, quizzes will be used to specially assess the learning outcomes.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Through students' writing students will demonstrate that they understand the complexity of modern policing. Students will demonstrate that they can critically analyze modern controversies over policing, especially policing of minority communities and officer involved shootings. Students will be able to competently discuss issues such as police discretion, technological changes, and the laws regulating police. On the final exam specific questions addressed the learning objectives and students passed at 80% rate.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course was offered in Spring 2016 as a special topic seminar and was highly successful. The course had an enrollment of 27. Student feedback from the

course universally conveyed that students found the course useful and that they think it would be beneficial to other students. Based on this first group discussing their experience, other criminal justice majors have repeatedly requested for this course to be offered in the future.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. Comparative Classes: University of Central Arkansas, CRIM 3381 Police and Society; Arkansas State University, CRIM 3223 Police and Society; University of Arkansas-Little Rock, CJ 3304 Police and Society; University of Arkansas-Fayetteville, CMJS 3042 The Police and Society

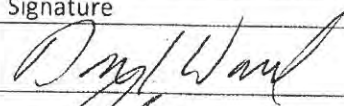

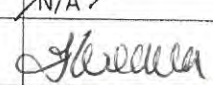

Curriculum Committee
 app 8/24/17
 Faculty Senate
 app 9/12/17

Page 1 of 5

Arkansas Tech University
 PROPOSAL FOR NEW PROGRAM

ADHE approved 1/26/18

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Behavioral Sciences
DATE SUBMITTED:	June 2017

Title	Signature	Date
Department Head David Ward		Aug 1, 2017 (original 6/24)
Dean Jeff Woods		8/1/17
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar Tammy Weaver		8/3/17
Vice President for Academic Affairs Mohamed Abdelrahman		9/22/17

Program Title: BA in Criminal Justice and Criminology	CIP Code: 43.0104
Contact Person: Name David Ward Institution Name Arkansas Tech University Address Dept of Behavioral Sciences E-mail Address dward@atu.edu Phone Number 479-968-0305	Proposed Date: June 2018 Fall 2018

Program Summary:

This program proposal to offer a Bachelor of Arts Degree in Criminal Justice and Criminology is submitted by Department of Behavioral Sciences. The purpose of the program is to increase the number of criminal justice graduates available for employment in Arkansas and the wider region. It will help to meet the current demand for employees in areas including, but not limited to, the transportation security industry, policing, security, cyber security and corrections. One of the strengths of our program is the availability of the online format. With this format, the program will allow local and regional students greater access to a degree, including criminal justice professionals seeking to complete an undergraduate degree. Additionally, it will provide current Arkansas Tech

University students on the Russellville and Ozark campuses who are already pursuing certificates and associates degrees in law enforcement and criminal justice a seamless transition into a four-year program. Moreover, existing faculty and courses of study at ATU will contribute specialized instruction that will enhance the credentials of program graduates, including Spanish language, Geographic Information Systems (GIS), Cybersecurity, Emergency Management, and Genetic Forensics.

The proposed program is scheduled to begin in June 2018. It is consistent with the mission and purpose of Arkansas Tech University, which holds full accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. The curriculum will consist of 120 credit hours: 36 hours of general education courses, 18 core hours in criminal justice, 9 hours of options focusing on policing, courts, and societal/diversity issues, and 12 of criminal justice upper-division electives. To fulfill remaining hours, the program will require a minor or additional major in Sociology, Psychology, Political Science, Pre-law, Law Enforcement, Cybersecurity, or Emergency Management. All graduates will be required to complete at least 40 upper-division hours. Anticipating 50-100 students in the first few years of the program, the university has the ability support this program with existing resources. All of the needed general education courses are currently offered with online options. For all other courses, the required classrooms and technology exist for both on-campus and online delivery. Current faculty and administrative resources are sufficient to deliver the program until student enrollment justifies additional personnel and investment at around 150 students. Should additional faculty be necessary, the College and University Professional Association (CUPA) median salary for an Assistant Professor of Criminal Justice is \$52,360 and for an Assistant Professor of Sociology, \$47,422.

List existing degree programs that support the proposed program:

Sociology, Cybersecurity, Emergency Management, Political Science, Pre-Law, AS Criminal Justice, Sociology, Psychology, Professional Studies, Law Enforcement—Ozark.

(See Attachment A – Departmental Letter of Support.)

Need for the Program

1. Employer Demand.

National and regional employment prospects for criminal justice degrees are strong. The Bureau of Labor Statistics' job outlook data for the United States for 2014-2024 suggests a 4-5% national growth in all areas related to criminal justice, including probation officers, correctional treatment specialists, correctional officers, bailiffs, police officers, detectives, investigators, and security occupations. The bureau projected growth rates for paralegals and legal assistants at 8%. Median pay for all positions ranged from \$25,000-60,000/year. The attached report (Attachment B) from EAB Strategic Research shows 798 regional postings for bachelor level CJ positions in the last year. The demand was especially strong for the transportation security industry. A March 23, 2017 search on monster.com for Arkansas advertisements for "criminal justice" yielded 152 jobs, a search for "police officer" 9 positions, a search for "security" yielded 210 positions, and for "corrections" a search yielded 19 positions. There does seem to be a strong demand for people with a bachelors in CJ in Arkansas and in the region.

(See Attachment B: EAB Research Market Demand for a BA in Criminal Justice, and see Attachment C: Employer Support Letters)

2. Student Interest and Projected Enrollment.

Student interest can be characterized as very strong. Several populations of current ATU students are potential enrollees in a CJ-BA program. These include current CJ-AS students and BPA-CJ emphasis students. We expect that almost all the on-campus CJ-AS students would opt for a BA in addition to an AS. We also expect that many of the online Professional Studies students would opt for the more focused BA degree in Criminal Justice. Finally, we anticipate that by enabling the degree online, many people currently employed in the policing industry would be attracted. The fact that the program is stackable with the existing ATU Ozark campus' law enforcement certificates, the associate degree in criminal justice, and the masters' degree in applied sociology-criminal justice emphasis should aid with both recruitment and retention.

The historic trend for graduates of the ATU criminal justice associate degree (AS-CJ), the bachelor of professional studies degree with an emphasis in criminal justice (BPS-CJ), and the criminal justice minor (CJ Minors) suggests increasing and substantial popularity of all of the existing criminal justice programs at the ATU Russellville campus, but especially the associate degree. The number of potential graduates from the associate degree program alone was 65 in 2016-17, with an additional 20 from the other areas. From the ATU Ozark campus there is another potential 20-30 students annually pursuing law enforcement certificates who could cross over to the proposed BA program. Many of these students are interested in going directly to work in law enforcement, and because the proposed BA is offered online, they could earn their degree while they work. We also anticipate some existing students will declare double majors. Altogether we anticipate about 50 students declaring the major in the first two years.

(See Attachment D: Demand for CJ and Criminology BA Program)

Curriculum Outline by Semester**Criminal Justice Curriculum Outline by Semester****Freshman**

Fall		Spring
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹
POLS 2003	3	Science with Lab ¹
Social Sciences ¹	3	CJ/SOC 2003 Introduction to CJ
TECH 1001 Orientation to the University	1	Mathematics ¹
Elective ^{2,3}	6	Social Science ¹
Total Hours	16	Total Hours

Sophomore

Fall		Spring
Fine Arts & Humanities ¹	6	SOC/PSY 2053 or GEOG 2833
Science with Lab ¹	4	SOC/PSY 2063 EAM 4033 or POLS 2513
SPAN 1013	3	Elective ^{2,3}
Total Hours	13	Total Hours

Junior

Fall		Spring
<u>SOC 1003 Introductory Sociology</u>	3	<u>ANTH 1213 Introduction to Anthropology</u>
<u>CJ 2033 Social Problems</u>	3	<u>ANTH 2003 Cultural Anthropology</u>
<u>CJ Policing UD⁴</u>	3	<u>CJ Courts UD⁴</u>
Elective ^{2,3}	6	<u>CJ/SOC 2043 Crime and Delinquency</u>
Total Hours	15	Total Hours

Senior

Fall		Spring
CJ Elective (3000-4000 level)	6	CJ Elective (3000-4000 level)
<u>CJ Society UD⁴</u>	3	Elective ^{2,3}
Elective ^{2,3}	6	
Total Hours	15	Total Hours

¹See appropriate alternatives or substitutions in "General Education Requirements".²A minor or second degree must be completed.³At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.⁴See appropriate options in "Policing", "Courts", & "Society" areas.

(continued)

Policing: Choose 3 hours (UD) from:

CJ/SOC 3153 Prisons and Corrections

CJ/SOC 3103 Juvenile Justice

CJ 4033 Policing

Courts: Choose 3 hours (UD) from:

CJ/POLS 3023 Judicial Process

CJ 4023 Law and the Legal System

Society: Choose 3 hours (UD) from:

CJ/SOC 3083 Social Deviance

SOC 4003 Minority Relations

SOC 4023 Sociology of Gender

SOC 4063 Social Stratification

(See Attachment E: Overview of BA CJ and Criminology Proposed Curriculum)

Total number of Semester Hours Required for Graduation:

120

Courses currently offered via distance technology:

Attachment F: Current Distant Technology Courses

List New Courses

CJ 4033

(See CJ 4033 Course Proposal)

Identify General Education Courses, Core Courses, and Major Courses**General Education Courses 36 Hours**English (6 hours Composition)

ENGL 1013 Composition I or ENGL 1043 and ENGL 1023 Composition II or ENGL 1053

Mathematics (3 hours)

MATH 1003 College Mathematics or any higher level mathematics course

Science (8 hours lab science)

Complete eight hours of science with lab from BIOL, CHEM, GEOL, PHSC, PHYS

US History or Government (3 hours)

POLS 2003 American Government

(continued)

Social Sciences - (9 hours)

SOC 1003 Introduction to Sociology

AND 6 hours from:

AGBU 2063 Prin of Ag. Macroeconomics

AMST 2003 American Studies

ANTH 2003 Cultural Anthropology

ECON 2103 Honors Principles of Econ I

GEOG 2013 Regional Geog of the World

HIST 1543 Honors World History to 1500

HIST 1903 Survey of American History

HIST 2043 Honors US History to 1877

PSY 2003 General Psychology

AGBU 2073 Prin of Ag. Microeconomics

ANTH 1213 Introduction to Anthropology

ECON 2003 Principles of Economics I

ECON 2013 Prin of Economics II

HIST 1503 World History to 1500

HIST 1513 World History since 1500

HIST 2003 United States History to 1877

HIST 2013 United States History since 1877

Fine Arts and Humanities – 6 hours

ART 2123 Experiencing Art

TH 2273 Introduction to Theatre

ENGL 2023 Honors Intro to World Lit

ENGL 2003 Introduction to World Lit

PHIL 2003 Introduction to Philosophy

MUS 2003 Introduction to Music

ENGL 2173 Intro to Film or Jour 2173

ENGL 2183 Honors Introduction to Film

ENGL 2013 Introduction to American Lit

PHIL 2043 Honors Intro to Philosophy

Tech 1001

Major Courses – 30 hours

CJ Basics – 9 hours

CJ/SOC 2003 Intro to CJ

CJ/SOC 2033 Social Problems

CJ/SOC 2043 Crime and Delinquency

Policing: Choose 3 hours (UD) from:

CJ/SOC 3153 Prisons and Corrections

CJ/SOC 3103 Juvenile Justice

CJ 4033 Policing and Society

Courts: Choose 3 hours (UD) from:

CJ/POLS 3023 Judicial Process

CJ 4023 Law and the Legal System

Society: Choose 3 hours (UD) from:

CJ/SOC 3083 Social Deviance

SOC 4003 Minority Relations

SOC 4023 Sociology of Gender

SOC 4063 Social Stratification

12 Hours CJ Upper Division Electives

Core Courses – 12 Hours

SPAN 1013
 SOC/PSY 2053 or GEOG 2833
 SOC/PSY 2063 or EAM 4033 or POLS 2513
 ANTH 1213 or ANTH 2003

Minor or second major – 18 hours**General Electives – 24 hours****TOTAL PROGRAM – 120 hours****Program Admission Requirements N/A****Attach the New Program Assessment Form. Attachment G: Program Assessment****List the names and credentials of all faculty teaching course in the proposed program.**

Sean Huss, Ph.D., Associate Professor Sociology
 Julie Mikles Schluterman, Ph.D., Associate Professor Sociology
 Jason Ulsperger, Ph.D., Associate Professor Sociology
 James Stobaugh, Ph.D., Assistant Professor Sociology
 Nate Chapman, Ph.D., Assistant Professor Sociology
 Kimberly Duvall-Renteria, J.D., Visiting Assistant Professor of Criminal Justice

Total number of faculty required (existing and new)

SUMMARY: There are six current CJ/SOC Faculty at Arkansas Tech. This is enough faculty to initiate the program, anticipating that it will be serving existing and new Tech students of about 50-100 total majors. Once new majors in the program reaches around 150 students, we will need an additional full time faculty member (at a 12 hour per semester teaching load) to meet demand for additional course sections. .

We anticipate up to 50 students beginning the program in year one, with up to 15 new students. Just 10 new students per year generates over \$85,000 in tuition and fees for the university. Even at a very conservative new student growth rate, the university will be able to support additional faculty in the program. The College and University Professional Association (CUPA) median salary for an Assistant Professor of Criminal Justice is \$52,360, and for an Assistant Professor of Sociology, it is \$47,422.

In short, the program could be started with no new resources. Only when enrollment reaches approximately 150 students will the university need to invest in another full-time equivalent faculty member. At that point revenue from new student enrollment will have far exceeded the cost of the additional personnel.

Description of Resources

The department has a computer lab, controls four large classrooms, two small classrooms, and office space for faculty.. We also currently offer most of the required CJ classes through ETECH. Sociology and Psychology are housed in the Department and will help support the requirements – especially the methodological components. Overall, we are confident this program can be instituted with virtually no investment in new resources.

Current Library and instructional facilities

For instructional facilities, please see above.

Library Resources

Resource Type	Titles Available
Criminal Justice Databases	4
Social Science Databases with Criminal Justice Indexing	6
Video and Multimedia (individual titles)	622
Journals (electronic and printed formats)	1,993
Books	21,282

Criminal Justice Databases

HeinOnline Government Politics and Law for Academics: the world's largest fully searchable, image based government document and legal research database

LexisNexis Academic: provides access to national and regional newspapers, international news, and non-English language sources

Legal Collection (EBSCO): collection of respected, scholarly peer-reviewed publications including law journals, documents, and case studies

Criminal Justice Database (ProQuest): comprehensive database supporting research on crime, its causes and impacts, legal and social implications, as well as litigation and crime trends

Social Science Databases with Criminal Justice Indexing and Content

ProQuest Research Library: indexes 442 journals with criminal justice content

Social Science Database (ProQuest): indexes 95 journals with criminal justice content

ProQuest Dissertations and Theses: indexes 26,538 theses/dissertations with criminology as the subject

Opposing Viewpoints in Context: includes topical resources for controversial issues in criminal justice

Statista: broad range of statistical reports from sources such as FBI, US Dept. of Justice, Institute of Criminal Justice Studies, and the US Bureau of Justice Statistics

Many of the collections in the table above include material received freely through the U.S. Federal Government Depository Program or the Arkansas State Library Depository Program. Listed in this report includes items for which we either have a license, retain in our physical collection, or provide access to through our online catalog, Find It. Ross Pendergraft Library and Technology Center houses over 22,000 criminal justice resources. In addition to its collection, the library also has access to many other resources on-line, and through the interlibrary loan program.

New Resources Required

None, see "Description of Resources" above.

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

New administrative costs – none

New faculty:

New faculty will not be necessary until the program reaches approximately 150 majors. We do not anticipate reaching this number of majors in the first three years. Should enrollment grow faster than anticipated, the College and University Professional Association (CUPA) median salary for an Assistant Professor of Criminal Justice is \$52,360, and for an Assistant Professor of Sociology, it is \$47,422.

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, Strategies, and Costs:

Because the program is in high demand (see Attachment C), we believe the program will not need costly marketing. We will send email and flyers to current students, including online students, and put the program in the catalog and on the departmental website. These costs will be minimal and completely absorbed by the Behavioral Sciences Department.

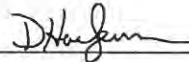
Attachment A

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department supports the change.
Comments: In relation to the proposal for the BA in CJ and Criminology: Both the BS and the AAS in Cybersecurity are among the choices available for a required minor/second major in the proposed program.	

CIS Department Comment: The AAS and/or BS in Cybersecurity should be excellent complements to the BA in Criminal Justice. We look forward to working with the Behavioral Sciences.

Department Head Signature: 

Date: 6/19/2017


Attachment A

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Law Enforcement Program, ATU - Ozark	This department: <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: In relation to the proposal for the BA in CJ and Criminology: AAS in Law Enforcement is among the choices for a required second major/minor in the proposed program.	

Department Head Signature:



Date: 8-11-17

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 ✓ supports <input type="checkbox"/> does not support the change.
Comments: In relation to the proposal for the BA in CJ and Criminology: Span 1013 is a requirement in the proposed program.	

Department Head Signature:



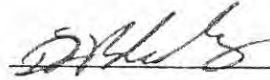
Date: 6-19-17

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>In relation to the proposal for the BA in CJ and Criminology:</p> <p>POLS 3023, GEOG 2833 are among the courses that can be used in curriculum.</p> <p>Political Science and Pre-Law are among the choices available for a required minor/second major.</p>	

Department Head Signature: _____



Date: _____

6/19/17



EAB

Market Demand for a BA in Criminal Justice

Analysis of Regional Employer Demand and
Arkansas Peer Programming

COE Forum

Daniel Krueger
Market Research Associate

Lauren Edmonds
Consultant

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1) Research Methodology

Project Challenge Leadership at Arkansas Tech University approached the Forum as they considered launching a new bachelor's-level program in criminal justice. Using quantitative data analytics, the Forum sought to assess the market viability of a bachelor's-level criminal justice program.

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

Methodology and Definitions **Methodology:** Unless stated otherwise, this report includes data from online job postings from March 2016 to February 2017.

Definitions: "Region" and "regional data" refer to the states of:

- Arkansas,
- Louisiana,
- Mississippi,
- Missouri,
- Oklahoma,
- Tennessee, and
- Texas.

Burning Glass Labor/Insight™

EAB's Partner for Real-Time Labor Market Data

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Integrated Postsecondary Education Data System (IPEDS) (<https://nces.ed.gov/ipeds/Home/UseTheData>)
- Program webpages:
 - Arkansas State University, [Bachelor of Arts in Criminology webpage](#)
 - University of Arkansas, [Bachelor of Arts in Criminal Justice webpage](#)

Profiled Institutions

The Forum profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief¹

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Arkansas State University	Southeast	9,500 / 13,500	Master's Colleges and Universities: Larger Programs
University of Arkansas	Southeast	22,000 / 27,000	Doctoral Universities: Highest Research Activity

¹ National Center for Education Statistics

2) Executive Overview

Prepare students to enter roles as 'transportation security officers.' Top regional employers demonstrate the highest demand for bachelor's-level criminal justice professionals to enter roles as 'transportation security officers' (i.e., 210 jobs in the past 12 months). Develop coursework in air travel law and security to prepare students to enter positions with the Transportation Security Administration.

Confer legal skills to meet employer demand for professionals with 'litigation' and 'legal documentation' skills. Regional employers seek bachelor's-level criminal justice professionals with 'litigation' skills in nearly 14 percent of relevant job postings. Employer demand for 'transportation security officers' and 'police officers' further suggests graduates should possess legal skills. Law enforcement personnel typically require legal writing skills to write police reports and testify in court hearings.

Advertise low in-state and out-of-state tuition to encourage Arkansas residents and non-residents to enroll. Arkansas Tech University offers lower undergraduate tuition rates than profiled peer institutions, particularly for out-of-state students. Employers in the Dallas-Fort Worth-Arlington, TX and St. Louis, MO-IL metropolitan statistical areas (MSAs) demonstrate the highest regional demand for bachelor's-level criminal justice professionals. Highlight low out-of-state tuition in marketing efforts focused in Dallas and St. Louis to encourage non-Arkansas residents to enroll.

3) Regional Employer Demand

Top Employers and Titles

Regional Employers Demonstrate High Demand for 'Transportation Security Officers'

Offer coursework related to transportation security and regulations. Regional employers seek bachelor's-level criminal justice professionals to fill 'transportation security officer' roles most often, with 210 jobs posted by the Transportation Security Administration in the last 12 months. Further, prepare students to sit for the law enforcement entrance exam in Arkansas and surrounding states. The Texas Municipal League and the State of Louisiana demonstrate high demand for 'police officers,' with 78 and 58 open positions in the last 12 months, respectively. Discuss opportunities with students for program graduates to advance to roles such as 'corrections captain,' 'chief of police,' and other roles inaccessible to professionals without a bachelor's-level degree.

Titles Sought by Top Employers for Bachelor's-Level Criminal Justice Professionals

March 2016-February 2017, Regional Data'

n = 4,993 job postings, 1,502 unspecified postings

Employers	Titles
State of Louisiana (229 job postings)	<ul style="list-style-type: none"> • Police officer (58 job postings) • Corrections captain (11 postings) • Corrections lieutenant (10 postings) • Police sergeant (9 postings)
Transportation Security Administration (210 job postings)	<ul style="list-style-type: none"> • Transportation security officer (210 job postings)
AlliedBarton Security Services (135 job postings)	<ul style="list-style-type: none"> • Security supervisor (72 job postings) • Security officer (6 postings) • Command center operator (1 posting) • Assistant security supervisor (1 posting)
Texas Municipal League (126 job postings)	<ul style="list-style-type: none"> • Police officer (78 job postings) • Chief of police (29 postings) • Police lieutenant (4 postings) • Criminal investigator (2 postings)
Corrections Corporation of America (98 job postings)	<ul style="list-style-type: none"> • Correctional officer (44 job postings) • Corrections community manager (33 postings) • Human resources manager (7 postings) • Community corrections facility director (2 postings)

Frequently Sought Skills

Confer Legal Skills to Prepare Graduates to Enter Law Enforcement Roles

Incorporate writing workshops and peer editing opportunities to build students’ legal writing skills. Law enforcement personnel typically require strong professional writing and legal writing skills to produce reports used in court hearings. Employers demonstrate high demand for bachelor’s-level criminal justice professionals with legal skills, such as:

- ‘Litigation,’
- ‘Legal documentation,’ and
- ‘Legal research.’

Advertise the program as an opportunity for law enforcement professionals to earn a bachelor’s degree and advance to more senior roles. Similar to frequently posted law enforcement titles, employers demonstrate high demand for criminal justice professionals with previous law enforcement experience. Regional employers seek bachelor’s-level criminal justice professionals with ‘law enforcement or criminal justice experience’ in nearly 19 percent of job postings (i.e., in 935 of 4,993 postings). Other frequently sought criminal justice skills include ‘inspection’ and ‘surveillance.’

Top Skills for Bachelor’s-Level Criminal Justice Professionals

March 2016–February 2017, Regional Data²

n= 4,993 job postings, 337 unspecified postings



- Law enforcement or criminal justice experience (935 job postings)
- Prevention of criminal activity (755)
- Criminal justice (497)
- Inspection (347)
- Surveillance (340)



- Litigation (693 job postings)
- Legal documentation (447)
- Legal research (335)
- Legal document composition (301)
- Trial preparation (193)
- Contract preparation (158)

Locations with High Demand

Focus Marketing Efforts in Dallas, Texas and St. Louis, Missouri

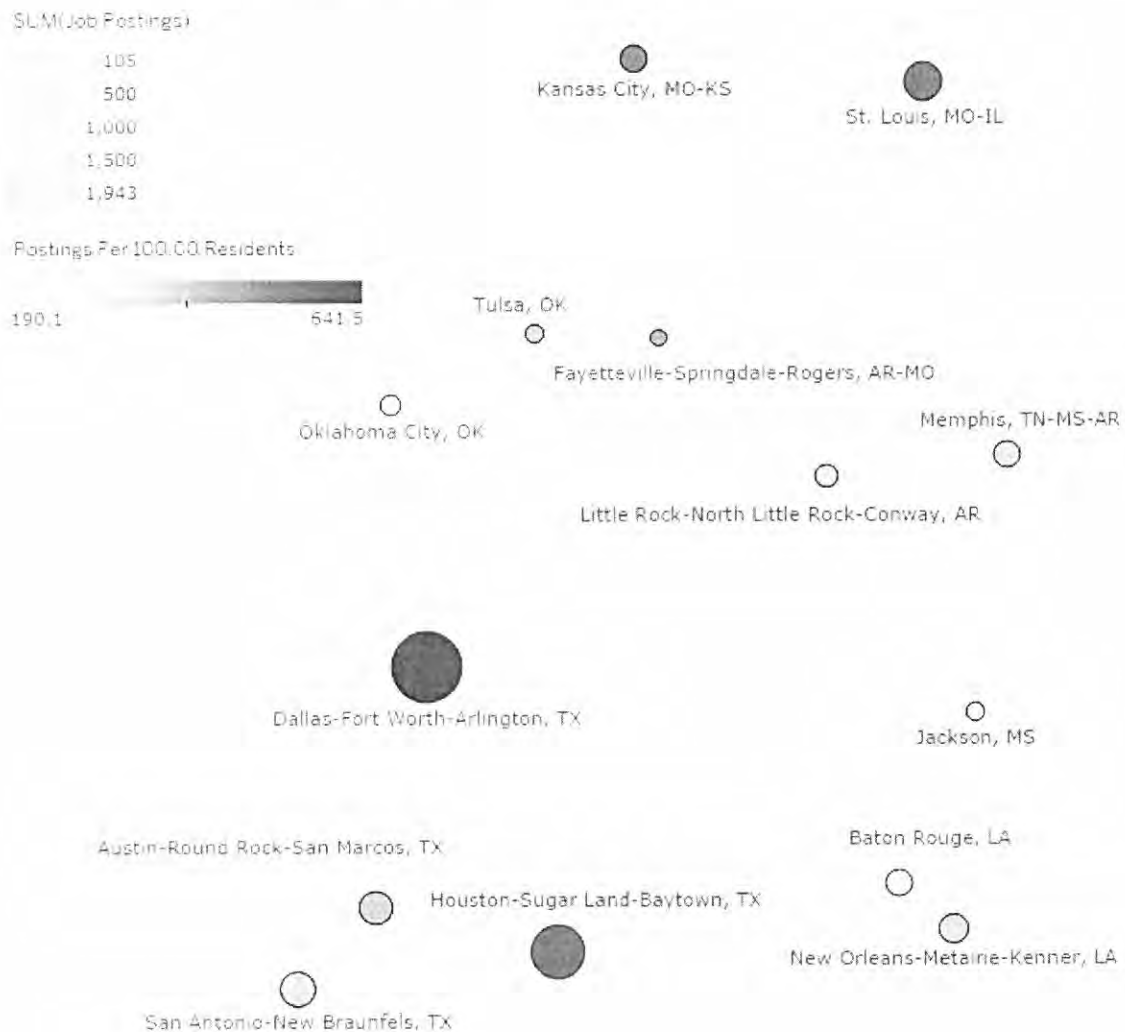
Advertise the bachelor’s in criminal justice program in metropolitan statistical areas (MSAs) where employers demonstrate high demand per capita. Employers in MSAs outside of Arkansas demonstrate the greatest regional demand for bachelor’s-level criminal justice professionals. The Dallas-Fort Worth-Arlington, TX MSA posts the most relevant jobs overall (i.e., 1,943 open positions in the past 12 months) and the most relevant jobs per capita (i.e., 642 postings per 100,000 residents). The St. Louis, MO-IL MSA, despite only posting 587 relevant jobs in the past 12 months, also posted a high number of relevant jobs per capita (i.e., 533 per 100,000 residents).

Alternatively, target students in regional MSAs (e.g., Fayetteville-Springdale-Rogers, AR-MO; Tulsa, OK) to attract students who live closer to **Arkansas Tech University**. Nearby students will likely enroll in regional bachelor's-level criminal justice programs more readily than professionals from larger MSAs in Texas or Missouri.

Top Locations for Bachelor's-Level Criminal Justice Professionals

March 2016-February 2017, Regional Data⁴

n= 4,993 job postings, 579 unspecified postings



4) Burning Glass Labor Insight!

4) Program Outcomes and Trends

Expected Salaries

Advertise Potential Salary Increases to Encourage Graduates to Enroll in Master's-Level Criminal Justice Programs

Regional employers advertise higher salaries for master's-level professionals than for bachelor's-level professionals in nearly all relevant occupation titles. Of top occupation titles, only job postings for 'police and sheriff's patrol officers' advertise the same salary for bachelor's- and master's-level criminal justice professionals. Although regional employers demonstrate slightly lower demand for master's-level professionals (i.e., 3,001 open positions in the last 12 months, versus 4,993 open positions for bachelor's-level professionals), administrators should highlight increased salary as an incentive for program graduates to earn a master's-level degree.



Regional employers posted

3,001 open positions

for master's-level criminal justice professionals in the last 12 months.

Mean Advertised Salary for Bachelor's-Level Criminal Justice Professionals

March 2016-February 2017, Regional Data⁵

n= 4,993 job postings, 13 unspecified job postings

Bachelor's-Level Occupation Title	Mean Advertised Salary
Paralegals and Legal Assistants	\$52,738
Police and Sheriff's Patrol Officers	\$49,426
Detectives and Criminal Investigators	\$68,620
Correctional Officers and Jailers	\$46,504
Transportation Security Screeners	\$37,884
First-Line Supervisors of Correctional Officers	\$63,978

Mean Advertised Salary for Master's-Level Criminal Justice Professionals

March 2016-February 2017, Regional Data⁶

n= 3,001 job postings, 9 unspecified job postings

Master's-Level Occupation Title	Mean Advertised Salary
Police and Sheriff's Patrol Officers	\$49,426
Paralegals and Legal Assistants	\$58,936
Detectives and Criminal Investigators	\$74,803
Transportation Security Screeners	\$38,342
Correctional Officers and Jailers	\$52,027
First-Line Supervisors of Correctional Officers	\$66,143

Bolded blue text indicates graduate-level occupation titles with mean advertised salaries at least 10% greater than equivalent bachelor's-level occupation titles.

⁵ Burning Glass Labor/Frequent
⁶ Burning Glass Labor/Frequent

Advertise Arkansas Tech University's Low Tuition Rates to Encourage Students to Enroll

Arkansas Tech University offers lower tuition rates than the **University of Arkansas** and **Arkansas State University**. Highlight Arkansas Tech University's \$219 in-state per credit tuition rate to encourage Arkansas residents to enroll in the criminal justice program. Similarly, advertise low out-of-state tuition rates (i.e., \$438 per credit) in marketing materials in regional locations that demonstrate high demand (i.e., Dallas, Texas and St. Louis, Missouri).

Maintain a low student-to-faculty ratio (i.e., between 3 to 1 and 10 to 1) to remain competitive with peer Arkansas programs. The University of Arkansas and Arkansas State University report similar degree completions in recent years. However, the University of Arkansas advertises nearly three times as many faculty on the BA in criminal justice program webpage than Arkansas State University (i.e., 21 criminal justice faculty versus 6 criminology faculty).

In recent years, profiled programs reported increased degree completions that peaked in 2014. Completions decreased slightly in 2015, suggesting decreased statewide demand in bachelor's-level criminal justice programs after 2014.

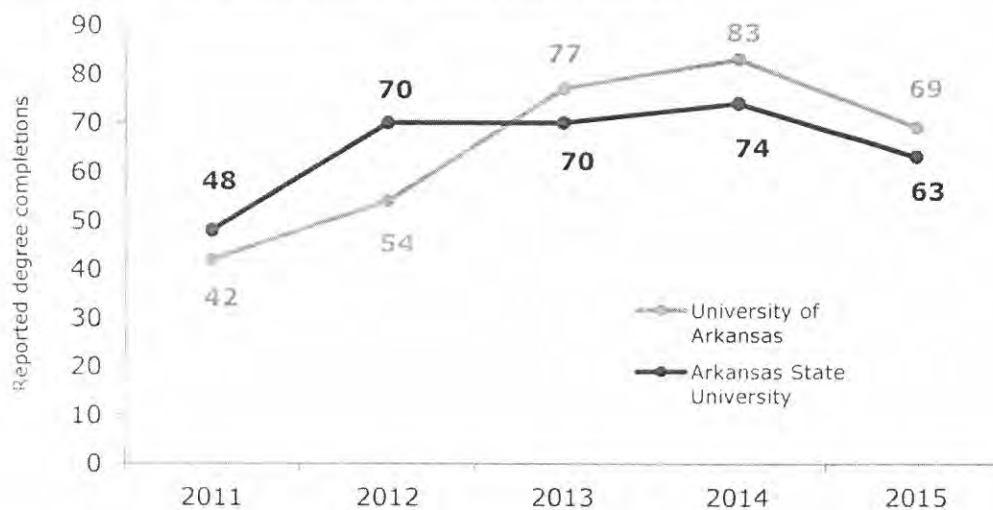
Arkansas Bachelor's-Level Criminal Justice Programs' Characteristics

Profiled Programs' Webpages

Institution	Program Title	Tuition	Number of Credits	Number Faculty Advertised
University of Arkansas	<u>BA in Criminal Justice</u>	In-state: <u>\$240.12</u> Out-of-state: <u>\$718.39</u>	120	21
Arkansas State University	<u>BA in Criminology</u>	In-state: <u>\$273.33</u> Out-of-state: <u>\$473.33</u>	122	6

Arkansas Bachelor's-Level Criminal Justice Programs' Reported Degree Completions

Integrated Postsecondary Education Data System (IPEDS)



Attachment C



Supreme Court of Arkansas

RHONDA K. WOOD
ASSOCIATE JUSTICE

JUSTICE BUILDING
625 MARSHALL STREET
LITTLE ROCK, ARKANSAS 72201

PHONE (501) 682-6838
FAX (501) 683-4004
EMAIL rhonda.wood@arcourts.gov

August 4, 2017

Jeff Woods
Dean, College of Arts and Humanities
Arkansas Tech University
WPN 240
407 West Q Street
Russellville, AR 72801

Dean Woods,

I write this letter to support the University's proposed addition of a Bachelors of Art in Criminal Justice. I am thrilled with the prospect of providing Tech students this degree option.

Arkansas needs more college graduates with degrees in criminal justice. As you are aware, I am the Justice on our Court that is the liaison on juvenile justice issues. I have eleven years of experience in this field. A critical issue in this field is the lack of qualified college educated juvenile probation officers. In hiring for these positions, a Criminal Justice degree is the most preferred qualification. We simply do not have the ability to fill these positions with individuals with the education necessary to perform the job. This is especially true in the more rural parts of our state. This has resulted in many probation officers in the state working in an area without sufficient education. The salary range for these positions is from \$35,000-\$55,000.

Additionally, during my five years as Assistant Dean at the Bowen School of Law, it was noticeable in our applicants that there was no criminal justice degree preparing students for law school at Tech. Even future law students who may choose a different major would greatly benefit from the ability to take a wide range of criminal justice classes.

I am confident in Tech's ability to educate students in this field who will in turn be highly sought after and well prepared. This is based on my experience this past year working directly with your department on a joint criminal justice and social science project. Your professors and students surpassed all my expectations, and their work was exemplary.

Please let me know if there is any way I can further assist the University in this process.

Sincerely,

A handwritten signature in dark ink, appearing to read "RH Wood", is written over the "Sincerely," text.

Rhonda Wood



Asa Hutchinson
Governor

State of Arkansas

ARKANSAS STATE POLICE

1 State Police Plaza Drive Little Rock, Arkansas 72209-4822 www.asp.arkansas.gov

"SERVING WITH PRIDE AND DISTINCTION SINCE 1935"



William J. Bryant
Director

June 26, 2017

ARKANSAS STATE POLICE COMMISSION

Dr. Lewis Shepherd
Chairman
Arkadelphia

John Allison
Vice Chairman
Conway

Bob Burns
Secretary
Little Rock

Jane Dunlap Christenson
Harrison

Neil Basore
Bella Vista

Bill Benton
Heber Springs

Stephen Edwards
Marion

To Whom It May Concern:

The Arkansas State Police is providing a letter of support for the proposed Bachelor of Arts in Criminal Justice at Arkansas Tech University. Our department is always looking to hire qualified applicants for our available vacancies. Our department has open vacancies each year in the field of law enforcement. As an employer, the Bachelor's degree in Criminal Justice improves an applicant's chance to be hired by our department. A person with a four year degree would also have an advantage for career advancement. The process for career advancement reviews an employee's record of service, job performance, and educational background. All these factors are considered and the higher level of education an employee has attained the better advantage for career advancement.

We currently offer an educational incentive to our commissioned officers pertaining to their certificate pay. Four types of certificates (General, Intermediate, Advanced and Senior) apply to Arkansas State Police Troopers. Each certificate requires different amounts of educational hours including Associate Degree, Bachelor's Degree and Master's Degree. Financial incentives range from \$300.00 to \$1,200.00 annually depending on the level the Trooper has achieved in his career.

If you have any additional questions you can contact our office at (501) 618-8299.

Sincerely,

William J. Bryant
Colonel

ARKANSAS PAROLE BOARD

ASA HUTCHINSON
Governor



JOHN FELTS
Chairman

105 WEST CAPITOL, SUITE 500
LITTLE ROCK, ARKANSAS 72201
TELEPHONE: (501) 682-3850
FAX: (501) 683-5381
www.paroleboard.arkansas.gov

June 26, 2017

Dr. David Ward
Department Head/Professor of Psychology
Dept. of Behavioral Sciences, Arkansas Tech University
Witherspoon Hall, Room 346
407 West Q Street
Russellville, AR 72801

Dear Dr. Ward:

The purpose of this letter is to express support for the implementation of a Criminal Justice and Criminology BA program at Arkansas Tech University. Speaking from personal experience as an individual who holds a Bachelor's Degree in Criminology, I can attest to the benefits of holding such a degree. I was hired by the Arkansas Parole Board in May 2016. Absent my degree, it is my firm belief that I would not have been considered a candidate for the position. Today, I can proudly say that I am the Executive Administrator of the Arkansas Parole Board.

Corrections in Arkansas affords a number of employment opportunities for interested individuals. In the month of April 2017, Arkansas Department of Correction (ADC) Human Resource personnel attended eleven (11) Job Fairs. As a result, ADC received 1,639 applications for employment. Arkansas Department of Community Correction (ACC) employs over 1,600 individuals. There are currently over 300 vacancies. It is also worth noting that many individuals who hold Executive Level positions with both of the agencies listed above have either a degree in Criminology or Criminal Justice and have been promoted from previously held positions in Corrections in the State of Arkansas. Although the Parole Board is a smaller agency comprised of only 27 individuals, in the past two years we have created four (4) new positions.

I thank you for your time, and it is my sincere hope that serious consideration will be given to the creation of a Criminal Justice and Criminology BA program at Arkansas Tech University.

Respectfully,

A handwritten signature in cursive script that reads "Brooke D. Cummings".

Brooke D. Cummings
Executive Administrator



Mayor Randy Horton

Russellville Police Department

115 West "H" Street • Russellville, AR 72801
(479) 968-3232 / Chief's Fax: (479) 968-2241
CID Fax: (479) 968-1920 / Records Fax: (479) 968-8621



Chief Jeff Humphrey

To Whom It May Concern:

The Russellville Police Department is providing a letter of support for the proposed Bachelor of Arts in Criminal Justice at Arkansas Tech University. Our department is always looking to hire qualified applicants for our available vacancies. Our department has open vacancies each year in the field of law enforcement. As an employer the Bachelor's degree in Criminal Justice improves an applicant's chance to be hired by our department. A person with a four year degree would also have an advantage for career advancement. The process for career advancement reviews an employee's record of service, job performance, and educational background. All these factors are considered and the higher level of education an employee has attained the better advantage for career advancement.

If you have any additional questions you can contact our office at 479-968-3232.

Thanks,

A handwritten signature in black ink, appearing to be "DE", written over a horizontal line.

David Ewing, Captain

Russellville Police Department



Asa Hutchinson
Governor

State of Arkansas

ARKANSAS STATE POLICE

1 State Police Plaza Drive Little Rock, Arkansas 72209-4822 www.asp.arkansas.gov

"SERVING WITH PRIDE AND DISTINCTION SINCE 1935"



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John Allison
Vice Chairman
Conway

Bill Basore
Secretary
Little Rock

Jane Dunlap Christenson
Harrison

Jeff Basore
Bella Vista

Bill Berton
Heber Springs

Stephen Edwards
Mammoth

June 23, 2017

To Whom It May Concern:

The Arkansas State Police is providing this letter of support for the proposed Bachelor of Arts in Criminal Justice degree at Arkansas Tech University. Our department has open vacancies each year in the field of law enforcement and we are always looking to hire qualified applicants to fill those vacancies.

To assist us in this endeavor, a Bachelor's degree in Criminal Justice could easily improve an applicant's chance to be hired by our department and makes a positive difference for an employee's career advancement. When promotions are considered inside our department, education level is one of the items included in the Candidate Information Summary. The promotional process reviews an employee's tenure, law enforcement certification level, evaluation of their job performance, among other criteria. All these factors are considered and obviously the higher level of education an employee has attained the better advantage for advancement.

Our department offers a financial incentive for personnel who have achieved various levels of certification. The formula considers tenure, training and education. The more education you have, the more quickly you can advance through the certification levels and thus, receive additional compensation.

If I can answer any questions or provide additional information, please feel free to contact me at the number listed below.

Sincerely,

Dale Saffold, Captain
Troop J Commander



Director's Office
P.O. Box 8707
Pine Bluff, Arkansas 71611-8707
Phone: (870) 267-6200
Fax: (870) 267-6244
www.arkansas.gov/doc

Arkansas Department of Correction

June 21, 2017

Dr. David Ward
Department Head/Professor of Psychology
Dept. of Behavioral Sciences
Arkansas Tech University
Witherspoon Hall, Room 346
407 West Q Street
Russellville, AR 72801

Dear Dr. Ward:

We have received your request for a letter of support in favor of the proposed four-year Criminal Justice and Criminology Bachelor of Arts program at your university. Providing on-campus and online options to pursue this degree would be advantageous to those who are interested in obtaining a degree in this field. Many of our units are not close to a school of higher learning, so the online option would allow employees who may not have been able to attend college on-campus to work toward getting their degree.

As an employer for corrections-based personnel, we feel this program could, in some aspects, benefit our institution. We currently have approximately five hundred fifty vacancies around the state at our various units. Having potential applicants or current employees who have this type of degree would allow them to advance along our career path. It would also help those who are hired at our facilities to have a better understanding of how the system works and be better prepared to deal with the type of work that is required. Although we do not have a monetary incentive for the degree itself, it will help an employee of ours to qualify for an increase in salary as they promote to higher positions, as many of those positions do necessitate a degree.

In summary, the Department of Correction supports the endeavor to create a four-year degree for the Criminal Justice and Criminology Bachelor of Arts degree program at Arkansas Tech University. We look forward to hiring applicants from this program to work at our facilities around the state. We also believe this would benefit many of our current employees and ultimately improve our workforce.

Sincerely,

Wendy Kelley, Director

WK/jw

Blake Wilson
Chief Deputy



Rowdy Sweet
Jail Administrator

Shane Jones *Sheriff*

June 22, 2017

To whom it may concern:

It is my understanding that Arkansas Tech University currently has a proposal for a Bachelor of Arts in Criminal Justice. The Pope County Sheriff's Office fully supports and encourages this endeavor. As an employer, I am always looking for the most qualified candidate for any open position within this agency. I feel that anyone who has obtained a four year degree in Criminal Justice will have a considerable advantage when applying for a position with this or any law enforcement agency. While all areas of a candidate's resume' are considered, the four year degree would certainly be an enhancement and an effectual element for recruiting purposes. As the Sheriff of Pope County, I am eager to see how this degree program enriches the lives of Pope County's young adults, granting them an avenue to pursue a career in law enforcement without having to relocate. This is an exciting time when education and law enforcement can work in unison for the betterment of our community and I am grateful for the foresight of Arkansas Tech and the Arkansas Board of Education.

Should you wish to speak with me, please feel free to call at your convenience at 479-968-2558.

Respectfully,

A handwritten signature in black ink, appearing to read "Shane Jones", is written over a faint, larger signature.

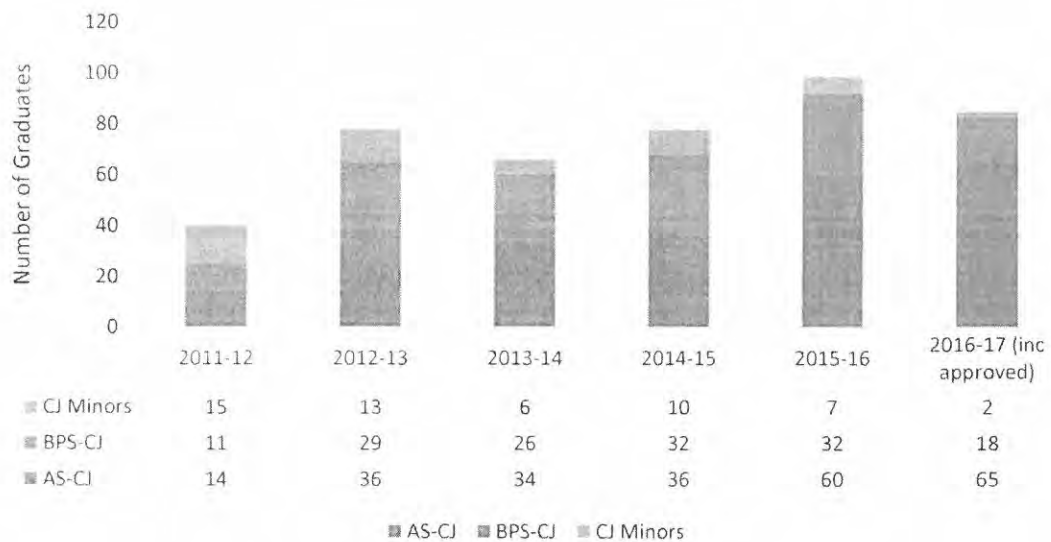
Sheriff Shane Jones
Pope County Sheriff's Office

SJ/rcw

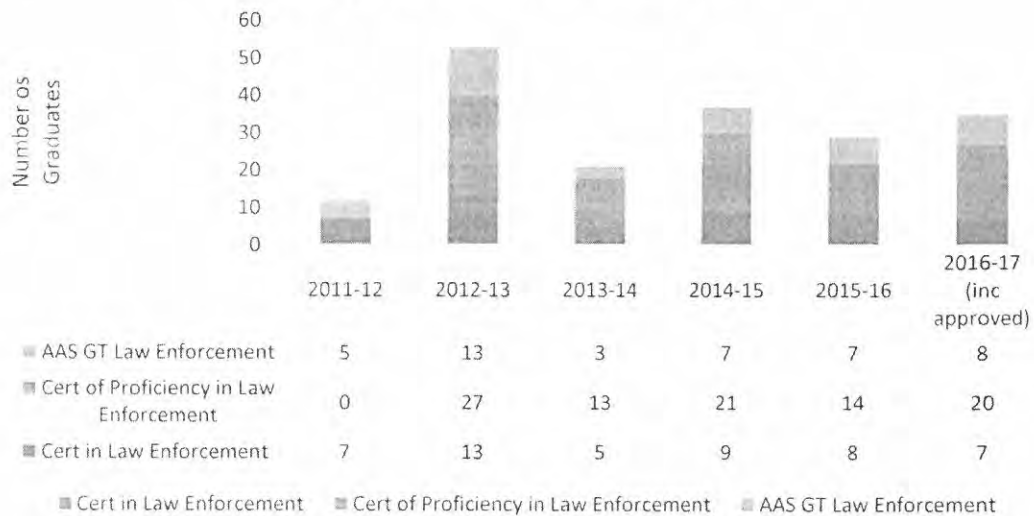
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Attachment D: Demand for CJ and Criminology BA Program

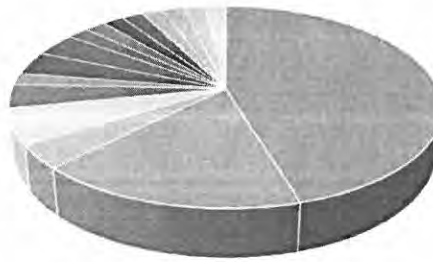
Prospective Students: AS-CJ, BPS-CJ, CJ Minors



Prospective Students ATU-Ozark



CJ Minors' Major Area 2011-12 to 2016-17



- Psychology
- Sociology
- EAM
- Prof Studies - PR
- Hist/PS
- Economics
- History
- RS
- Communications
- English
- Math
- Journalism
- RPA
- Prof Studies - EC
- Prof Studies - IO
- Prof Studien IT

Projected Enrollment Numbers

Source of Students	Estimated Enrollees
	Year 1
<u>Current CJ-AS Students.</u> The projections are based on the assumption that one-third of CJ-AS students will seek the BA and the current student demand is unchanged.	20
<u>New, Traditional Students.</u> These numbers estimate the enrollment of new students who are attracted by the offering of a BA-CJ. The estimates are based on the anecdotal evidence of inquiries from phone calls, Time-Out For Tech, and Open House events. During these events, inquiries about a BA-CJ are the most common questions BEHV answers.	10
<u>Current BPS-CJ Students.</u> This estimates that about one-third of BPS students will switch to the program. .	5
<u>Ozark Campus LE Students.</u> This estimates about one-third of Ozark students will continue into the program.	10
<u>New Online Students.</u> This is the hardest group of students to estimate; however, it is also the area for the greatest potential for growth. Anecdotally, interest is very high; Dr. Ward and Dr. Aulgur report many phone classes inquiring about an online BA; finally, the EAM marketing survey shows an online BA program has a significant market potential both in Arkansas and the region.	5

new students/tuition _____
 students with increase in required courses/tuition _____
 current students no increase in tuition _____

Overview of BA CJ and Criminology Proposed Curriculum

General Education Requirements

English (6 hours Composition)

ENGL 1013 Composition I or ENGL 1043
ENGL 1023 Composition II or ENGL 1053

Mathematics (3 hours)

MATH 1003 College Mathematics
or any higher level mathematics course

Science (8 hours lab science)

Complete eight hours of science with
lab from BIOL, CHEM, GEOL, PHSC, PHYS

US History or Government (3 hours)

POLS 2003 American Government

Social Sciences - 9 hours

SOC 1003 and 6 hours from:
AGBU 2063 Principles of Ag. Macroeconomics
AGBU 2073 Principles of Ag. Microeconomics
AMST 2003 American Studies
ANTH 1213 Introduction to Anthropology
ANTH 2003 Cultural Anthropology
ECON 2003 Principles of Economics I
ECON 2103 Honors Principles of Economics I
ECON 2013 Principles of Economics II
GEOG 2013 Regional Geography of the World
HIST 1503 World History to 1500
HIST 1543 Honors World History to 1500
HIST 1513 World History since 1500
HIST 1903 Survey of American History
HIST 2003 United States History to 1877
HIST 2043 Honors US History to 1877
HIST 2013 United States History since 1877
PSY 2003 General Psychology

Fine Arts and Humanities – 6 hours

ART 2123 Experiencing Art
MUS 2003 Introduction to Music
TH 2273 Introduction to Theatre
ENGL 2173 Introduction to Film or Jour 2173
ENGL 2023 Honors Introduction to World Lit
ENGL 2183 Honors Introduction to Film
ENGL 2003 Introduction to World Lit
ENGL 2013 Introduction to American Lit
PHIL 2003 Introduction to Philosophy
PHIL 2043 Honors Introduction to Philosophy

Tech 1001

GENERAL EDUCATION TOTAL 36 HOURS

Major Courses

CJ Core – 18 hours (LD)

SPAN 1013
SOC/PSY 2053 or GEOG 2833
SOC/PSY 2063 or EAM 4033 or POLS 2513
CJ/SOC 2003 Intro to CJ
CJ/SOC 2033 Social Problems
CJ/SOC 2043 Crime and Delinquency

Policing: Choose 3 hours (UD) from:

CJ/SOC 3153 Prisons and Corrections
CJ/SOC 3103 Juvenile Justice
CJ 4033 Policing

Courts: Choose 3 hours (UD) from:

CJ/POLS 3023 Judicial Process
CJ 4023 Law and the Legal System

Society: Choose 3 hours (UD) from:

CJ/SOC 3083 Social Deviance
SOC 4003 Minority Relations
SOC 4023 Sociology of Gender
SOC 4063 Social Stratification

CJ Upper Division Electives 12 Hours

CJ MAJ TOT = 18 LD Hrs; 21 UD Hrs = 39hrs

Minor or Second Major (18 – 45 hours)

Choose from the following:

Sociology
Cybersecurity
Emergency Management
Political Science
Psychology
Pre-Law
AAS Cybersecurity
AAS Law Enforcement

Also:

Total hours must be at least 120 hours including at least 40 hours of Upper Division

Attachment F

Courses Offered Online

- ENGL 1013 Composition I
- ENGL 1023 Composition II
- MATH 1003 College Mathematics
- POLS 2003 American Government
- ANTH 1213 Intro. to Anthropology
- ECON 2003 Principles of Economics I
- GEOG 2013 Regional Geog. of the World
- SOC 1003 Introduction to Sociology
- HIST 1903 Survey of American History
- HIST 2003 US History to 1877
- HIST 2013 US History since 1877
- PSY 2003 Gen. Psych.
- ART 2123 Experiencing Art
- MUS 2003 Intro. to Music
- TH 2273 Intro. to Theatre
- ENGL 2173 Intro. to Film
- ENGL 2003 Intro. to World Lit.
- ENGL 2013 Intro. to American Lit.
- PHIL 2003 Intro. to Philosophy
- CJ/SOC 2003 Intro. to CJ
- CJ/SOC 2033 Social Problems
- CJ/SOC 3083 Social Deviance
- CJ 3103 Juvenile Justice
- CJ 3023 Judicial Process
- CJ/SOC 3083 Social Deviance
- SPAN 1013
- SOC/PSY 2053
- SOC/PSY 2063
- CJ/SOC 2043 Crime and Delinquency
- CJ/SOC 3153 Prisons and Corrections
- EAM 3053: Intro to Ethical/Legal Issues in EM
- EAM 4083: Legal Issues in EM
- Emergency Management Minor and Major

Attachment G

Criminal Justice Learning Outcomes (LO)

1. Criminological Knowledge. Define and explain the criminological theories, qualitative research methods, and institutional practices applied to the criminal justice profession. (Specialized Knowledge)
2. Judicial Knowledge. Define and explain knowledge of the judicial system and its relationship to social and institutional patterns in society. (Specialized Knowledge)
3. Research Knowledge and Skills. Locates, evaluates, incorporates, and properly cites literature reviews, independent quantitative or qualitative research, and effectively communicate the results of those analyses. (Intellectual Skills)
4. Cultural Influences and Ethics in Criminal Justice. Demonstrate an ability to follow ethical guidelines and communicate in a manner that is both professional and recognizes diverse and varying situational perspectives. (Civic and Global Learning)
5. Professional Collaboration. Produce and participate in collaborative or community based projects focused on social issues related to criminal justice. (Applied and Collaborative Learning)

Course	LO1	LO2	LO3	LO4	LO5
	Criminological Knowledge	Judicial Knowledge	Research Knowledge and Skills	Cultural Influences and Ethics in Criminal Justice	Professional Collaboration
Basic Core – Students All Take These Classes					
CJ 2003	I	I	I		
CJ 2033		R	R	I/R	I
CJ 2043	R	R	R		
SPAN 1013				I/R	
Society– Students Choose at Least One of These Courses					
CJ 3083				M	R/M
SOC 4003				M	R/M
SOC4023				M	R/M
SOC 4063				M	R/M
Policing– Students Choose at Least One of These Courses					
CJ 3153			M		
CJ 3103			M		
CJ 4033			M		
Courts – Students Choose at Least One of These Courses					
CJ 3023	M	M			
CJ 4023	M	M			

I = Introduce

R = Reinforce

M = Mastery



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

March 20, 2018

Dr. Robin Bowen, President
Arkansas Tech University
1509 Boulder Avenue
Administration Building, Suite 210
Russellville, AR 72801

Dear Dr. Bowen:

At the regular quarterly meeting of the Arkansas Higher Education Coordinating Board on January 26, 2018, the Board approved the Bachelor of Arts in Criminal Justice and Criminology offered by Arkansas Tech University. The resolution follows:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Criminal Justice and Criminology (DC 1360; CIP 43.0104; 120 credit hours; 100% online) offered by Arkansas Tech University, effective Fall 2018.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas Tech University of the approval.

Please contact Dr. Jessie J. Walker if you have questions concerning this Board action.

Sincerely,

A handwritten signature in cursive script that reads "Maria Markham".

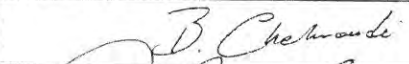

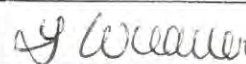

Maria Markham, Ph.D.
Director

c: Dr. Phillip B. Bridgmon

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

Curriculum Committee
appx 8/21/17
Faculty Senate
appx 9/12/17
ADHE approved 1/26/18

TO:	Select Appropriate Committee
FROM (Initiating Department):	Electrical Engineering
DATE SUBMITTED:	07/03/17

Title	Signature	Date
Department Head		7/3/2017
Dean		3 July 17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/13/17
Vice President for Academic Affairs		

Program Title: Bachelor of Science Computer Engineering	CIP Code: 14.0901
Contact Person: Name: Dr. Carl Greco Institution Name: ATU Dept. of Electrical Engr. Address 1811 N. Boulder Ave. Rsvl, AR 72801 E-mail Address: cgreco@atu.edu Phone Number: (479) 968-0231	Proposed Date: Summer 2018
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) (See Attachment 1 – Letter of Notification p.4)	
List existing degree programs that support the proposed program: BS Electrical Engineering BS Computer Science	

BSEE-ELEG-CC will not be deleted until the new BSCmpE-CE is ABET accredited. Estimated deletion is 2021.

<p>Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.) (See Attachment 1 – Letter of Notification p.4)</p>	
<p>Curriculum Outline by Semester (See Attachment 1 – Letter of Notification p. 8)</p>	
<p>Total number of Semester Hours Required for Graduation: 120</p>	<p>Courses currently offered via distance technology: None</p>
<p>List New Courses (Please attach New Course Proposals): None</p>	
<p>Identify General Education Courses, Core Courses, and Major Courses: (See Attachment 1 – Letter of Notification Stared Courses p. 6-9)</p>	
<p>Program Admission Requirements: Admission to the University</p>	
<p>Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/ (See Attachment 2 – Assessment Proposal for BSCE New Program p. 13)</p>	
<p>List the names and credentials of all faculty teaching course in the proposed program.</p> <p><u>Dr. Carl Greco</u> Professor of Electrical Engineering, Ph.D. Electrical Engineering</p> <p><u>Dr. Reza J Hamidi</u> Assistant Professor of Electrical Engineering, Ph.D. Electrical Engineering</p> <p><u>Dr. Muhammad Khan</u> Assistant Professor of Electrical Engineering, Ph.D. Electrical Engineering</p> <p><u>Jim Reasoner</u> Visiting Instructor of Electrical Engineering, BSEE, MS</p> <p><u>Dr. Nansong Wu</u> Assistant Professor of Electrical Engineering, Ph.D. Computer Engineering</p> <p><u>Mr. Matthew Young</u> Assistant Professor of Electrical Engineering, Ph.D. Electrical Engineering</p> <p><u>Dr. Karen Zeng</u> Assistant Professor of Electrical Engineering, Ph.D. Computer Engineering</p>	

← Vacant Position

<p>Total number of faculty required (existing and new) 7 existing</p> <p>For new faculty members include expected credentials/experience and hire date</p> <p>No new faculty needed at this time.</p>
<p>For proposed graduate programs attach curricula vitae for the faculty teaching the program</p> <p>N/A</p>
<p>Description of Resources</p> <p>Current Resources Adequate</p>
<p>Current Library and instructional facilities</p> <p>Current Resources Adequate</p>
<p>New Resources Required (include costs and acquisition plan):</p> <p>Current Resources Adequate</p>
<p>New Program Costs (Expenditures for first three years of program operation)</p> <p>Include:</p> <p>Current Resources Adequate</p> <ul style="list-style-type: none"> New administrative costs New faculty New library resources and costs New/renovated facilities and costs New instructional equipment and costs Distance delivery costs Other new costs
<p>Detail Marketing Plan, Strategies, and Costs:</p> <p>Updated webpages, brochures, attendance at high school career fairs, and posters.</p>

Attachment 1

LETTER OF NOTIFICATION – 11

RECONFIGURATION OF EXISTING DEGREE PROGRAMS (Consolidation or Separation of Degrees to Create New Degree)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title: **Dr. Neal Barlow, Dean, College of Engineering and Applied Sciences**
3. Title(s) of degree programs to be consolidated/reconfigured: **Bachelor of Science Electrical Engineering with Computer Engineering Option**
4. Current CIP Code(s)/Current Degree Code(s): **14.1001**
5. Proposed title of consolidated/reconfigured program: **Bachelor of Science Computer Engineering**
6. Proposed CIP Code for new program: **14.0901**
7. Proposed Effective Date: **Summer 2018**
8. Reason for proposed program consolidation/reconfiguration:
[Indicate student demand, (projected enrollment) for the proposed program and document that the program meets employer needs]

The BS Electrical Engineering with Computer Option began in the fall of 2010 as an incubator for the proposed new program BS Computer Engineering. Of the 162 Electrical Engineering students currently enrolled, 41 (25%) are Electrical Engineering Computer Engineering Option students. Some graduates reported that in the job market, there is confusion as to the meaning of "Computer Engineering Option". Clarification of the stand-alone degree will assist students obtaining employment in this area. An expectation of an increase in enrollment exists as the jobs demand increase and a clear offering of the major exists. The US Department of Labor projects a 16% increase in the demand for computer engineers for the 2014-24 decade (combining both hardware and software computer engineering representing the "general" computer engineering CIP code for the proposed degree program).

Table 1 – Enrollment in Current BS Electrical Engineering with Computer Engineering Option
Projected Enrollment in BS Computer Engineering Program

YEAR	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
ENROLLMENT	24	38	28	31	40	44	47	50	53	56

9. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. Underline new courses and provide new course descriptions. (If existing courses have been modified to create new courses, provide the course name/description for the current/existing courses and indicate the related new/modified courses.) Identify required general education core courses with an asterisk.

The Bachelor of Science in Computer Engineering will use the same curriculum as currently offered in the Bachelor of Science in Electrical Engineering with Computer Engineering Option.

(See Attachment 1 Current Curriculum BSEE with Computer Engineering Option and Attachment 2 Proposed Curriculum for Bachelor of Science)

10. Provide program budget. Indicate amount of funds available for reallocation.

No additional funds required

11. Provide current and proposed organizational chart.

See Attachment 3 Current and Proposed Organizational Charts

12. Institutional curriculum committee review/approval date:

13. Are the existing degrees offered off-campus or via distance delivery **No**

14. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. **On-campus**

15. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A program offered for teacher/education administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form also must be submitted to ADHE along with the Letter of Notification). **N/A**

16. Provide copy of e-mail notification to other institutions in the area of the proposed program.

Please refer to Attachment 4 – Vice President for Academic Affairs E-mail Notification to Other Institutions

17. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.

**ABET Accredited Programs in Arkansas:
Harding University
University of Arkansas Fayetteville**

**The curriculum used in our program is based on curriculum recommendations from Computer Engineering Curricula 2016 Curriculum Guidelines for Undergraduate Degree Programs in Computer Engineering. Joint Task Group on Computer Engineering Curricula, Association for Computing Machinery (ACM) and IEEE Computer Society, 2016 December 15,
[<http://www.acm.org/binaries/content/assets/education/ce2016-final-report.pdf>]**

18. Provide scheduled program review date (within 10 years of program implementation).

Program review by ABET will coincide with accreditation schedule of the BSEE Program. Requirements are self-study year in 2020-2021 with an accreditation visit in fall of 2021.

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

LON Attachment 2 – Proposed Curriculum Bachelor of Science Computer Engineering

Freshman

Fall		Spring	
ENGL 1013 Composition I ^{1*}	3	ENGL 1023 Composition II ^{1*}	3
Fine Arts & Humanities ^{1*}	3	COMS 2104 Foundations of Computer Programming I	4
MATH 2914 Calculus I*	4	MATH 2924 Calculus II	4
CHEM 2124 General Chemistry I*	4	ELEG 2130 Digital Logic Design Lab	0
ELEG 1011 Introduction to Electrical Engineering	1	ELEG 2134 Digital Logic Design	4
TECH 1001 Orientation to the University	1		
Total Hours	16	Total Hours	15

Sophomore

Fall		Spring	
PHYS 2114 General Physics I	4	PHYS 2124 General Physics II	4
COMS 2203 Foundations of Computer Programming II	3	MATH 2934 Calculus III	4
MATH 3243 Differential Equations I	3	MATH/ELEG 3173 Math Methods for Engineers	3
ELEG 2103 Electric Circuits I	3	ELEG 2111 Electric Circuits Laboratory	1
ELEG 3133 Microprocessor Systems Design	3	ELEG 2113 Electric Circuits II	3
Total Hours	16	Total Hours	15

Junior

Fall		Spring	
Social Sciences ^{1*}	3	COMS 2213 Data Structures	3
Fine Arts & Humanities ^{1*}	3	COMS 2223 Computer Organization and Programming	3
COMS 2903 Discrete Structures for Technical Majors	3	ELEG 3123 Signals and Systems	3
ELEG/MCEG 3003 Engineering Modeling and Design	3	ELEG 3143 Electromagnetics	3
ELEG 3103 Electronics I	3	ELEG 4103 Electronics II	3
Total Hours	15	Total Hours	15

Senior**Fall**

<u>ELEG 4113 Digital Signal Processing</u>	3
<u>ELEG 4133 Advanced Digital Design</u>	3
<u>ELEG 4143 Communication Systems I</u>	3
<u>ELEG 4191 Electrical Design Project I</u>	1
<u>ELEG/MCEG 4202 Engineering Design</u>	2
<u>ELEG 4303 Control Systems</u>	3
Total Hours	15

Spring

<u>U.S. History/Government^{1*}</u>	3
<u>COMS 3703 Operating Systems</u>	3
<u>ELEG 4122 Electrical Systems Lab</u>	2
<u>ELEG 4192 Electrical Design Project II</u>	2
<u>Engineering Elective²</u>	3
Total Hours	13

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

²Engineering Elective must be a 3000 or 4000 level Electrical Engineering course.

Total Hours 120

LON Attachment 1 – Current Curriculum Bachelor of Science Electrical Engineering with Computer Engineering Option

Freshman

Fall		Spring	
ENGL 1013 Composition I ^{1*}	3	ENGL 1023 Composition II ^{1*}	3
Fine Arts & Humanities ^{1*}	3	COMS 2104 Foundations of Computer Programming I	4
MATH 2914 Calculus I*	4	MATH 2924 Calculus II	4
CHEM 2124 General Chemistry I*	4	ELEG 2130 Digital Logic Design Lab	0
ELEG 1011 Introduction to Electrical Engineering	1	ELEG 2134 Digital Logic Design	4
TECH 1001 Orientation to the University	1		
Total Hours	16	Total Hours	15

Sophomore

Fall		Spring	
PHYS 2114 General Physics I	4	PHYS 2124 General Physics II	4
COMS 2203 Foundations of Computer Programming II	3	MATH 2934 Calculus III	4
MATH 3243 Differential Equations I	3	MATH/ELEG 3173 Math Methods for Engineers	3
ELEG 2103 Electric Circuits I	3	ELEG 2111 Electric Circuits Laboratory	1
ELEG 3133 Microprocessor Systems Design	3	ELEG 2113 Electric Circuits II	3
Total Hours	16	Total Hours	15

Junior

Fall		Spring	
Social Sciences ^{1*}	3	COMS 2213 Data Structures	3
Fine Arts & Humanities ^{1*}	3	COMS 2223 Computer Organization and Programming	3
COMS 2903 Discrete Structures for Technical Majors	3	ELEG 3123 Signals and Systems	3
ELEG/MCEG 3003 Engineering Modeling and Design	3	ELEG 3143 Electromagnetics	3
ELEG 3103 Electronics I	3	ELEG 4103 Electronics II	3
Total Hours	15	Total Hours	15

Senior**Fall**

<u>ELEG 4113 Digital Signal Processing</u>	3
<u>ELEG 4133 Advanced Digital Design</u>	3
<u>ELEG 4143 Communication Systems I</u>	3
<u>ELEG 4191 Electrical Design Project I</u>	1
<u>ELEG/MCEG 4202 Engineering Design</u>	2
<u>ELEG 4303 Control Systems</u>	3
Total Hours	15

Spring

<u>U.S. History/Government^{1*}</u>	3
<u>COMS 3703 Operating Systems</u>	3
<u>ELEG 4122 Electrical Systems Lab</u>	2
<u>ELEG 4192 Electrical Design Project II</u>	2
<u>Engineering Elective²</u>	3
Total Hours	13

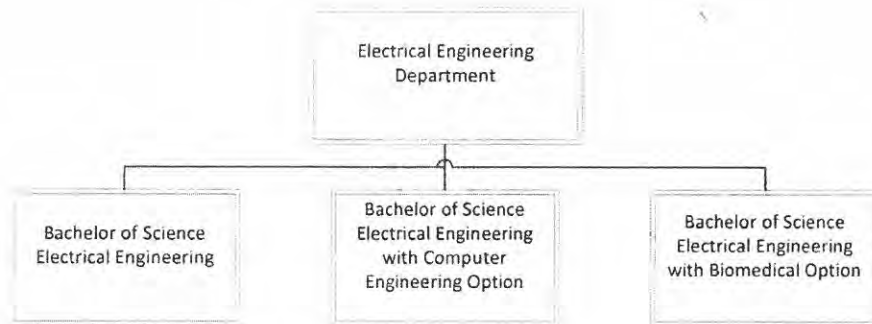
¹See appropriate alternatives or substitutions in "General Education Requirements".

²Engineering Elective must be a 3000 or 4000 level Electrical Engineering course.

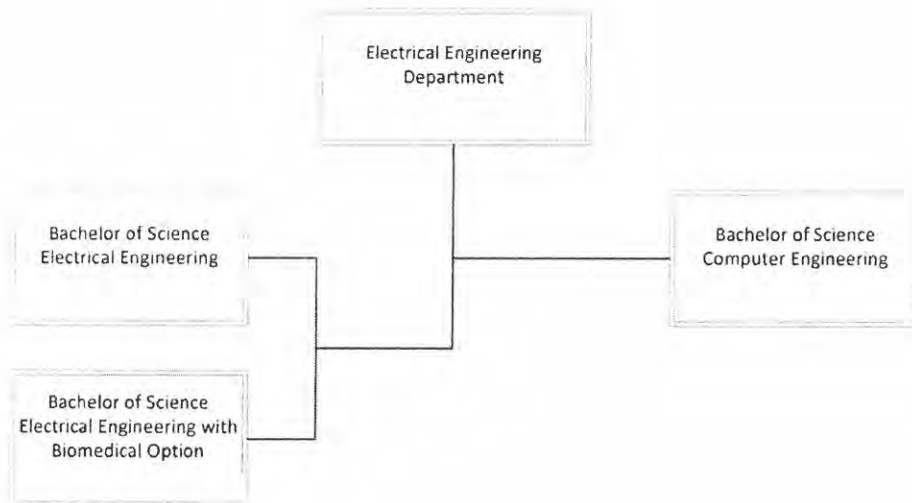
Total Hours 120

LON Attachment 3 – Current and Proposed Organizational Charts

Current Organization



Proposed Organization



LON Attachment 4 – Email Notification to Other Institutions

From: [Pat Chronister](#)
To: CAOs4-Year@adhe.edu
Cc: [Douglas Barlow](#); [Patricia Buford](#); [Bruce Chehroudi](#)
Subject: BS degree in Computer Engineering
Date: Wednesday, June 21, 2017 9:14:27 AM

Dear Colleagues,

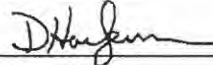
Arkansas Tech University would like to inform you of our intent to develop a BS degree in Computer Engineering. This degree will be largely a reconfiguration of our ABET accredited program in Electrical Engineering with a "Computer Engineering Option" to be a stand alone degree. It is not expected to require significant additional resources to offer this stand alone degree. It will, however, better define the credential and career path for the students. Similar to other engineering degrees we offer at Tech, we plan to pursue ABET accreditation for the new BS degree in Computer Engineering as appropriate.

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department supports the proposed degree Computer Engineering program.
Comments: Courses to be utilized: COMS2104 (prereqs of COMS1403 and COMS1411 are waived) COMS2203 COMS2903 (it really needs to be taken before COMS2213, not with) COMS2213 COMS2223 COMS3703	

Department Head Signature: 

Date: 6/30/2017

Attachment 2 – Assessment Proposal for BSCE New Program

Arkansas Tech University

Proposal for New Program Assessment Form

Bachelor of Science Computer Engineering

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 proposal for the new program fit with the university mission? The BS Computer Engineering provides our current BS Computer Engineering with Computer Engineering Option students a clearly stated degree program which will expand enrollment and ATU's technological traditions.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. ABET will separately accredited this stand-alone program from the Computer Engineering program although it is evaluated by the same Engineering Accrediting Commission and the same program criteria.
- c. How will this new program enhance learning for students enrolled in the program? This program increases the marketability and provides familiarity and clarity for the existing current BS Computer Engineering with Computer Engineering Option.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will be able to sit for the Professional Engineering Licensing exams. Students will be able to continue their education through Master's programs in Computer Engineering. Students will be qualified to represent themselves as Computer Engineering Hardware and Software practitioners.
- e. Provide an example or examples of assessment evidence which supports adding this new program. Feedback from graduates indicated difficulties in marketing themselves as Computer Engineers with the unfamiliar degree title of the current 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. Please see item 17 in the Letter of Notification.
- 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.)

Student Outcomes

In order to meet the mission and educational objectives of the program, the Electrical Engineering Department at Arkansas Tech University established the following list of attributes as goals for its graduating students.

Students graduating from the Electrical Engineering Program should have:

- a. An ability to apply knowledge of mathematics, science, and engineering.
- a. An ability to design and conduct experiments, as well as to analyze and interpret data.
- b. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- c. An ability to function on multidisciplinary teams.
- d. An ability to identify, formulate, and solve engineering problems.
- e. An understanding of professional and ethical responsibility
- f. An ability to communicate effectively.
- g. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- h. A recognition of the need for, and an ability to engage in life-long learning.
- i. A knowledge of contemporary issues.
- j. An ability to use the techniques, skills, and modern engineering; tools necessary for engineering practice.

Table 2. Student Outcomes Related to Required Courses

EE COURSES	STUDENT OUTCOMES										
	a	b	c	d	e	f	g	h	i	j	k
ELEG 1012 Introduction to Electrical Engineering	AI	AI	XI	XI	XI	XI	XI	XI	XI	XI	AI
ELEG 2103 Electric Circuits I	AI				AI						AI
ELEG 2111 Electric Circuits Lab	AI	AI			XI		AI				AI
ELEG 2113 Electric Circuits II	AI				AI						XI
ELEG 2130 Digital Logic Design Lab	AI	AI	XI	XI	AI		XI				AI
ELEG 2134 Digital Logic Design	AI	AI	XI	XI	AI		XI				AI
ELEG/MCEG 3003 Engineering Modeling and Design					XR						XR
ELEG 3103 Electronics I	AR	AR			XR						AR
ELEG 3123 Signals and Systems	AR				AR		XR				XR
ELEG 3133 Microprocessor Systems Design	AR	XR	XR	XR	AR	XR	XR	XR	XR	XR	AR
ELEG 3143 Electromagnetics	AR				AR		XR				AR
MATH/ELEG 3173 Math Methods for Engineers	AR				XR						XR
ELEG 4103 Electronics II	AR	AR	XR	XR	XR	XR	XR				AR
ELEG 4113 Digital Signal Processing	AM				AM		AM				AM
ELEG 4122 Electrical Systems Lab	AM	AM		XM	AM		AM				AM
ELEG 4133 Advanced Digital Design	AM		AM		AM		XM				AM
ELEG 4143 Communication Systems I	AM				AM		XM				AM
ELEG 4191 Electrical Design Project I	XM	AM	AM	AM	AM	XM	AM	XM	XM	XM	AM
ELEG 4192 Electrical Design Project II	XM	AM	AM	AM	AM	XM	AM	XM	XM	XM	AM
ELEG/MCEG 4202 Engineering Design	XM		XM	XM	XM	AM	AM	AM	AM	AM	XM
ELEG 4303 Control Systems	AM	XM		AM	AM		XM				AM

Courses designated with a first letter of "A" are being assessed in the CPGE system. Courses designated with an X are not included in the CPGE system, but have been deemed by faculty to be somehow related to the student outcome. The second letter refers to the level of competency: I – Introduction, R – Reinforcement, M – Mastery.

Sample Faculty Report for CPGE Annual Analysis

**Arkansas Tech University
Electrical Engineering Department
Criteria for CPGE Assessment**

Instructor:

1. Course, Course Objectives, ABET Student Outcomes

Program Course: ELEG 2103 Electric Circuits I

Course Objectives	ABET Student Outcomes
Define the basic physical quantities of circuit elements	A2
Demonstrate the ability to simplify complex circuits	A3
Design simple circuits	K1 K2
Solve problems using circuit laws and theorems	A1 A3 E3
Solve simple 1st and 2nd order circuits	A1 A3

2. **Current Scale:** Pass/Fail Pass 60 - 100% Fail 0 – 60%
3. **Criteria for Success:** 80% of students will score 60% or greater.
4. **List the Means of Assessment** (Direct and Indirect Measures – exams, exam questions, essays, surveys, presentation, etc. If rubric is used, please attach rubric and pass/fail criteria.)

Course Objectives	Means of Assessment
Define the basic physical quantities of circuit elements	Quiz, midterm exam, and final exam questions
Demonstrate the ability to simplify complex circuits	Quiz, midterm exam, and final exam question
Design simple circuits	Midterm exam and final exam questions
Solve problems using circuit laws and theorems	Quiz, midterm exam, and final exam questions
Solve simple 1st and 2nd order circuits	Midterm exam and final exam questions

Annual Assessment Process	Degree programs that are accredited by an accrediting body in the College of Engineering and Applied Science will complete the annual assessment process as noted as “C” by the University Degree Plan Assessment Process. All non-accredited programs will complete assessment process “B” as noted by the university assessment process guidelines.
Data Collection Method	The Computer Engineering Degree program will utilize the CPGE Department Method assessment system for required course embedded assessment. The department method can be used to complete all assessment activities required by the accrediting body. Student Learning data will be uploaded in CPGE during and/or the end of each semester. Senior Exit Surveys and Senior Focus Groups will be conducted each semester. Employer surveys will be conducted at the Annual Engineering and Technology Career Fair.
Assessment Reporting System	The Computer Engineering Program will complete the Single Objective Student Learning assessment process in TracDat 4 column report. The Computer Engineering Program will complete an Annual Assessment Report and upload all assessment reports and assessment related documents in the TracDat document section.
Continuous Improvement Reporting System	The Computer Engineering Program will complete an annual Continuous Improvement plan. The Computer Engineering Program will include the annual Continuous Improvement plan in the Annual Assessment Report which will be uploaded in the TracDat Documents Section.
Annual Assessment Results and Analysis	The Electrical Engineering faculty and the Department Assessment Committee will meet twice a year to discuss the beginning and ending of the academic assessment cycle. Faculty and the Assessment Committee will meet during the fall semester before classes begin and prepare for the fall assessment cycle. They will review the Annual Assessment Report and Continuous Improvement Plan from the previous academic cycle and plan for continuous improvement implementation. The faculty and committee will

<p>Annual Assessment Results and Analysis continued</p>	<p>meet during the spring semester to review the fall results, provide recommended assessment process changes, and prepare for the spring assessment cycle. The faculty and Assessment Committee will meet at the end of the spring semester to review the assessment results for fall and spring semester, draw conclusions related to student learning, identify strengths of weaknesses of student learning, and difficulties and challenges related to formative and summative learning, learning alignment with course sequence, and identify strategies for continuous improvement. Assessment documents will be completed and uploaded in the TracDat assessment system.</p>
<p>Assessment Documents Due date: July 1 or October 1 Location: TracDat Assessment System</p>	<ul style="list-style-type: none"> • Argos Student Learning Report • Student Learning data from department method for accredited programs • Course Syllabi for all course embedded assessment and aligned with assessment measures and learning benchmarks • Description of all Assessment Measures/Artifacts and Criteria for Success • Annual Student Learning raw data • Program Assessment Plan (updated annually) • Annual Assessment Report • Continuous Improvement Report to be included in Annual Assessment Report • Supplemental assessment documents • Accreditation Self-Study Report by July 1 of on-site visit year.
<p>Assessment Process</p>	<ul style="list-style-type: none"> • All degree programs will complete an assessment plan and will update plan annually. • Accredited programs will complete all assessment activities required by the accrediting body. • Courses embedded assessment for all required courses will be set up in the CPGE assessment system. • Faculty will upload assessment data into the CPGE system during or after the end of the academic semester.

Assessment Process continued	<ul style="list-style-type: none"> • All assessment will be analyzed each year and develop conclusions of learning for continuous improvement planning and implementation. • The Computer Engineering Program will follow the university assessment guidelines provided by the Office of Assessment and Institutional Effectiveness. • Accredited programs will meet all assessment requirements for the accrediting body. • The Computer Engineering Program will include in Annual Assessment Report a discussion of continuous improvement changes and rationale for why changes were not implemented. • All assessment measures will be reviewed every three years. • Annual Assessment Report is to include Student Learning Outcomes, description of all measures of assessment, criteria for success, sample size for each course, core courses where student learning is assessed, description of sample, assessment results for all student learning outcomes, identify learning conclusions, identify strengths and weaknesses of student learning, and complete continuous improvement plan.
Assessment Schedule	The Computer Engineering Program will complete the assessment process each academic cycle, fall and spring or as directed by accrediting body.
Learning Domains	The Computer Engineering Program will include assessment of different learning formats, including face to face, blended, and online if offered in the degree program.



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

March 14, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On January 26, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Reconfiguration of Existing Degree Program

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering in Electrical Engineering (DC 4140; CIP 14.1001) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code

Curriculum Committee – September 26, 2017

Faculty Senate – October 10, 2017

College of Business – Department of Management and Marketing

1. Add the following courses to the course descriptions:
 - a. MGMT 3173: Advanced Microsoft Techniques;
 - b. MGMT 3323: Employment Law; and
 - c. MGMT 4323: Compensation and Benefits;
2. Add the Associate of Science in Business Administration;
3. Add the Advanced Certificate in Human Resources; and
4. Add the minor in General Business.

College of eTEch – Department of Professional Studies

1. Modify the Curriculum in Bachelor of Professional Studies Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Workforce Technology specialty/concentrations as follows: add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core;
2. In the Public Relations specialty/concentration, add PS 4743: Organizational Change, to the list of electives satisfying the Professional Studies Professional Core; delete JOUR 4173: Public Relations Project; and add COMM 3073: Group Communications; and
3. In the Applied Leadership specialty/concentration, delete PS 4643 Occupational Globalization and Diversity; add Professional Studies Professional Core⁴; and Footnote 4 will read: PS 4643: Occupational Globalization and Diversity, or PS 4743: Organizational Change.

College of Natural and Health Sciences - Department of Physical Sciences

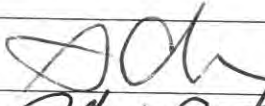
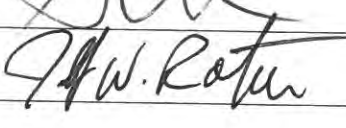
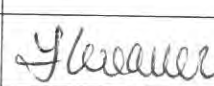

Department of Physical Sciences
proposals 1-3 DID NOT PASS
Curriculum Committee

1. Add the following courses to the course descriptions:
 - a. GEOL 2994: Special Topics in Geoscience; and
 - b. GEOL 4033: Geophysics;
2. Modify the Curriculum in Geology Environmental Option as follows:
 - a. Add MATH 2914: Calculus I, as a major requirement;
 - b. Add GEOL 4023: Principles of Stratigraphy and Sedimentation, as a major requirement;
 - c. Add GEOL 2001: Seminar, GEOL 3001: Seminar, GEOL 4001: Seminar, at major requirements;
 - d. Delete GEOL 2111: Environmental Seminar, GEOL 3111: Environmental Seminar, GEOL 4111: Environmental Seminar as major requirements;
 - e. Delete BIOL 3043: Conservation, as a major requirement; and
 - f. Change number of approved MATH/SCI Elective from 9 hours (3 hours UD) to 5 hours MATH/SCI Elective (3 hours UD); and
3. Modify the Curriculum in Geology Petroleum Option as follows:
 - a. Remove GEOL 3124: Invertebrate Paleontology, and GEOL 4043: Geochemistry, as individual requirements;
 - b. Add GEOL 4033: Geophysics, as a requirement; and
 - c. Add requirement to CHOOSE four (4) hours from: GEOL 3124: Invertebrate Paleontology, or GEOL 4043: Geochemistry, and GEOL 4951: Undergraduate Research, or GEOL 4991: Special Problems;

Arkansas Tech University
REQUEST FOR COURSE ADDITION

CC approved 9/26/17
FS approved 10/10/17

TO:	Curriculum Committee
FROM (Initiating Department):	College of Business
DATE SUBMITTED:	May 31, 2017

Title	Signature	Date
Department Head Stephen C. Jones		5/31/2017
Dean Jeff Robertson		2017 May 31
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes-Weaver		8/8/17
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MGMT	3173	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Advanced Microsoft Techniques		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
ADVANCED MICROSOFT TECHNIQUES		
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 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) 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). See attached syllabus.			
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)? 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/ See attached assessment 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			

Course	MGMT 3173: Advanced Microsoft Techniques
Course Description and Prerequisites	Prerequisites: BDA 2003 & MGMT 3003 and 90 earned credit hours. This course uses a hands on approach to demonstrate the students' ability to use Microsoft Word, Excel and Access. Training and testing software will be used to prepare the students to take the Microsoft Certification exams. (Does not require an ACTS listing)
Course Goals & Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Use word processing to create reports, letters and other business documents. • Use spreadsheet analysis to create charts, pivot tables, reports, apply custom formats, create advanced formulas, manage and share workbooks, and create advanced charts and tables. • Use database analysis to create tables, queries, forms and reports. • A Microsoft Office Specialist (MOS) Master is an individual who has taken his or her knowledge of Office to the next level and has demonstrated by passing the required certification exams that he or she has mastered the more advanced features of Excel. All of the students will be required to take the Excel Expert exams (Parts 1 and 2). • Demonstrate advanced techniques in writing queries more efficiently with SQL statements rather than Query Wizard or Query-By-Example, creating and modifying reports with Design View rather than the Report Wizard, and macros and Visual Basic for Applications
Course Outline	<ol style="list-style-type: none"> 1. Testing and training using GMetrix software in Microsoft Word. 2. Take and pass the Microsoft Word Exam. 3. Testing and training using GMetrix software in Microsoft Access. 4. Take and pass the Microsoft Access Exam. 5. Testing and training using GMetrix software in Microsoft Excel. 6. Take and pass the Microsoft Excel Exam. 7. Lecture, practice case studies, testing and training in Excel for the Excel Expert Levels 1 and 2 8. Take the Microsoft Excel Expert Level 1 and Level 2 exams.
Student Performance Assessment & Evaluation	<ul style="list-style-type: none"> • Course Participation: Students will be required to participate each week in course discussions on the topic assigned for that week.

	<ul style="list-style-type: none"> • Microsoft Certification Exams: Students will be required to pass the core exams in Word, Excel and Access. They will be required to take the exams for Excel Expert Levels 1 and 2. If they pass all five exams, they will have earned the Microsoft Certification at the Master Level.
Bibliography, Reading Material, Etc.	<ul style="list-style-type: none"> • Potential Textbooks: The students are not required to purchase the textbooks for the course. All of the textbooks are provided to the students through the Certiport contract and Microsoft IT Academy subscription and contract. The GMetrix testing and training software is provided to the student free of charge under the Certiport contract.

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?

MGMT 3173 – “Advanced Microsoft Techniques” will be offered as a Management elective that will develop each business student’s ability to use Microsoft Word, Excel and Access in the business world. They will demonstrate that they have mastered the software applications by passing the Microsoft Certification exams in Word, Excel and Access.

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 be able to:

- 1. improve their desktop computing proficiencies;**
- 2. demonstrate their workforce technology competencies; and,**
- 3. validate advanced business decision making skills.**

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

GMetrix practice exams and training to demonstrate that they are ready to take the exam. The students will be required to pass the Microsoft Certification Exams in Word, Excel and Access.

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

Students will demonstrate the ability to complete training and problems using appropriate software. The students will be required to score at the 800-900 level on the testing and training using the GMetrix software before taking the Microsoft Certification exams. They will also demonstrate that they are Microsoft Certified Specialists by passing the Core exams in Word, Access and Excel. The students will be required to take the Excel Expert exams Levels 1 and 2.

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

The most recent assessment testing of our students literacy skills showed that after two courses most were still at the developing or foundational levels of technological literacy, although juniors had a higher average literacy score than freshmen. Only about 45% of all upper classmen and less than 20% of lower classmen demonstrated technological proficiency at acceptable levels. Additionally, in another recent assessment exam, the average level of general knowledge demonstrated about Microsoft Office software dropped from a mean of 75.3% in 2011 to a mean of 67.4% in 2014.

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

Institutions such as University of Arkansas Community College - Hope, North Arkansas Community College and Northwest Arkansas Community College have introductory Microsoft Office courses, and some even offer the certification testing at certain levels. This course is intended, however, to surpass the introductory level of software learning and proficiency levels expected in courses offered at the lower division levels.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

EC approved 9/26/17
FS approved 10/10/17

TO:	Curriculum Committee	
FROM (Initiating Department):	Management and Marketing	
DATE SUBMITTED:		
Title	Signature	Date
Department Head		
Dean	<i>[Signature]</i>	9/08/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	9/9/17
Vice President for Academic Affairs	<i>[Signature]</i>	8/25/17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MGMT	3323	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Employment Law		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
EMPLOYMENT LAW		
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. Not Applicable



ARKANSAS TECH
UNIVERSITY

Fall 2018 online

MGMT 3323: Employment Law

Welcome to MGMT 3323!

What's the course about? This course focuses on major federal employment laws affecting individual employees *excluding labor laws*. Topics covered includes legal regulation of the hiring and firing processes, testing and privacy issues, wage and hour laws, laws affecting benefits, occupational safety and health, workers compensation, unemployment insurance and related topics.

The course will also briefly touch on employment discrimination issues as they affect the employment relationship but not in the depth nor the detail of the Employment Discrimination Law course. MGMT 3323 is offered in the Fall term and BLAW 2033 is a *recommended prerequisite*.

As practitioners and researchers in the field of human resources, a strong familiarity with employment law and the ability to understand the application of various laws that affect human resource development within organizations is critical.

Textbook/Required Resources

Employment and Labor Law, 9th Edition

Authors:

Patrick J. Cihon and James Ottavio Castagnera
ISBN-13: 9781305580015



SHRM Student Membership

Go to www.shrm.org and join as a student member. Our chapter number is #5384 Arkansas Tech University Chapter.



Instructional Faculty

Dr. Loretta Cochran
Associate Professor of Management

CONTACT INFORMATION:

Rothwell 442 - office
lcochran@atu.edu - email
479-964-3250 - voicemail
501-613-7749 - text

CLASS HOURS:

Tuesdays 9:30 am-12:20 pm

OFFICE HOURS:

Thursdays 9:30-11:30 am
Available at other times by appointment.



“Opportunity
is missed by
most people
because it is
dressed in
overalls and
looks like work.”

~ Thomas Edison

Goals, Objectives, and Learning Outcomes

...for this course are identified and aligned with the expectations of our accreditation organizations.

ATU General Education Goals

The General Education Goals of Arkansas Tech University include the priorities of critical thinking and ethical perspectives. Both content areas are addressed in MGMT 3323.

AACSB BSBA Program Learning Objectives

Two program objectives are addressed directly in MGMT 3323.

- Students are expected to be able to demonstrate the ability to think critically and reason effectively about business problems. [Case Study Assignments]
- Students are expected to be able to demonstrate ethical awareness and an ethical decision-making framework in a business context. [Examinations]

College of Business Learning Outcomes for Management and Marketing Major

The learning outcomes addressed directly in MGMT 3323 are...

- Students can prepare professionally written documents that are appropriate for the specific business discipline for which it was written. [Case Study Assignments]
- Students can identify ethical dilemmas or issues presented in business contexts. [Examinations]

"This is important because our behavior is affected by our assumptions or our perceived truths. We make decisions based on what we think we know." — Simon Sinek

Catalog Description

The course includes presentation of several federal and state statutes, including Worker's Compensation laws, the Social Security Act, the Fair Labor Standards Act, the National Labor Relations Act, and Equal Employment Opportunity laws. EEO statutes reviewed include Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Civil Rights Act of 1991, and the Americans with Disabilities Act.

Successful completion of this course equips students with a competency in employment law, transferable to an entry-level human resources or management position.

Course Learning Outcomes

Upon the successful completion of MGMT 3323, a student should be expected to demonstrate mastery in the following knowledge, skill, and ability areas.

- ❖ Demonstrate possession of foundational knowledge of employment law as well as unlawful harassment including
 - Americans with Disabilities Act of 1990 and as amended in 2008
 - Title VII of the Civil Rights Act of 1964 and 1991
 - Fair Labor Standards Act of 1938 (FLSA)
 - Family & Medical Leave Act of 1993 (FMLA)
 - Occupational Safety & Health Act of 1970 (OSHA)
 - Worker Adjustment & Retraining Notification Act of 1988 (WARN Act)
- ❖ Demonstrate possession of foundational knowledge of labor law including
 - Labor Management Reporting and Disclosure Act of 1959 (LMRDA)
 - National Labor Relations Act of 1935 (NLRA)
 - Labor Management Relations Act of 1947 (LMRA)
 - Employer unfair labor practices
- ❖ Demonstrate possession of foundational knowledge of staffing including
 - Employment contracts and the employment-at-will doctrine
 - Disparate impact and disparate treatment
 - Fair Credit Reporting Act (FCRA)
 - Immigration Reform and Control Act (IRCA)
 - Negligent hiring

Course Points Opportunities

There are several ways to demonstrate mastery of the subject matter and earn points this term. The following table lists the activities, frequency, and points possible. Course grades are assigned using the traditional 10-point scale.

Graded Activities	Points (each)	Activity Total:
Exams (4)	100	400
Case Studies (3)	80	240
Collaborative Exercises (3)	20	60
Course Total		700

There is an opportunity to earn bonus points by attending River Valley Human Resources Association or ARSHRM Chapter Meetings. Attendance at the two day ELLA (Employment Law Conference) in September (held in Little Rock) is strongly encouraged.



Etcetera

There are a few topics included in this Syllabus that are provided in a separate file in Blackboard. They are:

- Rubrics for assignments with grading standards, and
- Instructions for Journal Entries.

A student membership to SHRM is necessary to participate fully in the course. The annual membership has a nominal fee (<\$50) and provides you with the full benefits of a professional membership. This includes job opportunities, HR resources, leading edge research and toolkits. The instructions are posted in Blackboard immediately following the syllabus files.

A refresher on APA style is provided. All assignments must follow the modified APA style as explained by the instructor in order to be graded. Incorrect formatting will not be graded.

Course Schedule of Activities

Events in the course are due on Thursday at 4 pm. This includes Exams, Assignments, and Journal Posts.

Week	Topic	Chapter	Activity Due
Overview of Employment Law			
1	Americans with Disabilities Act of 1990, as amended in 2008	Ch. 10	
1	Age Discrimination in Employment Act of 1967, as amended	Ch. 9	
2	Title VII of the Civil Rights Act of 1964 & 1991	Ch. 6, 7, 8	
2	Fair Labor Standards Act of 1938 (FLSA)	Ch. 22	Collaboration #1
3	Family & Medical Leave Act of 1993 (FMLA)	Ch. 21	
3	Occupational Safety & Health Act of 1970 (OSHA)	Ch. 20	Case Analysis #1
4	Worker Adjustment & Retraining Notification Act of 1988 (WARN Act)	Ch. 3	
4			<i>Exam One</i>
Labor Laws			
5	Rise of labor and unionization	Ch. 12, 13	
6	Employer unfair labor practices	Ch. 14	
7	National Labor Relations Act of 1935 (NLRA)	Ch. 15, 16	Collaboration #2
7	Labor Management Relations Act of 1947 (LMRA)	Ch. 17	Case Analysis #2
8	Labor Management Reporting & Disclosure Act of 1959 (LMRDA)	Ch. 18	
8			<i>Exam Two</i>
Staffing			
9	Employment contracts & employment-at-will doctrine	Ch. 2	
10	Disparate impact & disparate treatment	Ch. 3	
11	Fair Credit Reporting Act (FCRA)	Ch. 4	Collaboration #3
12	Immigration Reform and Control Act (IRCA)	Ch. 5	
13	Negligent hiring	Ch. 3	Case Analysis #3
14	Unlawful harassment	Ch. 1	
15			<i>Exam Three</i>
Finals			<i>Final Exam</i>

syllabus per the ATU Faculty Handbook:

Attendance. Active participation is integral to effective learning. "Attendance" in the online course will be measured predominately by your completion of assignments in a timely manner. You are strongly urged to log into Blackboard daily to check for posted work and updates. ATU Policy states "A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended." A student may miss a total of TWO (2) graded activities and remain in the course. When the second graded activity is missed, a warning letter will be issued, stating that another missed assignment will result in being dropped from the course with an FE. The letter and grade will be issued to the student in the event that the third assignment is missed prior to the end of the term.

Assignment Completion. Work is to be submitted for grading in Blackboard by 4 pm on the due date (usually Thursday). **DO NOT e-mail assignments to the instructor.** Assignments will be monitored for originality and authorship using Turnitin.com. You will be able to view the originality report and revise/resubmit your work if necessary. If your originality report is "in the red zone," fix it! (This is an indicator of serious citation problems). Late work is not accepted.

Missed Assignments. In general, all examinations, quizzes, and other class work must be completed as scheduled/assigned. The web format allows you to complete assignments ahead of time if you have anticipated absences. BY THEIR VERY NATURE, University Events are PLANNED events and any assignments during that time must be completed in advance. You are welcome to work ahead but note that deadlines are strictly enforced.

Academic Dishonesty / Misconduct.

Academic Dishonesty will be addressed swiftly and with penalties up to and including a failing grade for the course with distinction for academic dishonesty. The Arkansas Tech University Campuses have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. ATU administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the ATU Student Handbook. Copies of these rules and regulations are available at www.atu.edu and an excerpt appears on the right. A student at

the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as university rules and regulations. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

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

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

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

The faculty and administration of the College of Business expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the

absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success. The ATU Student Handbook website addresses academic dishonesty, cheating, plagiarism, and academic misconduct.

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course can use the resources of <https://turnitin.com>, which searches the web for plagiarized content and is over 90% effective. Plagiarism on the first submitted piece can result in a range of penalties from grade reduction to a zero for the assignment. Plagiarism on a subsequent piece will result in a failing grade for the course.

During online course tests/quizzes, **students are required to use Respondus Lockdown Browser and Monitor Video Capture**. Student behavior during the exams should mirror acceptable testing behavior in the classroom as defined above. For technical assistance with Blackboard or Respondus, contact the ATU Help Desk at 479-968-0646 PRIOR to the testing deadline. Failure to follow the startup instructions (show ID clearly, provide 360 degree view of testing area, etc.) will result in a zero for the exam.

During exams/quizzes, students in this section are not allowed to use any electronic devices, including iPads, iPhones, iPods, MP3/4 Players, earphones, radios, smart phones, smart watches, cameras other than monitoring webcam, multi-function timepieces or computers. Students should sit face forward at all times, and remove any clothing which might conceal eye movements. Exams will be monitored for any communication/signaling between the student and another person or machine by talking, whispering, making sounds or by using your hands, feet, other body movements, etc.

Cheating on an exam will result in an immediate zero for the course.

ATU Statement of Non-Discrimination

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of 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>. Note that accommodations are not applied retroactively.

Student Learning Responsibilities

Students are responsible for reading and studying all assigned materials. Additional videos and readings must be studied in order to be prepared for examinations. Logging into Blackboard daily is highly recommended. The course grade is a combination of written assignments and objective examinations.

Technology Requirements

Make sure your online learning environment is ready for you to complete your work.

For computer requirements visit <https://www.atu.edu/etech/about.php> and click on the **Minimum Equipment Requirements** pull down menu. There you will find details about the hardware and software that is necessary. ***A Chromebook or iPad alone will not be sufficient for this course.***

In addition to your computer, another a major consideration is the speed and reliability of your Internet access. Here are two sites that you can use to check the speed of your ISP

<http://beta.speedtest.net/> or <http://www.dslreports.com/speedtest>

Recommendations for Online Learning

Ideally, the fastest connection available that you can reasonably afford. Here are some ranges for the low and high end of connections and what you can expect from each.

1.5 to 5 Mbps: You will need at least 1.5 Mbps to use most of the functions required of an online course, and to access anything that requires high definition streaming or video conferencing, you will need at least 4 Mbps. These recommendations come from the FCC, and account for only using one device at a time. If you've got multiple users and multiple devices, you will need to find a faster connection, and even if you don't, you may notice performance issues in the lower ranges, especially during peak hours.

6 to 15 Mbps: Don't want to end up frustrated with a slow connection? Most students will find that somewhere between 10 and 15 Mbps is enough to most things online with relative ease. This range also allows for more wiggle room if others are using your home connection or if you end up needing to do more than one activity online at once. Keep in mind that while your connection may technically be able to provide whatever speed it promises that it might not always do so, so it's a good idea to have more speed than you need.

15 Mbps and Up: High speed Internet is defined as speeds of 25 Mbps and up and service is available that delivers even a whopping 300 Mbps (though 150 and under is much more common). Do you need this much speed for an online course? In most cases, probably not, but if you can afford it, it's not a bad investment. Part of the appeal of online education is its convenience and flexibility, and a slow Internet connection can not only reduce those benefits but also hamper your ability to learn.

Bottom line: faster is better, but only within the constraints of what you can afford. For courses that don't require a lot of streaming or high volume uploading or downloading, a super high speed connection is more of a luxury than a necessity. However, students shouldn't consider anything under 1.5 Mbps (this is the minimum requirement to use Blackboard) and should ideally have service that offers at least 4 Mbps.

To get the performance you're used to in most school or work settings, 10 Mbps or more will likely be required.

Arkansas Tech University

MGMT 3323: Employment Law

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.


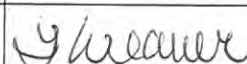
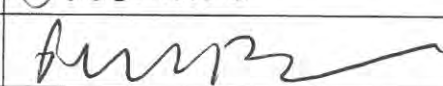
Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? As a core course in the proposed Human Resources major, MGMT 3323 provides content critical for students striving to become a certified human resources professional. SHRM-CP designation is an external validation of an individual's mastery of the SHRM Body of Competency and Knowledge.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. SHRM (Society for Human Resource Management) Curricular Guidelines state explicitly require 13 content areas. The two of the mandated content areas are included in this course: **Labor Relations and Employment Law**.
- c. Provide up to three student learning outcomes students will achieve after completing this course?
(1) Apply comprehensive knowledge of employment law as well as unlawful harassment through correct application in case analysis reports and exam scenario question;
(2) Incorporate knowledge of labor law within an applied labor relations scenario results and case report; and
(3) Illustrate mastery of staffing concepts including employment at will and unlawful discrimination within the conclusion of representative case analysis.
- d. What assessment tool or measure will you use to assess student learning? Graded work that will serve as an assessment measure includes case analysis reports, real life scenario exercises, and objective exam questions.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Student responses to applied exam questions (scenarios) will reflect their level of mastery of employment law concepts. Case reports and scenario write ups will provide a measure of the student's ability to apply their content knowledge in a real life application.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Successful mastery of the course content from Employment Law is necessary to pass the SHRM-CP exam. Each of the learning outcomes represents content areas on the exam. By offering the course, it provides required knowledge that our students must have to be successful in the field of human resources.
- g. How does this course fit in the current state of the discipline? Employment Law is a required component for a major in Human Resources. Arkansas institutions that offer the course include ASU Jonesboro (LAW 4053) and UALR (LAW 4391).

Arkansas Tech University
REQUEST FOR COURSE ADDITION

cc approved 9/26/17
FS approved 10/10/17

TO:	Curriculum Committee	
FROM (Initiating Department):	Management and Marketing	
DATE SUBMITTED:		

Title	Signature	Date
Department Head		
Dean		9/08/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/9/17
Vice President for Academic Affairs		4/23/18

Course Subject: (e.g., ACCT, ENGL) MGMT	Course Number: (e.g., 1003) 4323	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) Compensation and Benefits		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) COMPENSATION AND BENEFITS		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
Mode of Instruction (check appropriate box):		
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<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
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<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?

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- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

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

No

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

No

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

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. Not Applicable



ARKANSAS TECH
UNIVERSITY

Spring 2018 online

MGMT 4323: Compensation and Benefits

Welcome to MGMT 4323!

What's the course about? This course covers how to reward employees. Compensation and benefits are a major part of a firm's total rewards strategy. Components include salary structure and regulations, short-term incentives, long-term incentives, and benefits such as health insurance and pensions plans that aligned with business objectives.

The field of Compensation and Benefits is a critical foundation for success in of human resource management. It is valuable information for any professional that has responsibilities for human resources in an organization.

MGMT 4323 is offered in the Spring term and MGMT 4023 is the prerequisite.

Textbook/Required Resources

Compensation, 12th Edition ©2017

Authors: George Milkovich, Jerry Newman,
and Barry Gerhart

Employee Benefits, 6th Edition ©2017

Author: Joseph J. Martocchio

SHRM Student Membership

Go to www.shrm.org and join as a student member. Our chapter number is #5384
Arkansas Tech University Chapter.



Instructional Faculty

Dr. Loretta Cochran

Associate Professor of Management

CONTACT INFORMATION:

Rothwell 442 - office

lcochran@atu.edu - email

479-964-3250 - voicemail

501-613-7749 - text

CLASS HOURS:

Tuesdays 9:30 am-12:20 pm

OFFICE HOURS:

Thursdays 9:30-11:30 am

Available at other times by
appointment.



“Opportunity
is missed by
most people
because it is
dressed in
overalls and
looks like work.”

~ Thomas Edison

Goals, Objectives, and Learning Outcomes

...for this course are identified and aligned with the expectations of our accreditation organizations.

ATU General Education Goals

The General Education Goals of Arkansas Tech University include the priorities of critical thinking and ethical perspectives. Both content areas are addressed in MGMT 4323. Wellness understanding is another general education goal that fits within the topics included in the compensation and benefits course.

AACSB BSBA Program Learning Objectives

Two program objectives are addressed directly in MGMT 4323.

- Students are expected to be able to demonstrate the ability to think critically and reason effectively about business problems. [Rewards Plan Development Assignment]
- Students are expected to be able to demonstrate ethical awareness and an ethical decision-making framework in a business context. [Examinations]

College of Business Learning Outcomes for Management and Marketing Major

The learning outcomes addressed directly in MGMT 4323 are...

- Students can prepare professionally written documents that are appropriate for the specific business discipline for which it was written. [Rewards Plan Development Assignment]
- Students can identify ethical dilemmas or issues presented in business contexts. [Examinations]

"This is important because our behavior is affected by our assumptions or our perceived truths. We make decisions based on what we think we know." — Simon Sinek

Catalog Description

This course covers how to reward employees.

Compensation and benefits are a major part of a firm's total rewards strategy.

Compensation topics include compensation strategy, job analysis, base pay system, pay increases, market position, equity, and compliance. Employee benefits topics includes statutory benefits, voluntary benefits, paid time off, retirement plans, wellness benefits, and other employee benefits.

Course Learning Outcomes

Upon the successful completion of MGMT 4323, a student should be expected to demonstrate mastery in the following knowledge, skill, and ability areas.

- ❖ Demonstrate possession of foundational knowledge in Compensation including compensation strategy, job analysis, base pay system, pay increases, market position, equity, and compliance as evidenced in assignments and examinations.
- ❖ Demonstrate possession of foundational knowledge in Benefits including statutory benefits, voluntary benefits, paid time off, retirement plans, and wellness as evidenced in assignments and examinations.
- ❖ Exhibit critical thinking skills in the development of human resources program development as evidenced in work product from the Strategy Assignment.
- ❖ Utilize ethical reasoning when presented with challenges in case studies as evidenced in the written case analysis.

Student Learning Responsibilities

Students are responsible for reading and studying all assigned materials. Additional videos and readings must be studied in order to be prepared for examinations. Logging into Blackboard daily is highly recommended. The course grade is a combination of written assignments and objective examinations.

Course Points Opportunities

There are several ways to demonstrate mastery of the subject matter and earn points this term. The following table lists the activities, frequency, and points possible. Course grades are assigned using the traditional 10-point scale.

Graded Activities	Points (each)	Activity Total:
Unit Exam (4)	100	400
Case Studies (4)	75	150
Exercises	10	50
Course Total		750

There is an opportunity to earn bonus points by attending River Valley Human Resources Association or ARSHRM Chapter Meetings.

Course Schedule of Activities

Events in the course are due on Thursday at 4 pm. This includes Exams, Assignments, and Journal Posts.

Week		Notes
Compensation		
1	Ch. 1: The Pay Model	
1	Ch. 2: Strategy: The Totality of Decisions	
2	Ch. 3: Defining Internal Alignment	
2	Ch. 4: Job Analysis	
3	Ch. 5: Job-Based Structures and Job Evaluation	Case #1 Due
3	Ch. 6: Person-Based Structures	
4	Exam One (Ch. 1-6)	
5	Ch. 7: Defining Competitiveness	
6	Ch. 8: Designing Pay Levels, Mix, and Pay	
7	Ch. 9: Pay-for-Performance: The Evidence	
7	Ch. 10: Pay-for-Performance Plans	#1 Project Due
8	Ch. 17: Government & Legal Issues in Compensation	
8	Exam Two (Ch.7-10, 17)	
Employee Benefits		
9	Ch. 1: Introducing Employee Benefits	
9	Ch. 2: Psychology & Economics of Employee Benefits	
10	Ch. 3: Regulating Employee Benefits	
10	Ch. 4: Employer-Sponsored Retirement Plans	Case #2 Due
11	Ch. 5: Employer-Sponsored Health-Care Plans	
11	Exam Three (Ch. 1-5)	
12	Ch. 6: Employer-Sponsored Disability Insurance, Life Insurance, & Workers' Compensation	
13	Ch. 7: Government-Mandated Social Security Programs	
13	Ch. 8: Paid Time-Off & Flexible Work Schedule Benefits	Project #2 Due
14	Ch. 9: Accommodation & Enhancement Benefits	
15	Ch. 10: Managing the Employee Benefits System	
Finals	Exam Four (Ch. 6-10)	

syllabus per the ATU Faculty Handbook:

benefits COMMITTED
 REWARD highly competitive
 marketplace choice needs
compensation
 employees PERFORMANCE
 SUCCESS UNIQUE
 deserve best

Etcetera

There are a few topics included in this Syllabus that are provided in a separate file in Blackboard. They are:

- Rubrics for Grading the Cases, and
- Instructions for Journal Entries.

A student membership to SHRM is necessary to participate fully in the course. The annual membership has a nominal fee (<\$50) and provides you with the full benefits of a professional membership. This includes job opportunities, HR resources, leading edge research and toolkits. The instructions are posted in Blackboard immediately following the syllabus files.

A refresher on APA style is provided. All assignments must follow the modified APA style as explained by the instructor in order to be graded. Incorrect formatting will not be graded.

Attendance. Active participation is integral to effective learning. "Attendance" in the online course will be measured predominately by your completion of assignments in a timely manner. You are strongly urged to log into Blackboard daily to check for posted work and updates. ATU Policy states *"A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended."* A student may miss a total of TWO (2) graded activities and remain in the course. When the second graded activity is missed, a warning letter will be issued, stating that another missed assignment will result in being dropped from the course with an FE. The letter and grade will be issued to the student in the event that the third assignment is missed prior to the end of the term.

Assignment Completion. Work is to be submitted for grading in Blackboard by 4 pm on the due date (usually Thursday). **DO NOT e-mail assignments to the instructor.** Assignments will be monitored for originality and authorship using Turnitin.com. You will be able to view the originality report and revise/resubmit your work if necessary. If your originality report is "in the red zone," fix it! (This is an indicator of serious citation problems). Late work is not accepted.

Missed Assignments. In general, all examinations, quizzes, and other class work must be completed as scheduled/assigned. The web format allows you to complete assignments ahead of time if you have anticipated absences. BY THEIR VERY NATURE, University Events are PLANNED events and any assignments during that time must be completed in advance. You are welcome to work ahead but note that deadlines are strictly enforced.

Academic Dishonesty / Misconduct.

Academic Dishonesty will be addressed swiftly and with penalties up to and including a failing grade for the course with distinction for academic dishonesty. The Arkansas Tech University Campuses have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. ATU administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the ATU Student Handbook. Copies of these rules and regulations are available at www.atu.edu and an excerpt appears on the right. A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as university rules and regulations. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

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

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

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

The faculty and administration of the College of Business expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the

absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success. The ATU Student Handbook website addresses academic dishonesty, cheating, plagiarism, and academic misconduct.

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course can use the resources of <https://turnitin.com>, which searches the web for plagiarized content and is over 90% effective. Plagiarism on the first submitted piece can result in a range of penalties from grade reduction to a zero for the assignment. Plagiarism on a subsequent piece will result in a failing grade for the course.

During online course tests/quizzes, **students are required to use Respondus Lockdown Browser and Monitor Video Capture**. Student behavior during the exams should mirror acceptable testing behavior in the classroom as defined above. For technical assistance with Blackboard or Respondus, contact the ATU Help Desk at 479-968-0646 PRIOR to the testing deadline. Failure to follow the startup instructions (show ID clearly, provide 360 degree view of testing area, etc.) will result in a zero for the exam.

During exams/quizzes, students in this section are not allowed to use any electronic devices, including iPads, iPhones, iPods, MP3/4 Players, earphones, radios, smart phones, smart watches, cameras other than monitoring webcam, multi-function timepieces or computers. Students should sit face forward at all times, and remove any clothing which might conceal eye movements. Exams will be monitored for any communication/signaling between the student and another person or machine by talking, whispering, making sounds or by using your hands, feet, other body movements, etc.

Cheating on an exam will result in an immediate zero for the course.

ATU Statement of Non-Discrimination

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of 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>. Note that accommodations are not applied retroactively.

Technology Requirements

Make sure your online learning environment is ready for you to complete your work.

For computer requirements visit <https://www.atu.edu/etech/about.php> and click on the **Minimum Equipment Requirements** pull down menu. There you will find details about the hardware and software that is necessary. ***A Chromebook or iPad alone will not be sufficient for this course.***

In addition to your computer, another a major consideration is the speed and reliability of your Internet access. Here are two sites that you can use to check the speed of your ISP

<http://beta.speedtest.net/> or <http://www.dslreports.com/speedtest>

Recommendations for Online Learning

Ideally, the fastest connection available that you can reasonably afford. Here are some ranges for the low and high end of connections and what you can expect from each.

1.5 to 5 Mbps: You will need at least 1.5 Mbps to use most of the functions required of an online course, and to access anything that requires high definition streaming or video conferencing, you will need at least 4 Mbps. These recommendations come from the FCC, and account for only using one device at a time. If you've got multiple users and multiple devices, you will need to find a faster connection, and even if you don't, you may notice performance issues in the lower ranges, especially during peak hours.

6 to 15 Mbps: Don't want to end up frustrated with a slow connection? Most students will find that somewhere between 10 and 15 Mbps is enough to most things online with relative ease. This range also allows for more wiggle room if others are using your home connection or if you end up needing to do more than one activity online at once. Keep in mind that while your connection may technically be able to provide whatever speed it promises that it might not always do so, so it's a good idea to have more speed than you need.

15 Mbps and Up: High speed Internet is defined as speeds of 25 Mbps and up and service is available that delivers even a whopping 300 Mbps (though 150 and under is much more common). Do you need this much speed for an online course? In most cases, probably not, but if you can afford it, it's not a bad investment. Part of the appeal of online education is its convenience and flexibility, and a slow Internet connection can not only reduce those benefits but also hamper your ability to learn.

Bottom line: faster is better, but only within the constraints of what you can afford. For courses that don't require a lot of streaming or high volume uploading or downloading, a super high speed connection is more of a luxury than a necessity. However, students shouldn't consider anything under 1.5 Mbps (this is the minimum requirement to use Blackboard) and should ideally have service that offers at least 4 Mbps.

To get the performance you're used to in most school or work settings, 10 Mbps or more will likely be required.

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Arkansas Tech University

MGMT 4323: Compensation and Benefits

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.

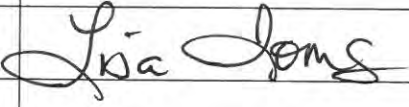
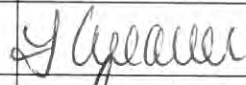
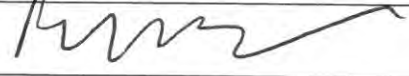
Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? As a core course in the proposed Human Resources major, MGMT 4323 provides content critical for students striving to become a certified human resources professional. SHRM-CP designation is an external validation of an individual's mastery of the SHRM Body of Competency and Knowledge.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. SHRM (Society for Human Resource Management) Curricular Guidelines state explicitly require 13 content areas. MGMT 4323 cover a significant technical content area: **Total Rewards, which includes Compensation and Benefits.**
- c. Provide up to three student learning outcomes students will achieve after completing this course?
(1) Demonstrate possession of foundational knowledge in Compensation including compensation strategy, job analysis, base pay system, pay increases, market position, equity, and compliance as evidenced in assignments and examinations.
(2) Exhibit critical thinking skills in the development of human resources program development as evidenced in work product from the Strategy Assignment.
(3) Utilize ethical reasoning when presented with challenges in written case analysis.
- d. What assessment tool or measure will you use to assess student learning? Graded work that will serve as an assessment measure includes case analysis reports, project documentation, and objective exam questions.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Student responses to applied exam questions will demonstrate foundational knowledge in the fields of compensation and benefits. Case reports will capture the presence or absence of ethical reasoning as well as critical thinking skills.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Successful mastery of the course content from Compensation and Benefits is necessary to pass the SHRM-CP exam. Each of the learning outcomes represents content areas on the exam. By offering the course, it provides required knowledge that our students must have to be successful in the field of human resources.
- g. How does this course fit in the current state of the discipline? Compensation and Benefits is a required component for a major in Human Resources. Several Arkansas institutions offer the course, including UALR (MGMT 4360 – Compensation Management), UCA (MGMT 3350 Compensation Administration,), and ASU Jonesboro (MGMT 4173 Compensation Management).

cc approved 9/26/17
FS approved 10/10/17

Arkansas Tech University
APPROVAL SIGNATURES
FOR PROPOSALS REQUIRING ADHE APPROVAL

TO:	Curriculum Committee
FROM (Initiating Department):	College of Business - Management & Marketing
DATE SUBMITTED:	9/7/2017

Title	Signature	Date
Department Head		
Dean		9/08/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/9/17
Vice President for Academic Affairs		4/25/18

Program Title: Associate of Science in Business Administration	Requested changes will be effective Summer I for next catalog year
Attach the Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this request 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 .	

LETTER OF NOTIFICATION - 11D
PROGRAM RECONFIGURATION
Existing Certificate/Degree Reconfigured To Create New Certificate/Degree
Offered on Campus and/or by Distance Technology

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-11D to request approval to reconfigure existing certificates or degrees to create a new certificate or degree offered via distance technology.

Definitions

Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).

Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title: **Dr. Lisa Toms, Dean
College of Business**
3. Telephone number/e-mail address: **(479) 968-0668 x2900
ltoms@atu.edu**
4. Name of Existing Certificate(s) or Degree(s): **Bachelor of Science in Business Administration**
5. Current CIP Code(s): **52**
6. Current Degree Code(s):
7. Proposed Title of Reconfigured Certificate or Degree: **Associate of Science in Business**
8. Proposed Effective Date: **August 2018**
9. Proposed CIP Code: **52**

PROGRAM INFORMATION

10. Program Summary/Reason for Program Reconfiguration: The new A.S. in Business Administration, which will be offered IN ADDITION TO the BSBA, will allow students to earn a degree at an earlier stage in their academic career. This will benefit students in the following ways:
 1. Students will experience success at a crucial point of their academic career. By earning an AS, the students will feel that they have accomplished something and will be encouraged to continue their higher education. This should improve the retention rate and the graduation rate.
 2. If the student does have to stop out of college before completing a bachelor degree for some reason, such as illness or family conditions, the student will have completed an academic credential.

11. Provide the organizational chart for the current certificate/degree and the proposed organizational chart for the new certificate/degree program.
Unchanged
12. Provide the **current** degree plan(s) and the **proposed** curriculum (course number/title) for the proposed certificate/degree program reconfiguration. Mark* courses that will be taught by adjunct faculty.
See attached
13. Provide the list of courses (course number/title) in the proposed certificate or degree currently offered by distance technology.
See attached
14. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the proposed certificate/degree.
No new courses will be added
15. For courses currently not offered by distance technology, provide the course syllabus for each of these courses for the proposed program and indicate the maximum class size for each distance course.
All courses are currently offered online
16. Course delivery mode (check all that apply):
Online ☒
Compressed-video (CIV)
Audio Conference
Video Conference
Web Conference
Blended delivery (identify components)
17. Class interaction mode (check all that apply):
Electronic bulletin boards ☒
E-mail ☒
Telephone ☒
Fax
Chat
Blog
Other (specify)
18. Provide the percentage of the program that is offered via distance (50%, 75%, etc.). **This program will be offered both 100% online and 100% traditional face to face.**
19. Provide a semester-by-semester plan/schedule for student access to all courses necessary to complete the proposed program. **See attached**
20. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) Include the draft contract/MOU for each partner/organization offering faculty/instructional support for the program.

N/A

21. Provide institutional curriculum committee review/approval date for the proposed program.
See attached
22. Provide documentation that the proposed program has been approved for distance technology delivery by licensure/certification board/agency, if required.
See attached
23. Provide copy of e-mail notification to other institutions in the area of the proposed program.
24. Provide additional program information requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

**EXISTING BACHELOR DEGREE
(BSBA-MGMK) Management and Marketing**

2017-18

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
TOTAL ELECTIVE HOURS		21

Major Requirements		Hrs
MGMT	3003 3103 4013 4083	
MKT	3043	
MGMT	(6 UD)	
MKT	(6UD)	
MGMT/MKT	(3 UD)	
	ONLY 3 HRS OF INTERN ALLOWED	30
ACCT	2003 2013	6
ACCT	3063 or 4023	3
BDA	2003	3
BLAW	2033	3
BUAD	1111♦ 2003 2053 3023	10
COMM	2173**	3
ECON	2003** 2013** 3003	9
FIN	3063	3
MATH	1113#** 2223	6
	May omit MATH 1113 see catalog	
	50% of COB courses taken at Tech	
	TOTAL MAJOR HOURS	76
	TOTAL HOURS	

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

**PROPOSED ASSOCIATE OF SCIENCE
IN BUSINESS**

General Education Requiriements			MAJOR REQUIREMENTS		
ENGL #	1013/1043 & 1023/1053	6	ACCT	2003 & 2013	6
MATH #		0	BDA	2003	3
SCIENCE		4	BLAW	2033	3
SCIENCE		4	BUAD	1111, 2003, 2053	7
US HIST/GOVT		3	COMM	2173	3
SOC SCI		0	ECON	2003 & 2013	6
FINE ART/HUM		3	MATH	1113# & 2223	6
FINE ART/HUM		3			
ELECTIVES		3			
TOTAL GEN ED		26	TOTAL BUSINESS HOURS		34

TOTAL HOURS

60

ARKANSAS TECH UNIVERSITY
PROPOSED ASSOCIATE OF SCIENCE IN BUSINESS
COURSES OFFERED BY DISTANCE EDUCATION

ENGL #	1013/1043 & 1023/1053		ACCT	2003 & 2013
MATH #			BDA	2003
SCIENCE			BLAW	2033
SCIENCE			BUAD	1111, 2003, 2053
US HIST/GOVT			COMM	2173
SOC SCI			ECON	2003 & 2013
FINE ART/HUM			MATH	1113 & 2223
FINE ART/HUM				
ELECTIVES				

**ARKANSAS TECH UNIVERSITY
PROPOSED ASSOCIATE OF SCIENCE IN BUSINESS
FOUR SEMESTER PLAN**

SEMESTER ONE		SEMESTER TWO	
ENGL 1013 – Comp I	3	ENGL 1023 – Comp II	3
MATH 1113 – College Algebra	3	MATH 2223 – Quantitative Business Analysis	3
BUAD 1111 – Intro to Business	1	COMM 2173 – Business and Professional Speaking	3
BUAD 2003 – Business Info Systems	3	Fine Arts & Humanities	
Science and Lab	4	BDA 2003 – Business Problem Solving	3
Elective	1		
TOTAL SEMESTER ONE	15	TOTAL SEMESTER TWO	15
SEMESTER THREE		SEMESTER FOUR	
ACCT 2000 – Accounting Principles I Lab	0	ACCT 2013 – Accounting Principles II	3
ACCT 2003 – Accounting Principles I	3	ECON 2013 – Principles of Econ II	3
ECON 2003 – Principles of Econ I	3	Fine Arts and Humanities	3
BLAW 2033 – Legal Environment of Business	3	Science with Lab	4
BUAD 2053 - Statistics	3		
U.S. History	3	Electives	2
TOTAL SEMESTER THREE	15	TOTAL SEMESTER FOUR	15

Arkansas Tech University

Proposal for New Program 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 proposal for the new program fit with the university mission?
The Associate of Science in Business provides a stackable degree for students interested in the various fields of business. This program can be seamlessly transitioned to a business undergraduate major if the student wishes to pursue a baccalaureate degree.

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?
Students interested in a business career will receive a strong foundation in each of several critical fields: technology, law, economics & accounting. Students will be taught to make use of important communication, technology and critical thinking skills.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?
Students will demonstrate competency in key business skills and a strong grounding in critical business concepts. They will be able to show proficiency with business software and mastery of economic, legal and accounting principles.

e. Provide an example or examples of assessment evidence which supports adding this new program.
Over the last three academic years, 198 students have graduated from the ATU Ozark campus from a Business Technology program. Some 90 students completed the certificate program, and almost 100 completed the Associate of Applied Science program in the field. While both of these programs include content which is applicable to a Bachelor-level program in business, students from both of these programs find that they are better prepared for business office work rather than a modern business career. The AS in Business provides the preparation needed for such careers.

- 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.

This program is similar to those at Arkansas State, ASU-Beebe and North Arkansas College. It provides a stackable degree path to students wishing to continue on to a Bachelor of Science in a business field, and a strong foundation for students wishing to begin a career in business after two years of college.

- 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.)

This program will be assessed using the current Assurance of Learning measures for all College of Business programs under the AACSB umbrella. The learning goals, objectives, measures and outcomes expected can be found within that assessment documentation.



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

June 19, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On April 20, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Advanced Certificate in Human Resources Management (DC 0306; CIP 52.0201; 21 credit hours; Fall 2018)

Reconfiguration of Existing Degree Program

Bachelor of Arts in Fine Arts (DC 1251; CIP 50.0701; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Fine Arts (DC 1250; CIP 50.0702; 120 credit hours; Fall 2018)

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Graphic Design (DC 2670; CIP 50.0409; 120 credit hours; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Management with Tracks in Entrepreneurship; Human Resource Management; and Business Management (DC 3530; CIP 52.0201; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Marketing and Tracks in Marketing Strategy and Digital Marketing (DC 3590; CIP 52.1401; 120 credit hours; Fall 2018)

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 120 credit hours) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

Reconfiguration of Existing Degree Program to Create New Degree Program and Offered by Distance Technology

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Associate of Business Administration in Business Administration (DC 0301; CIP 52.0201; 60 credit hours; Fall 2018; 70% online)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; Fall 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code


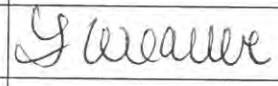

CC approved 9/24/17
FS approved 10/10/17

Arkansas Tech University

APPROVAL SIGNATURES

FOR PROPOSALS REQUIRING ADHE APPROVAL

TO:	Curriculum Committee
FROM (Initiating Department):	College of Business - Management & Marketing
DATE SUBMITTED:	8/30/2017

Title	Signature	Date
Department Head		
Dean		9/08/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/9/17
Vice President for Academic Affairs		4/25/18

Program Title:	Requested changes will be effective Summer I for next catalog year
Advanced Certificate - Human Resources	
Attach the Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this request 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 – 1
NEW DEGREE PROGRAM**

1. **PROPOSED PROGRAM TITLE: Advanced Certificate Human Resources**

2. **CIP CODE REQUESTED: 52.1001**

Link for CIP Codes: <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.

3. **PROPOSED STARTING DATE July 1, 2018**

4. **CONTACT PERSON**

Mohamed Abdelrahman Ph.D
Vice President for Academic Affairs and Professor of Engineering
Arkansas Tech University
mabdelrahman@atu.edu
479-968-0319

Lisa Toms, Ph.D.
Dean, College of Business and Professor of Marketing
ltoms@atu.edu
479-968-0490

5. **PROGRAM SUMMARY**

The Advanced Certificate in Human Resources (HR) is a planned program of study focused on the behavioral competencies and functional knowledge areas within the themes of HR Competencies, People, Organization, Workplace and Strategy. The Advanced Certificate prepares a student to take the exam given by the Society of Human Resource Management for the SHRM-CP credential. This is a nationally recognized "certified professional" in human resources offered by the premier professional organization in the field. The seven course (21 hours) undergraduate curriculum mirrors the alignment matrix that encompasses the SHRM Body of Competency and Knowledge. Upon completion, the student is eligible to sit for the SHRM-CP exam offered in December and June. Upon receiving official notification of successfully passing the exam, the student may begin using the SHRM-CP designation, indicating a high degree of competency and knowledge in the field of human resources. Otherwise, a student would need to acquire two years of direct human resources experience before they would be eligible to take the exam with a non-HR undergraduate degree from ATU. The Advanced Certificate is undergoing review by SHRM's Academic Initiatives Department in order to be designated as an aligned program with SHRM's curriculum guidelines. Program alignment is necessary to allow students to sit for the exam.

Courses in Employment Law and Compensation and Benefits are the two additions that will need to be made to the existing College of Business Curriculum. Employment Law is being taught in Fall 2017 and Compensation and Benefits will be offered in Spring 2018, both as management special topics courses.

The College of Business is home to the ATU Student Chapter of the Society of Human Resource Management. No additional faculty lines will be needed in order to teach the two additional courses. At most, four course sections would require adjunct support in a given academic year as a result of adding this program.

Within the College of Business, the Bachelor of Science of Business Administration program includes five courses in the curriculum that are included in this proposal. The topics include Human Resource Management, Ethics, Organizational Behavior, Leadership, and Internship.

6. **NEED FOR THE PROGRAM**

- (Submit Employer Needs Survey Forms)
- Provide survey data. Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.
- Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.
- Provide names and types of organizations/businesses surveyed.
- Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.
- Indicate if employer tuition assistance is provided or if there are other enrollment incentives.
- Describe what need the proposed program will address and how the institution became aware of this need.
- Indicate which employers contacted the institution about offering the proposed program.
- Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.
- Indicate the projected number of program enrollments for Years 1 - 3.
- Indicate the projected number of program graduates in 3-5 years.

7. **CURRICULUM**

Advanced Certificate in Human Resource Management

MGMT 3023 Principles of Human Resource Management*

MGMT 3123 Ethics*

MGMT 4093 Organizational Behavior*

*MGMT 3323 Employment Law**

*MGMT 4323 Compensation and Benefits**

MGMT 4033 Internship I in Management*

MGMT 4213 Strategy & Leadership*

[move to endnote: *course offered by distance technology]

Fall – Year 1	Spring – Year 1
MGMT 3023 – Human Resource Management	MGMT 3123 – Ethics
<i>MGMT 3323 – Employment Law</i>	MGMT 4033 – Internship (or Fall)

Fall – Year 2	Spring – Year 2
MGMT 4033 – Internship (or Spring)	<i>MGMT 4323 – Compensation and Benefits</i>
MGMT 4093 – Organizational Behavior	MGMT 4213 – Strategy & Leadership

The total number of semester credit hours required for the Advanced Certificate in Human Resources is 21 hours. There are no additional prerequisites.

The two new courses are *Employment Law* and *Compensation and Benefits*.

Course Description: MGMT 3323 – Employment Law

The course includes presentation of several federal and state statutes, including Worker's Compensation laws, the Social Security Act, the Fair Labor Standards Act, the National Labor Relations Act, and Equal Employment Opportunity laws. EEO statutes reviewed include Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Civil Rights Act of 1991, and the Americans with Disabilities Act. Successful completion of this course equips students with a competency in employment law, transferable to an entry-level human resources or management position.

Course Description: MGMT 4323 – Compensation and Benefits

This course covers how to reward employees. Compensation and benefits are a major part of a firm's total rewards strategy. Compensation topics include compensation strategy, job analysis, base pay system, pay increases, market position, equity, and compliance. Employee benefits topics includes statutory benefits, voluntary benefits, paid time off, retirement plans, wellness benefits, and other employee benefits.

Identify required general education courses, core courses and major courses.

Course	Course Title	Faculty Member
MGMT 3023	Principles of Human Resource Management	Loretta Cochran, Ph.D.
MGMT 3123	Ethics	Tracy Cole, J.D.
MGMT 4093	Organizational Behavior	Loretta Cochran, Ph.D.
<i>MGMT 3323</i>	<i>Employment Law</i>	<i>Tracy Cole, J. D.</i>
<i>MGMT 4323</i>	<i>Compensation and Benefits</i>	<i>Loretta Cochran, Ph.D.</i>
MGMT 4033	Internship I in Management	Loretta Cochran, Ph.D.
MGMT 4213	Strategy & Leadership	Loretta Cochran, Ph.D.

MGMT 4033 requires 150 hours to earn 3 course credit hours. For students who wish to sit for the SHRM-CP exam upon completion of the certificate must possess a

minimum of 500 hours of relevant HR experience. Relevant HR experience (experiential learning) relates to work in any of the 15 Functional Areas identified in The SHRM Body of Competency and Knowledge (SHRM BoCK). MGMT 4043 Internship II is offered for those students who require a second term to earn a total of 500 hours within the HR field.

Entry into the Advanced Certificate is available to all students in good standing with 45 earned hours.

Describe specified learning outcomes and course examination procedures.
Include a copy of the course evaluation to be completed by the student.
Include information received from potential employers about course content.
Provide institutional curriculum committee review/approval date for proposed program.

8. FACULTY

Loretta Cochran, Ph.D., Associate Professor and lead faculty member
Doctor of Philosophy – Clemson University, Clemson, South Carolina
Industrial Management (minor: Statistics)
December 1999 graduate (GPR 3.82/4.00)
Dissertation: Utilizing Open Book Management to Link Corporate Goals to Shop Floor Performance

Master of Science – Clemson University, Clemson, South Carolina
Industrial/Organizational Psychology
May 1994 graduate (GPR 3.90/4.00)
Thesis: Perceptions of Organizational Support and Age-Appropriateness of the Job as Predictors of Organizational Commitment, Turnover Intentions, and Retirement Intentions.

Bachelor of Science – Erskine College, Due West, South Carolina
Business Management and Behavioral Science
May 1991 graduate (GPR 3.78/4.00) – Magna Cum Laude

Tracy Cole, J.D., Associate Professor
Juris Doctor
UALR William H. Bowen School of Law
December 2003, High Honors - Class Rank 1 / 99
Licensed to practice law by the State of Arkansas, 2004 to present, Bar No. 2004065

Master of Education, Rehabilitation Education
University of Arkansas at Fayetteville
December 1991

Bachelor of Science in Education, Speech Pathology and Audiology
University of Arkansas at Fayetteville

August 1990, High Honors

Two FTE faculty are necessary and are currently employed within the College of Business. To offset the shift in teaching with the two new courses, at most 0.5 FTE would be required to teach elsewhere in the College. It is anticipated that the additional hours would be covered with existing adjunct faculty.

9. DESCRIPTION OF RESOURCES

Current library resources in the field

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

New instructional resources required, including costs and acquisition plan

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

New administrative costs	None
Number of new faculty (full-time and part-time) and costs	No new faculty are indicated. 4 courses elsewhere in the College taught by adjuncts in an academic year has a cost of \$8,400 salary plus \$2,100 fringe (total \$10,500).
New library resources and costs	None
New/renovated facilities and costs	None
New instructional equipment and costs	None
Distance delivery costs (if applicable)	No additional cost anticipated.
Other new costs	None

Expenditures for the first 3 years	Year One	Year Two	Year Three
New administrative costs	\$0	\$0	\$0
Number of new faculty and costs	\$10,500	\$10,500	\$10,500
New library resources and costs	\$0	\$0	\$0
New/renovated facilities and costs	\$0	\$0	\$0
New instructional equipment and costs	\$0	\$0	\$0
Distance delivery costs	\$0	\$0	\$0
Other new costs	\$0	\$0	\$0

If no new costs required for program implementation, provide explanation.

11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

If there will be a reallocation of funds, indicate from which department, program, etc.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Proposed program will be housed in the College of Business, Management and Marketing Department.

13. SPECIALIZED REQUIREMENTS

Programs within the College of Business meet the requirements of The Association to Advance Collegiate Schools of Business (AACSB). AACSB provides internationally recognized, specialized accreditation for business and accounting programs at the bachelor's, master's, and doctoral level. The AACSB Accreditation Standards challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs. AACSB Accreditation is known, worldwide, as the longest standing, most recognized form of specialized/professional accreditation an institution and its business programs can earn.

14. BOARD OF TRUSTEES APPROVAL

- Provide the date that the Board approved (or will consider) the proposed program.
- Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. SIMILAR PROGRAMS

There are only three SHRM aligned Human Resources undergraduate degrees in Arkansas.

Arkansas State University

Bachelor of Science in Management, Human Resources Emphasis
State University, AR
Traditional

University of Arkansas--Fayetteville

Bachelor of Science in Business Administration with a concentration in Human Resource Management
Fayetteville, AR
Traditional

University of Arkansas--Little Rock

Bachelor of Business Administration in Management with an emphasis in Human

Resource Management
Little Rock, AR
Traditional

ATU's will be offered first as an advanced certificate in Human Resources, leading the candidates to be able to sit for the SHRM-CP exam. The major is also proposed with SHRM-CP alignment.

Human resources degree programs in Arkansas and throughout the rest of the country, are becoming increasingly important. According to the Bureau of Labor Statistics, employment of human resource managers is expected to increase by 13 percent over the next decade. In the state of Arkansas, job growth for human resource degree programs over the next decade is expected to be 16 percent, higher than that anticipated for the rest of the country.

One reason for the increase in need for human resources professionals in Arkansas is that as companies grow and expand, additional human resource managers will be necessary in order to oversee programs. In Arkansas, several industries have shown significant growth. A 2012 report from the Arkansas Department of Workforce Services shows the highest growth industries from 2010 to 2011 were:

- Sporting Goods, Hobby, Book and Music Stores increased 61.3 percent*
- Oil and Gas Extraction increased 40.6 percent*
- Air Transportation increased 22.5 percent*
- Primary Metal Manufacturing increased 18 percent*
- Transit and Ground Passenger Transportation increased 12.8 percent*
- Pipeline Transportation increased 12.7 percent*

There is every possibility that these types of industries will have a need for additional human resource managers to handle their significant growth.

In addition to industry growth, human resource managers must be knowledgeable about changing, complex employment laws. Legislation related to occupational safety, equal employment opportunities, healthcare, wages and retirement plans often change policies and procedures of companies in all industries. It is the responsibility of the human resource manager to be aware of these changes and take steps to be sure the company adheres to the new laws and regulations. For this reason, candidates with human resource degrees in Arkansas are valuable assets to companies.

List institution(s) offering a similar program that the institution used as a model to develop the proposed program. We used the SHRM curriculum guidelines instead of another institution. Those guidelines mirror the three existing programs in the state.

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to “**Reply All**”. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

Not Applicable.

18. **ACADEMIC PROGRAM REVIEW**

Provide scheduled program review date (within 10 years of program implementation date).

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**

If the proposed program will be offered by distance technology, provide the following information:

Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Summarize the policies and procedures to keep the technology infrastructure current.

Summarize the procedures that assure the security of personal information.

Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

2017 SHRM – Academic Initiative Lockwood, Nancy
<Nancy.Lockwood@shrm.org>

Alignment Application Process

SHRM HR Curriculum Guidelines

RE: Application for alignment with the SHRM HR Curriculum Guidelines

Benefits of alignment: a) the HR degree program is listed on the SHRM HR Program Directory:
<http://www.shrm.org/academicinitiatives/students/pages/hrprogramdirectory.aspx>

AND

- b) an official alignment letter and certificate of alignment are provided to the university;
- and c) a marketing paragraph is provided by SHRM.

A. Please Complete:

School contact: Loretta Cochran, Ph.D.
Phone number: 479-567-9037
Mailing address: Arkansas Tech University
College of Business
106 West O Street, RTH 442
Russellville, AR 72801

B. Please provide the following information and documentation:

IMPORTANT: Please indicate below if you are requesting alignment consideration of an *existing* HR degree program OR requesting a pre-approval alignment letter for a *proposed* HR degree program:

_____ Alignment consideration of an existing HR degree program

 X Prep-approval alignment letter for a proposed HR degree program

To request the alignment analysis for the HR degree program (a bachelor's or master's), please provide the following/send the information, in your formal e-mail request for alignment consideration:

1. The formal name of the HR degree program: Advanced Certificate in Human Resource Management
2. Name of the University: Arkansas Tech University
3. The formal name of the business school in which the degree program is housed. Arkansas Tech University College of Business
4. a) Name of the accrediting body that accredits the university; b) name of the accrediting body for the business school. Arkansas Tech University is accredited by Higher Learning Commission (HLC), as one of six regional institutional accreditors in the United States. The College of Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB), the premier accrediting body for schools of business world wide.
5. In order for SHRM to analyze the types of services and programs it offers its student members and other HR students who have chosen HR as a career field, it would be helpful if you can share with us how many students are enrolled in your degree program(s): BSBA = Bachelors of Science in Business Administration

BSBA Accounting	166
BSBA Business Data Analytics	57
BSBA Economics and Finance	81
BSBA Management and Marketing	452
BSBA Management and Marketing	29 (entrepreneurship concentration)
BSBA Management and Marketing	20 (international business concentration)
BSBA Management and Marketing	15 (management concentration)
BSBA Management and Marketing	9 (marketing concentration)

Fall 2016, total undergraduate enrollment = 829 students

Documentation to Provide:

6. A *word document* listing the required business core courses with the course descriptions. *[complete]*
7. The course syllabi for all required business core courses (as a word document).
8. A *word document* listing the required HR-specific courses along with the course descriptions. *[complete]*
9. The course syllabi for all required HR courses (*as a **word document***).
10. A *word document* listing the electives. Please note whether these electives are only for the HR degree program, or are open to all students. *[complete]*

NOTE: Elective courses are not considered for alignment. However, SHRM would like to see what electives are offered.

*Please refer to Appendix A in the 2016 SHRM HR Curriculum Guidebook for the list of the required HR content areas for alignment.

C. Please provide this additional information:

- Updated URL (the school or the HR degree program):
<https://www.atu.edu/business/>
 - State whether the HR degree program is traditional brick and mortar; blended/online; or online only. Traditional, blended, and online (we offer our courses in all three environments, so the student is able to select what works best for them).
-

- The name, title, and mailing address of the individual to receive the official alignment letter and certificate.

**Dr. Lisa Toms, Dean
College of Business
Arkansas Tech University
106 West O Street
Russellville, AR 72801**

D. Information about receiving the official alignment letter and certificate:

When the alignment process is completed, SHRM will send the school contact:

1. A formal e-mail stating that the HR degree program is approved for alignment, along with a SHRM marketing paragraph. (The SHRM branding policy states, the SHRM logo may not be used.)
2. The official alignment letter and certificate via regular mail – and will be sent out within approximately two weeks of the formal e-mail of alignment approval. If the school is located outside of the U.S., SHRM will send the alignment renewal letter and certificate in an email, with a pdf of the letter and a pdf of the certificate.

NOTE: If individuals in your school would like to receive a copy, please forward the letter and certificate to them.

Overview of benefits of alignment:

SHRM provides an official letter of alignment, and a certificate of alignment; a marketing paragraph to the school, and posts the university and the HR degree program on the SHRM HR Program Directory, a resource widely used by prospective HR students looking for schools to attend.

SHRM HR Program Directory:

<https://www.shrm.org/academicinitiatives/students/pages/hrprogramdirectory.aspx>

We have exciting news to share with you: Beginning with the 2017 Winter testing window, students enrolled in an HR degree program at an educational institution aligned to SHRM's core curriculum guidelines (**SHRM HR Curriculum Guidelines**) will be able to apply for the SHRM Certified Professional (SHRM-CP) exam. Eligible students must be in their final year of study in an HR degree program and must have a minimum of 500 hours of relevant experience.

IMPORTANT: The school must create its portal, provide their point of contact, and send the names of the students who are eligible. SHRM will contact the students regarding the application. SHRM will contact schools who align, and provide the process.

For more details, please visit:

<https://www.shrm.org/certification/apply/eligibilitycriteria/pages/student-shrm-cp-eligibility.aspx>

Questions? Please write to: AcademicEligibility@shrm.org

Please see the information below:

SHRM-CP Eligibility Criteria for Universities
Aligning with SHRM's Curriculum Guidelines
Experiential Learning 500 Hour Provision

Students enrolled in an HR or HR-related degree program at an educational institution aligned to SHRM's core curriculum guidelines are eligible to apply for the SHRM Certified Professional (SHRM-CP) exam. Eligible students must be in their final year of study, be in good standing (as defined by their university), and possess a minimum of 500 hours of relevant HR experience.

The following general eligibility criteria also apply:

- Relevant HR experience (experiential learning) relates to work in any of the 15 Functional Areas identified in The SHRM Body of Competency and Knowledge (SHRM BoCK)
- HR-related degree programs may include but are not limited to students pursuing degrees in majors such as Human Capital Development, Organizational Behavior, Labor Relations and Industrial Relations. Additional details about student eligibility can be found on pages 5 & 6 of the SHRM Certification Handbook.
- All 500 hours of relevant HR experience (experiential learning) must be completed and documented prior to students submitting an application for the SHRM-CP exam.
- Students who have met the eligibility requirements and apply to take the SHRM-CP exam are subject to SHRM certification exam policies and procedures, including random audit selections. If a student's application is randomly selected for audit, the student applicant must submit supporting documentation for all activities submitted to fulfill the 500-hour requirement. Including detailed descriptions of internship(s), work study assignment(s), directed work- or research-related project(s) or independent study project(s) supervised by a faculty member or HR professional, part-time or full-time work in HR, etc.
- Experience may be either exempt or nonexempt.
- Students who obtain their SHRM-CP credential will be subject to recertification. Certificants must earn 60 professional development credits (PDCs) within their three-year

recertification period to maintain their credential. Students can learn more about recertification in SHRM's recertification handbook.

- SHRM membership is not required.

For more information, please write to AcademicEligibility@shrm.org

If you have any questions about alignment, please feel free to e-mail or call.

Kind regards,

Nancy

Nancy R. Lockwood, MA, SHRM-SCP
Project Manager, Certification
Society for Human Resource Management
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nancy.lockwood@shrm.org | +1.703.535.6041
shrm.org |

Arkansas Tech University
Proposal for New Program 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 proposal for the new program fit with the university mission? The Advanced Certificate in Human Resources (HR) is a planned program of study that prepares a student to be a certified human resources professional. This development opportunity provides a validated avenue for student success and progressive achievement that directly supports ATU's mission.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. Programs within the College of Business meet the requirements of The Association to Advance Collegiate Schools of Business (AACSB). The SHRM-CP exam the students will be eligible to take as a part of this certificate is aligned closely with AACSB.
- c. How will this new program enhance learning for students enrolled in the program? The Advanced Certificate is undergoing review by SHRM's Academic Initiatives Department in order to be designated as an aligned program with SHRM's curriculum guidelines. The seven course (21 hours) undergraduate curriculum encompasses the SHRM Body of Competency and Knowledge. Upon completion, the student is eligible to sit for the SHRM-CP exam offered in December and June. Without an aligned program, a student would need to acquire two years of direct human resources experience before they would be eligible to take the exam with a non-HR undergraduate degree from ATU.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Practice exams will be given to help the students prepare for the SHRM-CP exam. The results will be reviewed in order to determine what content areas will need to be strengthened. The pass rates for the CP exam itself will also demonstrate mastery of the subject matter.
- e. Provide an example or examples of assessment evidence which supports adding this new program. Well over 50 percent of the available position in Arkansas within the field of human resources either required certification or strongly favored it. This is in addition to almost all positions requiring specialty education in the field of human resources as opposed to a general business degree. The advanced certificate provides the necessary education for our students to be competitive in the marketplace. The ability to obtain the professional certification more than doubles the positions that will be open to graduates from our program.
- f. How does this course fit in the current state of the discipline? Only three aligned programs are available in Arkansas: Arkansas State, UALR, and UA Fayetteville have traditional undergraduate majors. No one currently offers an undergraduate advanced certificate with aligned curriculum in human resources.
- 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: New Program Proposal

Program: Advanced Certificate, Human Resource Management

Program Objectives/Standards	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment	Criteria for Success
PO1: To foster functional knowledge within the themes of Human Resources Competencies, People, Organization, Workplace and Strategy.	LO1: Students will apply human resources knowledge to real world examples and scenarios.	MGMT 3023 Principles of Human Resource Management MGMT 3123 Ethics MGMT 4093 Organizational Behavior MGMT 3323 Employment Law MGMT 4323 Compensation and Benefits	Exams from each of the subject areas within the core courses.	High: 85-100% Pass: 70 – 84%
PO2: Promote opportunities for relevant experiential learning related to the 15 Functional Areas identified in the SHRM Body of Competency and Knowledge (SHRM BoCK).	LO2: Students will demonstrate mastery of the HR Body of Competency and Knowledge in an industry setting.	MGMT 4033 Internship I in Management	Supervisor Evaluation and Survey of Demonstrated Knowledge in the 15 functional areas.	High: 85-100% Pass: 70 – 84%
PO3: Advance a lifelong learning perspective that includes the ever-changing area of human resources laws and regulations.	LO3: Students will demonstrate an appreciation of the value of current industry knowledge.	MGMT 4213 Strategy & Leadership	Practice Exams for the SHRM-CP Exam.	High: 85-100% Pass: 70 – 84%

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	MGMT 3023 MGMT 3123 MGMT 4093 MGMT 3323 MGMT 4323 MGMT 4033 MGMT 4213	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	Mail or email survey link to employers. SHRM-CP pass rates for graduates.	Employers are contacted during the first year. Graduates are contacted within 90 days of graduation.	Analyze survey results Analyze exam 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 Employer Satisfaction Surveys and Exam Pass Rates.		
E. Budget		Budget requests supported by student learning and program assessment.		



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

June 19, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On April 20, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Advanced Certificate in Human Resources Management (DC 0306; CIP 52.0201; 21 credit hours; Fall 2018)

Reconfiguration of Existing Degree Program

Bachelor of Arts in Fine Arts (DC 1251; CIP 50.0701; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Fine Arts (DC 1250; CIP 50.0702; 120 credit hours; Fall 2018)

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Graphic Design (DC 2670; CIP 50.0409; 120 credit hours; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Management with Tracks in Entrepreneurship; Human Resource Management; and Business Management (DC 3530; CIP 52.0201; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Marketing and Tracks in Marketing Strategy and Digital Marketing (DC 3590; CIP 52.1401; 120 credit hours; Fall 2018)

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 120 credit hours) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

Reconfiguration of Existing Degree Program to Create New Degree Program and Offered by Distance Technology

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Associate of Business Administration in Business Administration (DC 0301; CIP 52.0201; 60 credit hours; Fall 2018; 70% online)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; Fall 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code

CC approved 9/24/17
FS approved 10/10/17

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	College of Business
DATE SUBMITTED:	08/28/2017

Title	Signature	Date
Department Head Stephen Jones		8/30/17
Dean Lisa Toms		8/30/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Weaver		9/9/17
Vice President for Academic Affairs		4/25/18

Program Title: Minor: General Business	CIP Code: 52.0201
Contact Person: Name: Stephen C. Jones Institution Name: Arkansas Tech University Address: 106 W O Street, Russellville, AR 72801 E-mail Address: sjones@atu.edu Phone Number: 479-968-0233	Proposed Date: Fall 2018
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) See attached program description/justification.	
List existing degree programs that support the proposed program: All classes required are currently taught by existing COB faculty; this minor provides a business overview for students majoring in a wide variety of disciplines across campus.	

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.)

As noted in the attached description, the COB previously offered a general business minor with a peak enrollment of 101 students. That minor was adjusted to reflect an entrepreneurship emphasis several years ago; enrollment has averaged between 25-30 students. Students in other areas across campus have consistently indicated their desire for a general business minor; we believe that adding a general business minor will not affect the current entrepreneurship minor enrollment but will provide an opportunity for more students to minor in business. The addition of this minor may increase the range of employment opportunities for students majoring in other disciplines across campus.

Curriculum Outline by Semester

Semester 1: BUAD 2003	Semester 4: ACCT 2003
Semester 2: BLAW 2033	Semester 5: MKT 3043
Semester 3: ECON 2003	Semester 6: MGMT 3003

All six courses are offered every fall, spring and summer.

Total number of Semester Hours Required for Graduation:
18

Courses currently offered via distance technology:
ALL

List New Courses (Please attach New Course Proposals):

No new courses are required for this minor as all courses are part of the general business core curriculum.

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

See information about courses in the curriculum outline above.

Program Admission Requirements:

N/A

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.

The faculty of the College of Business who would be qualified to teach in this program would include:

**Dr. Sherman Alexander, Associate Professor of Accounting
Ms. Alice Batch, Visiting Assistant Professor of Business
Dr. Pamela Carr, Professor of Accounting
Dr. Loretta Cochran, Associate Professor of Management**

<p>Dr. Tracy Cole, Associate Professor of Legal Studies</p> <p>Dr. Nina Goza, Associate Professor of Accounting</p> <p>Ms. Laura Griffin, Visiting Instructor of Accounting</p> <p>Dr. Peng Huang, CFA, Associate Professor of Finance and Economics</p> <p>Dr. Debra Hunter, Assistant Professor of Accounting</p> <p>Dr. Efosa Idemudia, Associate Professor of Business Data Analytics</p> <p>Ms. Tracy Johnston, Visiting Instructor of Accounting</p> <p>Dr. Stephen Jones, Professor of Management</p> <p>Dr. Masanori Kuroki, Assistant Professor of Economics</p> <p>Dr. Kevin Mason, Professor of Marketing</p> <p>Dr. Mark Reavis, Assistant Professor of Finance & Economics</p> <p>Dr. Kim Troboy, Professor of Management Information Systems</p> <p>Dr. Jack Tucci, Professor of Management</p> <p>Dr. Jim Walton, Associate Professor of Marketing</p> <p>Dr. Wan Wei, Assistant Professor of Economics</p>
<p>Total number of faculty required (existing and new). For new faculty members include expected credentials/experience and hire date</p> <p>No new faculty required.</p>
<p>For proposed graduate programs attach curricula vitae for the faculty teaching the program</p> <p>N/A</p>
<p>Description of Resources</p> <p>No additional resources required</p>
<p>Current Library and instructional facilities</p> <p>No new library resources or instructional facilities are required.</p>
<p>New Resources Required (include costs and acquisition plan):</p> <p>N/A – see above</p>
<p>New Program Costs (Expenditures for first three years of program operation)</p> <p>Include: N/A – see above</p> <ul style="list-style-type: none"> New administrative costs New faculty New library resources and costs New/renovated facilities and costs New instructional equipment and costs Distance delivery costs Other new costs
<p>Detail Marketing Plan, Strategies, and Costs:</p> <p>The minor would be included in all marketing materials relating to the College of Business and thus no additional costs would be incurred. Information about the minor would be sent to all departments across campus with a request to share that information with their students. Certain areas which provided a significant number of minors in the past would be specifically targeted.</p>

Proposed Program: Minor in Business

Proposed Effective Date: Fall, 2018

Justification

Historically, the College of Business has offered a minor in Business. The previously required courses were BUAD 1003, BLAW 2033, BUAD 2003, ACCT 2003, ECON 2003, MGMT 3003, & MKT 3043 which came to 21 hours. Looking back since 2008 when the minor was first introduced, the highest enrollment for the Business minor was 101 students, with the number of Business minors annually averaging 60 (2008-2016). In that time period, only the Criminal Justice and Psychology minors have been more popular across campus with students.

Beginning with the 2015-2016 catalog, the Business minor was transformed into the Business & Entrepreneurship minor. The required courses for the current minor are ACCT 2003, ECON 2013, MGMT 3003, MKT 3043, MGMT 4053, and one course from MGMT 4023, MGMT 4063, MGMT 4213, MKT 3163, or MKT 4053, bringing the total hours to 18. The course work in this minor includes the survey courses but also includes a research methods course and an upper division elective. This minor has a growing appeal with 28 students enrolled according to the most recent report. However, this number is far short of the total number of students enrolled in a Business minor in earlier years.

The proposed minor in Business will consist of 18 hours. The required courses will be BLAW 2033, BUAD 2003, ACCT 2003, ECON 2003, MGMT 3003, & MKT 3043. This minor will utilize courses already taught on a regular basis in the College of Business. No courses outside the college are necessary nor are any new courses required. We would also anticipate that the currently named Business & Entrepreneurship minor will be renamed simply the Entrepreneurship minor. That paperwork will be submitted separately.

Considering past enrollments, we estimate at least 50 students are forgoing a Business minor due to the number of upper division classes required or to a desire to be a Business minor not an Entrepreneurship minor. Adding the Business minor back into the curriculum and maintaining the Entrepreneurship minor would provide both groups of students the chance to enhance their career options in their chosen fields of study (Art, Engineering, Biology, etc.).

The anticipated enrollment in the Business minor would be 25 students in Year One, 40 in Year Two, and 55 in Year Three. This pattern would mirror the growth of the minor beginning the year after it was introduced. These would be new students with Entrepreneurship maintaining a 25 to 30 student enrollment level. The impact on other departments or programs on campus would be negligible as there is not a reasonable substitute for this minor. There is no expectation that adding a Business minor would significantly impact the number of students enrolled in the Entrepreneurship minor. The target markets are very different students.

Curriculum Outline List

BLAW 2033: Legal Environment of Business

A survey of the U.S. legal system, the ethical and public policy issues relevant to business, and the principles of law commonly affecting business, including Constitutional law, contract law, tort law, employment law, white-collar crime, and laws pertaining to corporations and other business organizations

BUAD 2003: Business Information Systems

An introduction to business information systems with emphasis on concepts and applications utilizing spreadsheets, word processing, and database management as productivity tools; provides basic rationale for using computers in generating and managing information necessary for the business decision making process.

ACCT 2003: Accounting Principles I (Co-requisite: ACCT 2000)

A study of fundamental processes of accounting for day to day business transactions. Includes recording business events in journal entry form and preparing adjusting entries, trial balances, financial statements, and closing entries. Introduces the basic internal control system a business must employ. Concludes with the measurement and reporting of all assets and liabilities.

ECON 2003: Principles of Economics I

Macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary policy, and international economics.

MGMT 3003: Management and Organizational Behavior

Basic principles of management and organizational behavior including planning, organizing, leading, controlling, staffing, decision making, ethics, interpersonal influence, and group behavior; conflict management; job design; and organizational change and development.

MKT 3043: Principles of Marketing

Marketing fundamentals, the ultimate consumer, the retailing and wholesaling systems, marketing functions, marketing policies, marketing costs, critical appraisal of marketing, marketing and the government.

Resources Needed

There are no additional resources required to add the Business minor into the program offerings.

Arkansas Tech University

Proposal for New Program Assessment Form: General Business Minor

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 proposal for the new program fit with the university mission? **This minor will allow students in all disciplines outside of the College of Business to take specified business courses that will provide a general understanding of the business world.**
- 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? **These courses will assist students working for both nonprofit and for-profit organizations to more effectively and efficiently organize the programs offered and safeguard/use their available assets/resources. The minor may also broaden the range of employment opportunities for students majoring in other disciplines.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will be able to identify the elements of financial statements, define and explain economic concepts such as supply and demand, define and discuss key legal issues as they relate to business organizations, discuss the key elements of a marketing plan/strategy, and discuss the basic principles of management.**
- e. Provide an example or examples of assessment evidence which supports adding this new program. **See the attached proposal/justification for this minor.**
- 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. **A general business minor is offered by most universities. Specifically, see the attached requirements for Arkansas State University, U of A – Fort Smith, and the University of Arkansas.**
- 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.) **Because each of these classes are part of the core business curriculum required for all business majors, the embedded CPGEs in each course will apply to both the majors and minors in these classes. Therefore, no separate assessment is required.**

Make sure your online learning environment is ready for you to complete your work.

For computer requirements visit <https://www.atu.edu/etech/about.php> and click on the **Minimum Equipment Requirements** pull down menu. There you will find details about the hardware and software that is necessary. ***A Chromebook or iPad alone will not be sufficient for this course.***

In addition to your computer, another a major consideration is the speed and reliability of your Internet access. Here are two sites that you can use to check the speed of your ISP

<http://beta.speedtest.net/> or <http://www.dslreports.com/speedtest>

Recommendations for Online Learning

Ideally, the fastest connection available that you can reasonably afford. Here are some ranges for the low and high end of connections and what you can expect from each.

1.5 to 5 Mbps: You will need at least 1.5 Mbps to use most of the functions required of an online course, and to access anything that requires high definition streaming or video conferencing, you will need at least 4 Mbps. These recommendations come from the FCC, and account for only using one device at a time. If you've got multiple users and multiple devices, you will need to find a faster connection, and even if you don't, you may notice performance issues in the lower ranges, especially during peak hours.

6 to 15 Mbps: Don't want to end up frustrated with a slow connection? Most students will find that somewhere between 10 and 15 Mbps is enough to most things online with relative ease. This range also allows for more wiggle room if others are using your home connection or if you end up needing to do more than one activity online at once. Keep in mind that while your connection may technically be able to provide whatever speed it promises that it might not always do so, so it's a good idea to have more speed than you need.

15 Mbps and Up: High speed Internet is defined as speeds of 25 Mbps and up and service is available that delivers even a whopping 300 Mbps (though 150 and under is much more common). Do you need this much speed for an online course? In most cases, probably not, but if you can afford it, it's not a bad investment. Part of the appeal of online education is its convenience and flexibility, and a slow Internet connection can not only reduce those benefits but also hamper your ability to learn.

Bottom line: faster is better, but only within the constraints of what you can afford. For courses that don't require a lot of streaming or high volume uploading or downloading, a super high speed connection is more of a luxury than a necessity. However, students shouldn't consider anything under 1.5 Mbps (this is the minimum requirement to use Blackboard) and should ideally have service that offers at least 4 Mbps. **To get the performance you're used to in most school or work settings, 10 Mbps or more will likely be required.**

Student Membership Application

Fields marked with an * are required. Your application cannot be processed without this information. Please print legibly.

Education

*Academic Major:

- ☐ Human Resource Management
☐ Human Resource Development
☒ Business Administration & Management
☐ Industrial/Organizational Psychology
☐ Labor Relations
☐ MBA
☐ MBA/HR
☐ Organizational Behavior/Organizational Development
☐ Other: _____

*Degree:

- ☒ Undergraduate ☐ Graduate ☐ Postgraduate

*Anticipated Graduation Date: _____ / _____ / _____
 Month Year

*Currently enrolled in _____ credit hours per

- ☒ Semester ☐ Quarter ☐ Compressed term or during a 15-week equivalency

Employment Status:

- ☒ Not employed in a regular full-time HR position
☐ Employed in a full-time nonexempt** (hourly) HR position
☐ Employed in a full-time exempt** HR position
☐ U.S. Military active duty—Enlisted
☐ U.S. Military active duty—Commissioned Officer

**As defined by the Fair Labor Standards Act (FLSA)

Demographic Information:

The completion of the following allows SHRM to track its membership diversity and develop additional programs and services, including the Young HR Professionals Network.

Date of Birth: _____ / _____ / _____
 MM DD YYYY

Gender: ☐ Female ☐ Male ☐ Undisclosed

Race/Ethnic Identification:

- ☐ American Indian/Alaskan Native
☐ Asian
☐ Black/African American
☐ Hispanic/White Latino
☐ Hispanic/Other Latino
☐ Multicultural/Other
☐ Native Hawaiian/Pacific Islander
☐ White

Membership Dues:

*SHRM membership is nonrefundable and nontransferable.

☒ 1-Year Student Membership: \$40

*Please indicate method of payment:

☐ Check ☐ Money Order (U.S. \$/U.S. bank only)

Charge my: ☐ VISA ☐ MasterCard ☐ American Express

I authorize SHRM to charge my credit card \$ _____

Credit Card # _____

Expiration Date _____

Name (as it appears on credit card) _____

Signature _____

Cardholder's Phone _____

SHRM annual dues are not deductible as charitable contributions for federal income tax purposes but may be deductible as necessary business expenses except that, under IRC Section 162(e), 4% of the SHRM annual dues are allocable to lobbying expenses and are therefore not deductible. I understand my membership will not start until SHRM receives and processes my application and payment.

I hereby apply for student membership in SHRM and agree to pay the current applicable membership dues. I will abide by the SHRM Code of Ethical and Professional Standards in Human Resource Management as detailed online at shrm.org/ethics.

I certify that the information contained within this application is accurate and correct and I meet the eligibility requirements for student membership.

*Signature/Date _____

Please send completed application with your payment.

ONLINE

(Credit card payment only)

shrm.org/join

PHONE

(Credit card payment only)

800.283.7476, option 3 (U.S. only)
 or 410.354.8344, option 3

MAIL

(Allow 3-4 weeks for processing)

SHRM
 P.O. Box 70482
 Baltimore, MD 21279-0482
 USA

FAX

(Allow 5-7 days for processing)

1.703.535.6490

SHRM[®]

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Student Membership Application

Fields marked with an * are required. Your application cannot be processed without this information. Please print legibly.

Education

*Academic Major:

- ☐ Human Resource Management
☐ Human Resource Development
☒ Business Administration & Management
☐ Industrial/Organizational Psychology
☐ Labor Relations
☐ MBA
☐ MBA/HR
☐ Organizational Behavior/Organizational Development
☐ Other: _____

*Degree:

- ☒ Undergraduate ☐ Graduate ☐ Postgraduate

*Anticipated Graduation Date: _____ / _____ / _____
Month Year

*Currently enrolled in _____ credit hours per

- ☒ Semester ☐ Quarter ☐ Compressed term or during a 15-week
equivalency

Employment Status:

- ☒ Not employed in a regular full-time HR position
☐ Employed in a full-time nonexempt** (hourly)
HR position
☐ Employed in a full-time exempt** HR position
☐ U.S. Military active duty—Enlisted
☐ U.S. Military active duty—Commissioned Officer

**As defined by the Fair Labor Standards Act (FLSA)

Demographic Information:

The completion of the following allows SHRM to track its membership diversity and develop additional programs and services, including the Young HR Professionals Network.

Date of Birth: _____ / _____ / _____
MM DD YYYY

Gender: ☐ Female ☐ Male ☐ Undisclosed

Race/Ethnic Identification:

- ☐ American Indian/
Alaskan Native
☐ Asian
☐ Black/African American
☐ Hispanic/White Latino
☐ Hispanic/Other Latino
☐ Multicultural/Other
☐ Native Hawaiian/
Pacific Islander
☐ White

Membership Dues:

*SHRM membership is nonrefundable and nontransferable.

☒ 4-Year Student Membership: \$40

*Please indicate method of payment:

☐ Check ☐ Money Order (U.S. \$/U.S. bank only)

Charge my: ☐ VISA ☐ MasterCard ☐ American Express

I authorize SHRM to charge my credit card \$ _____

Credit Card # _____

Expiration Date _____

Name (as it appears on credit card) _____

Signature _____

Cardholder's Phone _____

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CC approved 9/26/17
FS approved 10/10/17

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		6/16/17
Dean Dr. Hanna Norton		6/16/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/8/17
Vice President for Academic Affairs		4/25/18

Program Title: Bachelor of Professional Studies	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <ul style="list-style-type: none">• Add PS 4743 Organizational Change as an elective for the Bachelor of Professional Studies degree plan professional core.• Remove JOUR 4173 Public Relations Project from the Public Relations concentration.• Add COMM 3073 Group Communication to the Public Relations concentration.	
<p>What impact will the change have on staffing, on other programs and space allocation? Changes are not anticipated for the Department of Professional Studies or the Department of Communication & Journalism. JOUR 4173 Public Relations Project is not available online and is not utilized by Professional Studies. COMM 3073 Group Communication is available online and has been actively substituted for JOUR 4173 Public Relations Projects in the Public Relations concentration. PS 4743 was previously offered as PS 4993 ST: Organizational Change in the Department of Professional Studies.</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.

Please see the attached form submitted by the Department of Communications & Journalism.

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

Curriculum Matrix for Catalog Curriculum in Professional Studies – Public Relations	
Freshman Fall Semester	Freshman Spring Semester
Total Hours: 17	Total Hours: 16
Sophomore Fall Semester	Sophomore Spring Semester
Total Hours: 15	Total Hours: 15
Junior Fall Semester	Junior Spring Semester
Total Hours: 15	Total Hours: 12
Senior Fall Semester	Senior Spring Semester
Total Hours: 15	Add: COMM 3073 Group Communication Delete: JOUR 4173 Public Relations Project Total Hours: 15

Curriculum Matrix for Catalog
Curriculum in Bachelor of Professional Studies
Applied Leadership

<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: Professional Studies Professional Core⁴</p> <p>⁴Three hours from the following: PS 4643 Occupational Globalization and Diversity or PS 4743 Organizational Change</p> <p>Delete: PS 4643 Occupational Globalization and Diversity</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

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 the program change fit with the university mission?** The proposed changes are an addition of an elective option in the Professional Studies professional core. This addition does not change the program's mission or its relation to the university mission. The course change proposed for the Bachelor of Professional Studies with a concentration in Public Relations is to replace a course in the program, JOUR 4173 Public Relations Project, that is unavailable to the online community. The course addition to the Public Relations concentration, COMM 3073 Group Communication, is a long-standing course substitution in this concentration. The request is to formalize an existing programmatic practice. The requested change does not impact the program's relation to the university mission.
- b. **If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.** Not applicable.
- c. **How will the program change impact learning for students enrolled in this program?** Students enrolled in Professional Studies will have an additional elective option in the professional core with the addition of PS 4743 Organizational Change. The predecessor to this course, PS 4993 ST: Organizational Change, was accepted as an elective option in the program. The course addition and deletion for the concentration in Public Relations will not have a material impact. The exchange is the formalization of existing practice within the concentration.
- d. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** The Bachelor of Professional Studies degree assesses programmatic learning outcomes based upon 18 hours in the professional core. The program's learning outcomes are as follows. Learning Outcome 1 (L01 – Written Communication) – Student demonstrates competency in written communication skills. Learning Outcome 2 (L02 – Oral Communication) – Student demonstrates competency in oral communication skills. Learning Outcome 3 (L03 – Problem Solving) – Student applies empirical research to recommend relevant strategies for solving problems. Learning

<p>Outcome 4 (L04-Global Understanding) – Student demonstrates an understanding of the importance of cultural diversity in the global and local community. Learning Outcome 5 (L05-Ethical Reasoning) – Student demonstrates the ability to assess their own ethical values and the social content of problems, and recognize ethical issues in a variety of settings. Learning Outcome 6 (L06-Teamwork) Student demonstrates the ability to effectively function in multiple roles as part of a team. The addition of PS 4743 Organizational Change supports Learning Outcome 3 and Learning Outcome 6. The addition of COMM 3073 Group Communication to the concentration in Public Relations supports Learning Outcome 2 and Learning Outcome 6.</p>
<p>e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Since Fall 2015, Professional Studies advised 55 students to enroll in SPH/COMM 3073 as an appropriate substitution for JOUR 4173 Public Relations Project. The data indicates, and the department supports, COMM 3073 as an appropriate addition to the Public Relations concentration with the deletion of JOUR 4173 Public Relations Project. The Department of Professional Studies beta-tested PS 4743 Organizational Change as PS 4993 ST: Organizational Change during the 2016-2017 academic year. The total enrollment in two sections of the course resulted in 52 enrollments. The relatively high level of enrollment in the topic indicates student demand for PS 4743 Organizational Change.</p>
<p>f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas offers MGMT 4263 Organizational Change and Development. Regarding COMM 3073 Group Communication, the University of Arkansas offers COMM 2343 Small-Group Communication and COMM 3703 Organizational Communication. The University of Arkansas at Little Rock offers SPCH 3322 Small Group Communication and SPCH 4311 Organizational Communication.</p>
<p>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 2017-2018.</p>

BPS LEARNING OUTCOMES

COURSE	LO1	LO2	LO3	LO4	LO5	LO6
PS 3013	I	I	I	I	I	I
PS 3023	R	R			R	
PS 3133			R	R	R	R
PS 3143	R		R		R	R
PS 3003	M	M	M			
PS 4003				M	M	M

I – Introduced, R – Reinforced, M – Mastery

- **Learning Outcome 1 (LO1 – Written Communication) – Student will demonstrate competency in written communication skills. (Written Communication VALUE Rubric)**
 - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
 - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
 - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
 - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
 - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association
- **Learning Outcome 2 (LO2 – Oral Communication) – Student will demonstrate competency in oral communication skills. (Oral Communication VALUE Rubric)**
 - Proficiency Criteria 1 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
 - Proficiency Criteria 2 – exhibit appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
 - Proficiency Criteria 3 – demonstrate the use of language that is appropriate in a professional setting
 - Proficiency Criteria 4 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies
- **Learning Outcome 3 (LO3 – Problem Solving) – Student will apply empirical research to recommend relevant strategies for solving problems. (Problem Solving VALUE Rubric)**
 - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors

- Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context
 - Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
 - Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem
- **Learning Outcome 4 (LO4 – Global Understanding) – Students will demonstrate an understanding of the importance of cultural diversity in the global and local community. (Intercultural Knowledge and Competence VALUE Rubric)**
 - Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
 - Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members of another culture, including history, values, politics, communication style, beliefs, and practices
 - Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
 - Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives
- **Learning Outcome 5 (LO5 – Ethical Reasoning) – Students will demonstrate the ability to assess their own ethical values and the social context of problems, and recognize ethical issues in a variety of settings. (Ethical Reasoning VALUE Rubric)**
 - Proficiency Criteria 1 – recognize ethical issues when presented in a complex, multilayered context
 - Proficiency Criteria 2 – present assumptions and implications of different ethical perspectives and concepts
 - Proficiency Criteria 3 – apply ethical concepts to an ethical question accurately and considers full implications of the application
- **Learning Outcome 6 (LO6 – Teamwork) – demonstrate the ability to effectively function in multiple roles as part of a team. (Teamwork VALUE Rubric)**
 - Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
 - Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
 - Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness.

Bachelor of Professional Studies Assessment Map

COURSE	LO1	LO2	LO3	LO4	LO5	LO6
PS 3013	I	I	I	I	I	I
PS 3023	R	R			R	
PS 3133			R	R	R	R
PS 3143	R		R		R	R
PS 3003	M	M	M			
PS 4003				M	M	M

Learning Outcome 1 (LO1 – Written Communication) – Student will demonstrate competency in written communication skills.
 Learning Outcome 2 (LO2 – Oral Communication) – Student will demonstrate competency in oral communication skills
 Learning Outcome 3 (LO3 – Problem Solving) – Student will apply empirical research to recommend relevant strategies for solving problems.
 Learning Outcome 4 (LO4 – Global Understanding) – Students will demonstrate an understanding of the importance of cultural diversity.
 Learning Outcome 5 (LO5 – Ethical Reasoning) – Students will demonstrate the ability to assess their own ethical values and the societal values.
 Learning Outcome 6 (LO6 – Teamwork) – demonstrate the ability to effectively function in multiple roles as part of a team.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing can elements for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubric at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding.

Definition

Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education is that what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with a situation that can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices. The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles to Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positively, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.

Perspectives/ concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., multi-layered (gray) context).

Context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for situation.

Relationships among the issues: Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of climate change issue).

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, and apply ethical perspectives to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to apply ethical perspectives to ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
reasoning	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or the origins of the core beliefs, but not both.
Different Ethical Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory or theories.
cognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic ethical issues but fails to grasp interrelationships.
ethical concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question, with support (using examples from a group, or a fixed-choice setting) to apply ethical perspectives/concepts independently (to a new example).
different Ethical Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately compartmentalizes by student and do not affect student's position.)	Student states a position but does not state the objections to and assumptions of the different perspectives/concepts.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors that are sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in the rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergirded by expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Cultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (2008, Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

To integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we should not merely expose students to culturally different others, but rather, we should help them become members of a global community. The campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and adapt empathetically and flexibly to unfamiliar ways of being.

The criteria for this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993). Towards ethnocentrism: A developmental model of intercultural sensitivity. In *Intercultural Developmental Inventory*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural competence model (Deardorff, D.K. 2006). The identification and assessment of intercultural competence as a student outcome. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in the rubric. Intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

All knowledge and values shared by a group.

Rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.

Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming it)." Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.

Cultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.

Cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.

Judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one's own.

Worldview: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valued@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative traits of Learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones			Benchmark 1
	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules; and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own biases (even those shared with or group(s)) (e.g. uncomfortable with possible cultural differences with	
worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of complexity of elements important to another culture in relation to its politics, communication styles, and practices.	
	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others from own cultural worldview.	
communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of differences in verbal and nonverbal communication and is unable to negotiate a shared understanding.	
	Asks complex questions about other cultures; seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning about other cultures.	
	Initiates and develops interactions with culturally different others. Suspend judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.	

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing can-
uments for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performa-
progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The
articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rub-
ric at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding.

of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

ommunication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs

Framing Language

ommunication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded
ntations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a cent-
orted by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presen-
y to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and in-
y techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves w-
ore often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).

age: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear
nguage that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.

ization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically
tion, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a
among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier
xely to accomplish its purpose.

ing material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the pr-
resentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it i-
cross the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers c-
e, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the
Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (tell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unconvincing and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation difficult to understand, and speaker appears uncomfortable.
Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that does not support the presentation or establish the presenter's credibility/ authority on the topic.
Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact value@aacu.org



VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing can-
uments for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performa-
progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The
articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rub-
ric at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding

Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that are
ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to fit
It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their
critical thinking through problems in order to reach solutions.

The rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some
thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of thinking
problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus
is on assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Contextual Factors:** Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in a particular setting.
- 1. Involves analysis and synthesis of a full range of perspectives.
 - 2. Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
 - 3. "shelf" solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded program).
 - 4. An appropriate response to a challenge or a problem.
 - 5. A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (or community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who knows how to swim.
 - 6. Specific rationale, evidence, etc. for solution or selection of solution.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact val@aacu.org



Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability to construct a problem statement or relevant factors.
Identifies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Ins/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it only indirectly addresses the problem statement.
Final Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is cursory (for example, contains cursory, superficial explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Conclusion	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Reflections	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially relative to the problem defined with no consideration of need for further work.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing can-
uments for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performa-
progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The
articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rub-
ric at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding

Definition

work is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality
they make to team discussions.)

Framing Language

s participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral pres-
entation on a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sam-
ple that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.
Characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore,
receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this
assures the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individ-
ual's contribution to the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

Recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their con-
tributions; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding stu-
dent's teamwork. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric
sources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs,

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

It is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussion).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the group.
Contributions of Team	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by talking and listening to others without interrupting.
Contributions Outside of Team	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none">Treats team members respectfully by being polite and constructive in communication.Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none">Treats team members respectfully by being polite and constructive in communication.Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none">Treats team members respectfully by being polite and constructive in communication.Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none">Treats team members respectfully by being polite and constructive in communication.Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.Provides assistance and/or encouragement to team members.
Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



UE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents reported additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of courses, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally and among students.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

ing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally developed and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts. The rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience and purpose?" on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or engagement with writing and disciplinary through the process of writing.

Using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address the writer's audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing? -- in the content, organization and structure, reasoning, evidence, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate sections of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing as work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their work.

Interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (www.ncte.org/positions/positions/123784.htm) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/positions/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.

Context and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or professional purpose is the text composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to introduce a new idea or to introduce a new perspective. Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, are conventions for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives. Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays. Source material that is used to extend, in purposeful ways, writers' ideas in a text.

Conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays. Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Purpose for Writing <i>Considerations of audience, circumstances, and writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, assigned tasks(s) (e.g., excludes audience or self as audience).
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in the work.
Disciplinary Conventions <i>Normal rules inherent in a discipline for writing in particular academic fields (please see rubric for details).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent basic organization and presentation
Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to support ideas in the writing
Style and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes conveys meaning because of errors.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

CC- Not approved
9/26/17

TO:	Curriculum Committee
FROM (Initiating Department):	Physical Sciences
DATE SUBMITTED:	

Title	Signature	Date
Department Head Dr. Robin Lasey	<i>R. Lasey</i>	7-21-17
Dean Dr. Jeff Robertson	<i>J. Robertson</i>	217 Aug 18
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	8/20/17
Vice President for Academic Affairs Dr. M. Abdelrhman		

Course Subject: (e.g., ACCT, ENGL) GEOL	Course Number: (e.g., 1003) 2XX4 2994	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Special Topics in Geoscience		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) ST:		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input checked="" type="radio"/> Yes <input type="radio"/> No How many total hours? ~		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No		How Much?	40	Lab Fee-Physical
If selected other list fee type: <input style="width: 150px;" 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 style="width: 150px;" type="text"/>				
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 .				

Attached are two examples of possible syllabi for two different topics for this course.

- Introduction to Oceanography

- Dinosaurs

2994
Sample:

GEOL ~~2XX4~~: Special Topics in Geoscience:

Introduction to Oceanography

Course Syllabus

Catalog Description:

Offered: On Demand

Prerequisites: None

This course is designed to offer students the opportunity to take a special topics course in the geosciences. Note: May be repeated for credit if course content differs. Lecture- 3 hours; Laboratory – 2 hours; Fee: \$40.00 Laboratory Fee

Instructor:

Michael Davis, Ph.D.

Office: McEver 4

Phone: 479-964-0816

E-mail: mdavis@atu.edu

Required Text/Materials:

Essentials of Oceanography, 12th edition, by Trujillo and Thurman ISBN: 978-0-1340-7354-5.
Laboratory Exercises in Oceanography, 3rd Edition, Pipkin, Gorsline, Casey, Dunn and Schellenberg, ISBN: 978-0-7167-3742-1.

Justification:

Special Topics in Geoscience- Introduction to Oceanography allows for students to have an experience not offered by the regular curriculum in the field of geoscience. It serves as an appropriate general education science course with a laboratory component.

Course Objectives:

1. To gain an understanding of the role of the oceans on our planet; specifically by understanding the geological, chemical, physical and biological nature, processes and principles of the ocean.
2. To overcome science anxiety in students and to engage students in the scientific process.
3. To gain an understanding of how science is done and why, including observations, hypothesis, theory, and validation.
4. To improve written, oral, and visual communication skills.

General Education Objectives:

This course will aid the student in reaching three of the six general education goals listed in the ATU Undergraduate Catalog. These three goals are: “*communicate effectively*”, “*think critically*”, and “*apply scientific and quantitative reasoning*”. Laboratory, lectures, exercises, and tests are specifically designed to assist the student in meeting these goals.

Grading Criteria: The course grade is based on the following weights:

1. Problem Sets 25%
2. Quizzes 10%
3. Laboratory 25%
4. Midterm Exams 20%
5. Final Exam 20%

Final marks will be awarded based on the final percentage (calculated from the weightings above) converted to a letter grade according to the following straight scale:

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

Academic Integrity: This course follows the Arkansas Tech guidelines for academic integrity, including any form of cheating, plagiarism, fabrication, or other academic dishonesty or misconduct as outlined in the Student Handbook. Any student caught being dishonest will be sanctioned as per the handbook.

Accommodations Policy: The Americans with Disability Act requires that reasonable accommodations be provided for students with physical, cognitive, learning and psychiatric disabilities. Students who need accommodations because of a disability should contact the Office of Disability Services located in the Doc Bryan Student Services Building, Suite 171.

Overview of Course:

The oceans are perhaps the most prominent feature of our planet. They are essential to life, and have a far-reaching influence well beyond their boundaries. The study of the oceans, oceanography, consists of multiple subfields including those from geology, chemistry, physics, and biology.

This course will engage you as a scientist. The goal is to empower you to think and do science. We will use the oceans as our playground for the construction and understanding of the process of how science is done.

We will begin with an introduction of our planet and of science. With this introduction in hand, we will examine the oceans and how the subfields of oceanography interact and affect our planet. During this semester we will attempt to answer questions such as:

1. Where do the oceans come from?
2. Why are the oceans important?
3. How does the ocean operate?
4. How do the oceans interact with other parts of the earth, like the atmosphere?
5. What lives in the oceans?

The course will be largely descriptive in nature; no mathematics will be needed beyond relatively simple arithmetic calculations and a little algebra. The course will also emphasize the contributions to the marine sciences from many different disciplines and the integrated nature of

modern scientific endeavor. The value of science as a thread in the larger human discourse will also be emphasized.

Structure of the Course

The course is based around three class periods per week. Approximately half to two-thirds of the lecture periods will be narrative (traditional), and one-third to half will be based around student discussions, interactions, and hands on projects. Attendance is expected at all class periods.

In addition to lectures, the course will consist of homework assignments intended to augment and enrich the material covered in class. Two types of home assignments will be given: approximately weekly writing and problem assignments, and daily reading assignments for the following class period. All homework will focus on adding new dimensions to the material presented during lecture, rather than repetitive exercise intended to teach a specific skill. Material from the homework assignments is part of the course and will be fair game on examinations. Turn your homework in on time. **Late assignments will have credit reduced by 25% for each day it is late.**

Testing will consist of quizzes, midterm examinations, and a final examination. There will be approximately twelve quizzes given over the course of the semester. These will be given at the beginning of class and may be unannounced. If you are late or miss a quiz, **you will not be allowed to make-up the quiz.** Only ten quizzes will count toward your grade, so your two lowest scores will be dropped. Two midterm exams will be given. These will be closed book, in-class examinations. Since I feel that exams should foster as well as measure learning, students will be given an opportunity to resubmit answers they missed on the midterm exams using all available resources for half credit. The final exam will be closed book and comprehensive. Solutions to exam questions will be discussed in class.

The laboratory will consist of thirteen laboratory exercises and three laboratory exams. These topics will enhance lecture items and allow for more discussion about the topics covered in lecture.

Topics and Assignments

The following is a list of the topics along with the expected week that we will discuss it in this class. There will be a homework assignment dealing with each topic. There will also be reading assignments that will correspond with the lecture material. Most of these reading assignments will be from the text (*Essentials of Oceanography*).

1. Introduction to Planet Earth (*week 1*)
2. Plate Tectonics and the Ocean Floor (*weeks 1 and 2*)
3. Marine Provinces (*weeks 2 and 3*)
4. Marine Sediments (*week 4*)
5. Water and Seawater (*week 5*)
6. Air-Sea Interaction (*week 6*)
7. Ocean Circulation (*week 7*)
8. Waves and Water Dynamics (*week 8*)
9. Tides (*week 9*)
10. Beaches and Shoreline Processes (*week 11*)
11. The Coastal Ocean (*week 11*)
12. Marine Life and the Marine Environment (*week 12*)
13. Biological Activity and Energy Transfer (*week 13*)
14. Animals of the Pelagic Environment (*week 14*)
15. Animals of the Benthic Environment (*week 14*)
16. The Oceans and Climate Change (*week 15*)

Tentative Topics and Reading Assignments for Laboratory

The following is a tentative list of topics and reading assignments for the semester (it is possible it may change so stay tuned). Unfortunately there isn't enough time to cover everything. If there is a topic that is not covered that you really want to discuss, let me know.

Week	Lab #	Topic	Reading Assignment
1	1	Geography and Conversions	33, 38-39, 13-17
2	2	Plate Tectonics	23-30, 33-37
3	3	Bathymetry	1-5, 13-17
4	4	Marine Charts	13-17
5	Quiz 1; 5	Marine Sediments	43-52
6		Temperature, Salinity, and Density	65-71, 77-81
7	7	Surface Currents	87-94
8	8	Tides and Tsunamis	99-107
9	Quiz 2; 9	Waves and Shorelines	113-118, 121-133
10		Marine Life and Adaptations	161-164, 215-222
11	11	Marine Classification	203-210
12	12	Marine Ecosystems and Nutrient Cycles	185-196
13	13	Productivity	167-170
14	Final Exam		

Sample: ²⁹⁹⁴ GEOL ~~2XX4~~: Special Topics in Geoscience- DINOSAURS

Catalog Description:

Offered: On Demand

Prerequisites: None

This course is designed to offer students the opportunity to take a special topics course in the geosciences. Note: May be repeated for credit if course content differs. Lecture- 3 hours; Laboratory – 2 hours; Fee: \$40.00 Laboratory Fee

Instructor:

Jacob Grosskopf, Ph.D.

Office: McEver 5

Phone:

E-mail: jgrosskopf@atu.edu

Required Text/Materials:

Dinosaurs: The Textbok (Lucas, Spencer G. Dinosaurs : The Textbook. Boston :McGraw-Hill, 2004. Print.)

COURSE OVERVIEW

Course Description

A survey of the Dinosauria, including their evolution and ultimate extinction, with a look at dinosaurs in pop culture.

Justification for Course

Special Topics in Geoscience- Dinosaurs allows for students to have an experience not offered by the regular curriculum in the field of geoscience. Dinosaurs is an entry-level science course. The course is designed to communicate paleontologic, geologic, biologic, oceanic, and atmospheric processes focused on the Dinosauria and mostly spanning the Mesozoic Era. Enrollees with diverse academic backgrounds in this entry-level of the course will participate in in-class activities and discussions. Upon completion, students will fulfill their first or second general education science credit with this course. For geology majors, this course is only an elective.

Course Objectives

- Utilize fundamentals of geology and biology to understand the science of paleontology
- Understand the role of biology, environment, and time in evolutionary processes
- Demonstrate knowledge of evolutionary history by tracing the earliest the vertebrates to the dinosaurs
- Understand dinosaur taxonomy and temporal and geographical distribution of dinosaurs
- Demonstrate knowledge of dinosaur anatomy by matching measurements and calculations to existing data on dinosaur morphometrics
- Understand dinosaur lifestyles based on shared interpretations from taxonomy, morphology, and fossil finds
- Synthesize evidence in the rock record for mass extinctions and interpret their causes

General Education Objectives

This course meets 3 of the 6 requirements for a general education course. Over the course of the semester students in this class will learn to 1) *communicate effectively* with their instructors and fellow classmates; 2) *think critically* in lecture material and field and laboratory exercises; and 3) *apply scientific and quantitative reasoning*, particularly with the field and laboratory exercises.

Grading Criteria: The course grade is based on the following weights:

1. Laboratory 30%
2. Participation/In-class Exercises 10%
3. Midterm Exams 40%
4. Final Exam 20%

Final marks will be awarded based on the final percentage (calculated from the weightings above) converted to a letter grade according to the following straight scale:

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

Attendance Policy: Being present in class guarantees that you will earn credit for in-class assignments as well as having complete and correct notes, which will positively impact your grade over the term. Thus, good attendance is strongly encouraged. Your attendance to lecture and lab will be recorded throughout the semester. I reserve the right to drop a student with excessive absences from the course with a grade of “FE”.

Excessive absences across the course include any of the following: 1) six lecture absences; 2) three missed in-class participation assignments; 3) three nonconsecutive laboratory periods without prior notice of absence and attempt to makeup; 4) two consecutive lab absences without prior notice of absence and attempt to makeup; 5) an absence on a second exam if prior exam was skipped; 6) any other circumstances I fairly deem as excessive absences.

Academic Integrity: This course follows the Arkansas Tech guidelines for academic integrity, including any form of cheating, plagiarism, fabrication, or other academic dishonesty or misconduct as outlined in the Student Handbook. Any student caught being dishonest will be sanctioned as per the handbook.

Accommodations Policy: The Americans with Disability Act requires that reasonable accommodations be provided for students with physical, cognitive, learning and psychiatric disabilities. Students who need accommodations because of a disability should contact the Office of Disability Services located in the Doc Bryan Student Services Building, Suite 171.

CLASS SCHEDULE

Topics include

- 1- Geology: Plate tectonics, rock cycle, sedimentary rocks, fossils, deep time
- 2- Biology: Sexual reproduction, evolution, first vertebrates, vertebrate evolution
- 3- Dinosaurs: Dinosaur introduction; first dinosaur collectors; notable dinosaur collection localities; notable dinosaur-rich formations; paleogeography and dinosaur biogeography
- 4- Dinosaur taxonomy: Taxonomy; dinosaur orders; major dinosaur families; dinosaurs vs. reptiles vs. birds
- 5- Dinosaur anatomy: Bones, teeth, skulls, taphonomy, lagerstätten
- 6- Dinosaur lifestyles: Physiology, living behaviors, lagerstätten
- 7- Dinosaurs in pop culture: Everything that is right, or wrong, with Jurassic Park dinosaurs; Dinosaurs elsewhere
- 8- Dinosaur evolution: Pre- and post-Permian Extinction; Reasons for radiation; Mesozoic living conditions through time
- 9- Dinosaur extinction: Cretaceous-Paleogene extinction and evidence; other things
- 10- The end of the dinosaurs: Radiation of mammals; dinosaurs as fossils; what happens when I find a dinosaur?

Arkansas Tech University

Course Addition

Assessment Form

2994
GEOL ~~2xx4~~- Special Topics in Geoscience

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? **This course allows for the progress of intellectual development by providing access to learning opportunities to the general student that include topics not covered by regular course offerings at ATU (including climate change, oceanography, and other major themes from the Geosciences).**
- 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? **Three outcomes from this course will be: the students will be able to communicate effectively, think critically, and apply scientific and quantitative reasoning. These outcomes are aligned with the general education objective at Arkansas Tech University.**
- d. What assessment tool or measure will you use to assess student learning? **Assessment tools will include comprehensive exam, laboratory exercises, and projects.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will provide evidence of learning by being able to apply critical thinking skills to world problems. Students will also be able to demonstrate learning by giving in class presentations with groups of their peers.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Students will take exams, participate in group laboratory exercises, and gain a mastery of general education objectives through these means.**
- 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 allows students who are interested in geology (geoscience) to take a course that is not a regularly offered topic at ATU. The lab component allows for students to have hands-on, active learning about the topic. The University of Arkansas- Little Rock offers ERSC 4499- Special**

Topics; a similar course. The purpose of the course is similar to HUM 2003- Topics in Arts and Humanities at Arkansas Tech University.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

CC - NOT approved
9/24/17

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Physical Sciences
DATE SUBMITTED:	7/7/17

Title	Signature	Date
Department Head Dr. James Musser Robin Lasey	<i>R. Lasey</i>	7-7-17
Dean Dr. Jeff Robertson	<i>J. Robertson</i>	2017 July 7
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/10/17
Vice President for Academic Affairs Dr. M. Abdehlrhamen		

Course Subject: (e.g., ACCT, ENGL) GEOL	Course Number: (e.g., 1003) 4033	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) Geophysics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) GEOPHYSICS		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	How Much?	<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 of Odd Years"/>					
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.? None					
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None					
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/					
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .					

GEOL 4033: Geophysics Course Syllabus

Catalog Description: GEOL 4033. Geophysics. An introduction to the geophysics of the solid earth. Applications of physical principles to solid-earth dynamics and solid-earth structure, at both the scale of global tectonics and the smaller scale of subsurface exploration. Includes discussion, modeling, and interpretation of seismic, gravity, magnetic, and temperature data in the context of solving geophysical and geodynamical problems. Lecture – 3 hours.

Instructor: Dr. Michael Davis

Office: McEver 4

Telephone: 479-964-0816

Email: mdavis@atu.edu

Office Hours: As scheduled and by appointment

Class Meeting Times: Lecture: XXXXXXX

Text: *The Solid Earth*, by CMR Fowler, 2nd edition, 2005. ISBN: 978-0-521-89307-7.

Overview and Justification: Do you ever wonder "what makes a plate go?" or "how do you know the crust is 30 km thick?". What are the important geophysical and geological observations that lead Earth Scientists to the hypotheses and then the theories of global, solid Earth structure, history, and large-scale processes? What are the geophysical methods used to make these observations? These are the sorts of questions that Geol4033: Geophysics addresses. The course provides a "big picture" for geology students and thus it is a synthesis course. To address these questions, integrating lectures and assignments and interweaving hypotheses, theories and observations are important in trying to understand the Earth. For example, whereas it is important to know about the gravitational field of Earth, gravity measurements and gravity anomalies; it is equally important to understand how one can use this knowledge to solve important geophysical and geodynamical problems.

The course begins with the primary observations of plate tectonics and grows into a 15 week class project to probe, question, and build these observations into a theoretical framework. Along the way, it will be necessary to introduce you to some the background of some geophysical techniques that are used to probe Earth and make the important observations. The self-contained assignments are chapters in this global story and provide the bulk of the work for this class. We start Geol4033 with a quantitative investigation of plate tectonics. We ask "What is a tectonic plate? ...how fast does a plate move? ...has the global tectonic regime changed over time?..." We start answering these questions with an in-depth look at the current plate geometry, rheological structure of lithosphere and asthenosphere, and paleomagnetic observations. This immediately leads to questions about the deep interior of Earth, radiogenic heat, mantle convection and the spatial distribution of earthquakes. Many questions and digression reside in-between and finally the course ends full-circle with a discussion on the driving forces for plate tectonics.

Course Objectives: At the conclusion of this course, students will be able to: 1) Understand how the principles of paleomagnetism apply to our understanding of plate tectonics; 2) Ability to interpret and determine focal mechanisms from seismograms; 3) Apply an understanding of the gravitational field of the earth, gravity measurements and anomalies to solving geophysical problems; 4) Understand the importance of seismology in determining the interior structure of the earth; 5) Use heat flow to interpret the nature of the crust and lithosphere on both continents and ocean floor; 6) Understand plate tectonics and the driving forces behind the motion of the plates.

Assessment and Grading Criteria: The course grade is based on the following weights:

1. Assignments: 50%
2. Midterm Exam: 20%
3. Final Exam: 30%

Final marks will be awarded based on the final percentage (calculated from the weightings above) and converted to a letter grade according to the following scale:

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

Explanation of assignments and exams:

1. Assignments: *Assignments* are an integral, important, and rewarding part of this course and are intended to augment, enrich, explain and apply the material we are learning in class and the reading. Most assignments will begin in class, and will require work outside of class to complete. There will be approximately one assignment per week.
2. Midterm Exam: One midterm exam will be given. It will be a closed-book, in-class examination given on **XXXXXX**. The format of the exam will be short answer.
3. Final Exam: The final exam will be comprehensive and have the same format as the midterm. It will take place in class on **XXXXXX**.

Attendance: Students are expected to attend all class meetings. Attendance will be taken during lecture throughout the semester. Students who are excessively absent (equivalent of one week of class) may result in being dropped from the course with a grade of "F".

Make-up and Late Assignments: *Make-up work* will only be allowed due to urgent or unplanned events (such as sickness, accident, death in the family, or official university business) at my discretion. Documentation for the absence may be required. Please contact me as soon as possible if you will be absent. Any make-up work must be completed within one week of the absence. It is the student's responsibility to arrange make-up work. *Late assignments* will be

accepted, but at a reduced percentage of the final score. Each day late will result in a 25% reduction in the final score.

Academic Integrity: This course follows the Arkansas Tech guidelines for academic integrity, including any form of cheating, plagiarism, fabrication, or other academic dishonesty or misconduct as outlined in the Student Handbook. Any student caught being dishonest will be sanctioned as per the handbook.

Accommodations Policy: The Americans with Disability Act requires that reasonable accommodations be provided for students with physical, cognitive, learning and psychiatric disabilities. Students who need accommodations because of a disability should contact the Office of Disability Services located in the Doc Bryan Student Services Building, Suite 171.

Keys to Success: To succeed in this (and any) class, you should get in the habit of:

1. Come to class.
2. Take notes.
3. Read the book – preferably before class.
4. Work through the assignments until you understand them.
5. Study every day. I believe the recommendation is 2 hours of studying for every hour in class. It sounds like a lot, but it is worth it!
6. Ask questions. Don't be afraid! And you'll find that others have the same questions.

Tentative Lecture and Reading Schedule (subject to change):

Week	Lecture Topics	Reading
1	Introduction to plate tectonics	1
	Geometry of plate tectonics	2.1 - 2.3
2	Plate motions - present	2.4 - 2.7
3	Plate motions - past	3
4	Paleomagnetism	3
5	Seismology	4.1 - 4.2
6	Seismology	4.3
7	Seismology	4.4
	Midterm Exam	
8	Gravity	5.1 - 5.4
9	Gravity	5.5 - 5.7
10	Spring Break	
11	Heat	7.1 - 7.4
12	Heat	7.5 - 7.8
13	Deep Interior	8
14	Lithosphere Synthesis	9, 10
15	Lithosphere Synthesis	9, 10
16	Final Exam	

Arkansas Tech University

Course Addition

Assessment Form

GEOL 4033- Geophysics

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? **This course allows for the progress of intellectual development by providing access to learning opportunities to geology students with a petroleum geology emphasis that will aid and prepare them for their future career and education.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable.**
- c. Provide up to three student learning outcomes students will achieve after completing this course? **At the conclusion of this course, students will be able to: 1) Understand how the principles of paleomagnetism apply to our understanding of plate tectonics; 2) Ability to interpret and determine focal mechanisms from seismograms; 3) Apply an understanding of the gravitational field of the earth, gravity measurements and anomalies to solving geophysical problems; 4) Understand the importance of seismology in determining the interior structure of the earth.**
- d. What assessment tool or measure will you use to assess student learning? **Assessment tools include weekly assignments/projects, a midterm examination, and a comprehensive final examination.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate and provide evidence of their learning through application and solution of geophysical problems.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Students who want to continue in graduate school or enter the petroleum geology workforce need the tools required by a geophysics course. Further, topics covered in this course correspond with topics covered on the national fundamentals exam required for licensure as a professional geologist. This course would improve student readiness for the examination, the workforce, and continued education.**

- 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. **Geophysics is an important discipline in the Earth Sciences that focuses on an understanding of the processes acting within the earth. It is grounded with an application of mathematical and physical principles in connection with geological understanding. There is one other geology program in the state that offers a similar course. The University of Arkansas: Department of Geosciences offers GEOS 4433- Geophysics.**

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

CC - Not approved
9/26/17

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Physical Sciences
DATE SUBMITTED:	7/7/17

Title	Signature	Date
Department Head Dr. Jim Musser Robin Lasey	<i>R. Lasey</i>	7-7-17
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2017 July 7
Teacher Education Council (if applicable)	N/A	N/A
Graduate Council (if applicable)	N/A	N/A
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/10/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title: Geology- Environmental Option	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) (1) Add MATH 2914: Calculus I as a major requirement (2) Add GEOL 4023: Principles of Stratigraphy and Sedimentation as a major requirement (3) Add GEOL 2001: Seminar, GEOL 3001: Seminar, GEOL 4001: Seminar at major requirements (4) Delete GEOL 2111: Environmental Seminar, GEOL 3111: Environmental Seminar, GEOL 4111: Environmental Seminar as major requirements (5) Delete BIOL 3043: Conservation as a major requirement (6) Change number of approved MATH/SCI Elective from 9 hrs (3 hrs UD) to 5 hrs MATH/SCI Elective (3 hrs UD)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? This change should not have any impact on staffing or space allocation.</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>	

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.

Change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in _____ GEOLOGY- ENVIRONMENTAL OPTION _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>ADD: GEOL 2001: Seminar</p> <p>Delete:</p> <p>DELETE: Social Science/FineArts/Humanities/Comms – (3hrs)</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Change: GEOL 2111: Environmental Seminar to GEOL 3001: Seminar</p> <p>ADD: FW/GEOG 2833: Intro. to Geographic Information Systems</p> <p>ADD: GEOL 3004: Structural Geology</p> <p>Delete:</p> <p>DELETE: COMS 2003: Microcomputer Applications</p> <p>Delete: Social Sciences (3 hrs)</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>CHANGE: GEOL 3044: Geomorphology or GEOL 3153: Environmental Geology to GEOL 3044: Geomorphology</p> <p>ADD: GEOL 4043: Geochemistry or MATH 2914: Calculus I</p> <p>ADD: Social Science/Fine Arts/Humanities/Comms-3 hrs</p> <p>Delete:</p> <p>Delete: BIOL 3043: Conservation or Sci/Math Elective (3000-4000)</p> <p>Total Hours:17-18</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Change: GEOL 3111: Environmental Seminar to GEOL 4001: Seminar</p> <p>ADD: COMS 2003: Microcomputer Applications</p> <p>Delete:</p> <p>DELETE: GEOL 3004: Structural Geology</p> <p>Total Hours: 14</p>

<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>CHANGE: GEOL 3044: Geomorphology or GEOL 3153: Environmental Geology to GEOL 3153: Environmental Geology</p> <p>ADD: GEOL 4023: Principles of Stratigraphy and Sedimentation</p> <p>ADD: GEOL 4043: Geochemistry or MATH 2914: Calculus I</p> <p>Delete:</p> <p>DELETE: BIOL 3043: Conservation or Sci/Math Elective (3000-4000)</p> <p>DELETE: FW/GEOG 2833: Intro. to Geographic Information Systems</p> <p>Total Hours: 15-16</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>CHANGE: Science Elective (6 hrs) to Science Elective (2 hrs)</p> <p>ADD: Sci/Math Elective (3000-4000)-3 hrs</p> <p>ADD: Social Science (3 hrs)</p> <p>Delete:</p> <p>DELETE: GEOL 4043: Geochemistry</p> <p>DELETE: GEOL 4111: Environmental Seminar</p> <p>Total Hours: 12</p>
<p>Program Total Hours: ____120____</p>	

GEOL-ENV

Degree Map - Bachelor of Science in Geology: Environmental Option 8 semester plan

Semester 1	Hrs.	Grade	Notes/ Milestones (Semester 1)
ENGL 1013: Comp. I (ACTS= ENGL 1013)	3	#	
PHSC 1001: Orientation to Physical Science I	1		
MATH 1113: College Algebra (ACTS = MATH 1103)	3	#	Milestone
BIOL/ENVS/PHSC 1004: Principles of Environmental Science	4		
GEOL 1014: Physical Geology (ACTS= GEOL 1114)	4		Milestone
Total Hours	15	GPA	

Semester 2	Hrs.	Grade	Notes/ Milestones (Semester 2)
ENGL 1023: Comp. II (ACTS= ENGL 1023)	3	#	
PHSC 1011: Orientation to Physical Science II	1		
CHEM 2124/2120: General Chemistry I (ACTS = CHEM 1414)	4		Prereq. For GEOL 3014
COMS 1003: Intro. to Computer Based Systems (ACTS = CPSI 1003)	3		
GEOL 2024: Historical Geology (ACTS= GEOL 1134)	4		
Total Hours	15	GPA	

Semester 3	Hrs.	Grade	Notes/ Milestones (Semester 3)
ENGL 2053: Technical Writing (ACTS= ENGL 2023)	3		
CHEM 2134/2130: General Chemistry II (ATCS= CHEM 1424)	4		Requires prereq of CHEM 2124
GEOL 3014: Mineralogy	4		Requires prereq of CHEM 2124
GEOL 2001: Seminar	1		
U.S. History & Government	3		
Total Hours	15	GPA	

Semester 4		Hrs.	Grade	Notes/ Milestones (Semester 4)
BIOL 1014: Intro. to Biological Sciences (ACTS = BIOL 1004)		4		
GEOL 3004: Structural Geology		4		
GEOL 3164: Petrology		4		
FW/GEOG 2833: Intro. to Geographic Information Systems		3		
GEOL 3001: Seminar		1		
Total Hours		16	GPA	GEOL Advisor Assigned

Semester 5		Hrs.	Grade	Notes/ Milestones (Semester 5)
GEOL 3023: Geologic Field Techniques		3		
GEOL 3044: Geomorphology		4		
MATH 2914: Calculus I or GEOL 4043: Geochemistry		3-4		
PHYS 2014/2000: Physical Principles I (ACTS= PHYS 2014)		4		
Social Sci/ Fine Art/ Humanities/ Comm		3		
Total Hours		17-18	GPA	

Semester 6		Hrs.	Grade	Notes/ Milestones (Semester 6)
COMS 2003: Microcomputer Applications		3		
GEOL 4001: Seminar		1		
PHYS 2024/2010: Physical Principles II (ACTS= PHYS 2024)		4		
Fine Arts & Humanities		3		
Fine Arts & Humanities		3		
Total Hours		14	GPA	

Semester 7		Hrs.	Grade	Notes/ Milestones (Semester 7)
GEOL 3153: Environmental Geol.		3		
GEOL 3083: Hydrogeology		3		
GEOL 4023: Principles of Stratigraphy and Sedimentation		3		
Social Science		3		
MATH 2914: Calculus I or GEOL 4043: Geochemistry		3- 4		
Total Hours		15-16	GPA	

Semester 8		Hrs.	Grade	Notes/ Milestones (Semester 8)
GEOL 3174: Computer Applications in Geology		4		Graduation Requirements: Min hours 3000-4000 level: 40 No more than 4 PE activity hours Min. hours required: 120 2.00+ GPA
Math/Science Elective (3000-4000 level)*		3		
Math/ Science Elective*		2		
Social Science		3		
Total Hours		12	GPA	

General Electives: 0 hours

* Science/Math Electives: Physical or Life Sciences & Mathematics (Geology, Biology, Chemistry, & Math)

"C" grade or better is required

Arkansas Tech University
Proposal for Change in Program
Assessment Form
GEOL-ENV

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 addition of requirements and change of requirements in the curriculum for the B.S. in Geology- Environmental option will allow for more scholastic development and growth in professionalism for students in the program.**
- 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 who take MATH 2914: Calculus I (ACTS- MATH 2405) are better prepared to enter the job market at a competitive level as well as allowing students to have a better grasp of upper division concepts. Students will gain a better understanding of stratigraphic principles and sedimentology through GEOL 4023: Principles of Stratigraphy and Sedimentation. Students will also gain the opportunity to focus on the discipline of geology in GEOL 2001, 3001, 4001: Seminar rather than a biological focus in GEOL 2111, 3111, 4111: Environmental Seminar.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will be successful candidates for graduate schools or the job market for an Environmental scientist/ Geologist. Students will have the opportunity to demonstrate their knowledge on the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology Examination.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Student success on the National Association of State Boards of Geology (ASBOG) exam, the national Professional Geologist Licensing exam, should show improvement.**
- 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. **Similar degree programs at peer institutions require Calculus I, Seminars, and a course on sedimentology**

as a graduation requirement. The University of Arkansas B.S. in Geology requires ACTS-MATH 2405: Calculus I and GEOL 4223: Stratigraphy and Sedimentation. The University of Arkansas- Little Rock B.S. in Geology- Environmental option requires MATH 1451: Calculus I and ERSC 3440: Sed./Strat. as major requirements.

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

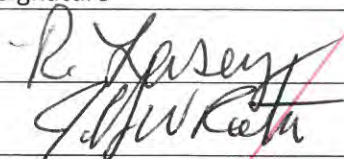
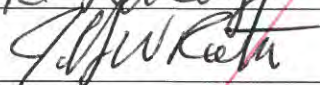

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Prepare, analyze, and interpret logs, sections, maps, and other graphics derived from field or laboratory investigations	LO1: Students will analyze and create logs, sections, and maps from field and laboratory investigations	GEOL 3004: Structural Geology GEOL 3023: Geologic Field Techniques GEOL 4023: Principles of Stratigraphy and Sedimentation	Comprehensive Final Exam Student Project Portfolio Applied Exercises	High Pass 90-100% Pass 80-89% Fail
PO2: Identify, classify, and interpret surficial processes, materials, and landforms.	LO2: Students will be able to classify landforms and associated processes.	GEOL 3044: Geomorphology	Research Report Applied Laboratories	High Pass 90-100% Pass 80-89% Fail
PO3: Define and characterize hydraulic properties of saturated and vadose zones.	LO3: Students will characterize hydraulic properties of regional aquifers.	GEOL 3083: Hydrogeology	Class Lectures Applied Exercises Comprehensive Final Exam	High Pass 90-100% Pass 80-89% Fail
PO4: Identify and map geologic, geomorphic, and seismic hazards.	LO4: Students will identify geologic hazards from remotely sensed data.	GEOL 3153: Environmental Geology	Applied Exercises Class Lectures	High Pass 90-100% Pass 80-89% Fail
PO5: Identify rocks/minerals and their characteristics.	LO5: Students will be able to classify rocks based on their characteristics.	GEOL 3164: Petrology	Laboratory Exercises Applied Laboratories Practical Exams	High Pass 90-100% Pass 80-89% Fail

PO6: Prepare geologic reports both written and oral.	LO6: Students will create both written and oral reports in the field of geology.	GEOL 2001: Seminar GEOL 3001: Seminar GEOL 4001: Seminar	Research Reports Oral Presentations	High Pass 90-100% Pass 80-89% Fail

CC - Not approved
9/26/17

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Physical Sciences
DATE SUBMITTED:	7/7/17

Title	Signature	Date
Department Head Dr. Jim Musser Robin Lasey		7-7-17
Dean Dr. Jeff Robertson		2017 Jul 7
Teacher Education Council (if applicable)	N/A	N/A
Graduate Council (if applicable)	N/A	N/A
Registrar Ms. Tammy Weaver		7/10/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title: Geology- Petroleum 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) (1) Remove GEOL 3124- Invertebrate Paleontology and GEOL 4043- Geochemistry as individual requirements (2) Add GEOL 4033- Geophysics as a requirement (3) Add requirement to CHOOSE four (4) hours from: GEOL 3124- Invertebrate Paleontology, GEOL 4043- Geochemistry, GEOL 4951- Undergraduate Research, or GEOL 4991- Special Problems	
What impact will the change have on staffing, on other programs and space allocation? This change should not have any impact on staffing or space allocation.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
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 .	

Change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in _____ GEOLOGY- PETROLEUM OPTION _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>ADD: MATH 2914: Calculus I</p> <p>Delete:</p> <p>Delete: GEOL 3044: Geomorphology</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>ADD: GEOL 3004: Structural Geology</p> <p>Delete:</p> <p>DELETE: MATH 2914: Calculus I</p> <p>Total Hours:14</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>ADD: GEOL 4023: Principles of Stratigraphy and Sedimentation</p> <p>CHANGE: Social Science/Fine Arts/Humanities (6 hrs) TO Social Science/Fine Arts/Humanities (3 hrs)</p> <p>Delete:</p> <p>Total Hours:14</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>ADD: GEOL Elective* or General Elective (3000-4000)-(4 hrs)</p> <p>ADD: GEOL 4033: Geophysics or Social Science/Fine Arts/Humanities (3 hrs)</p> <p>Delete:</p> <p>DELETE: GEOL 3004: Structural Geology</p> <p>DELETE: GEOL 3124: Invertebrate Paleontology or GEOL 4023: Principles of Stratigraphy Sedimentation</p> <p>Total Hours:15</p>

<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>ADD: GEOL 3044: Geomorphology</p> <p>CHANGE: General Elective to GEOL Elective* or General Elective (3000-4000) (4 hrs)</p> <p>CHANGE: Social Science/Fine Arts/Humanities (6 hrs) TO Social Science/Fine Arts/Humanities (3 hrs)</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>ADD: Social Sci/ Fine Arts/Humanities (3 hrs)</p> <p>ADD: GEOL 4033- Geophysics or Social Sci/Fine Arts/Humanities (3 hrs)</p> <p>Delete:</p> <p>Delete: GEOL 4043: Geochemistry</p> <p>DELETE: GEOL 3124: Invertebrate Paleontology or GEOL 4023: Principles of Stratigraphy Sedimentation</p> <p>Total Hours: 10</p>
<p>Semester 9</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 6</p>	

* GEOL Elective- Choose four (4) hours from:

- GEOL 3124: Invertebrate Paleontology - GEOL 4043: Geochemistry
- GEOL 4951: Undergraduate Research - GEOL 4991: Special Problems

GEOL-PET

Degree Map - Bachelor of Science in Geology: Petroleum Option

Semester 1		Hrs.	Grade	Notes/ Milestones (Semester 1)
ENGL 1013: Comp. I (ACTS= ENGL 1013)	3	#		
PHSC 1001: Orientation to Physical Science I	1			
MATH 1113: College Algebra (ACTS = MATH 1103)	3	#		Milestone
BIOL 1014: Intro. to Biological Sciences (ACTS = BIOL 1004)	4			
GEOL 1014: Physical Geology (ACTS= GEOL 1114)	4			Milestone
Total Hours	15	GPA		

Semester 2		Hrs.	Grade	Notes/ Milestones (Semester 2)
ENGL 1023: Comp. II (ACTS= ENGL 1023)	3	#		
PHSC 1011: Orientation to Physical Science II	1			
CHEM 2124/2120: General Chemistry I (ACTS = CHEM 1414)	4			
MATH 1203: Plane Trigonometry	3			
GEOL 2024: Historical Geology (ACTS= GEOL 1134)	4			
Total Hours	15	GPA		

Semester 3		Hrs.	Grade	Notes/ Milestones (Semester 3)
MATH 2914: Calculus I	4			
CHEM 2134/2130: General Chemistry II (ATCS= CHEM 1424)	4			
GEOL 3014: Mineralogy	4			
GEOL 2001: Seminar	1			
U.S. History & Government	3			
Total Hours	16	GPA		

Semester 4		Hrs.	Grade	Notes/ Milestones (Semester 4)
GEOL 3004: Structural Geology		4		
GEOL 3164: Petrology		4		
FW/GEOG 2833: Intro. to Geographic Information Systems		3		
Social Sci/ Fine Art/ Humanities/ Comm		3		
Total Hours		14	GPA	GEOL Advisor Assigned

Semester 5		Hrs.	Grade	Notes/ Milestones (Semester 5)
GEOL 3001: Seminar		1		
GEOL 3023: Geologic Field Techniques		3		
GEOL 4023: Principles of Stratigraphy and Sedimentation		3		
PHYS 2014/2000: Physical Principles I (ACTS= PHYS 2014)		4		
Social Science		3		
Total Hours		14	GPA	

Semester 6		Hrs.	Grade	Notes/ Milestones (Semester 6)
GEOL Elective% or General Elective (3000-4000)		4		
PHYS 2024/2010: Physical Principles II (ACTS= PHYS 2024)		4		
GEOL 3174: Computer Apps-GEOL or GEOL 4034: Subsurf. Geol.		4		
GEOL 4033: Geophysics or Social Science		3		
Total Hours		15	GPA	

Semester 7	Hrs.	Grade	Notes/ Milestones (Semester 7)
GEOL 3153: Environmental Geol.	3		
GEOL Elective% or General Elective (3000-4000)	4		
GEOL 4001: Seminar	1		
GEOL 3044: Geomorphology	4		
Fine Arts & Humanities	3		
Total Hours	15	GPA	

Semester 8	Hrs.	Grade	Notes/ Milestones (Semester 8)
GEOL 3174: Computer Apps-GEOL or GEOL 4034: Subsurf. Geol	4		
GEOL 4033: Geophysics or Social Science	3		Graduation Requirements: Min hours 3000-4000 level: 40 No more than 4 PE activity hours Min. hours required: 120 2.00+ GPA
Fine Arts & Humanities	3		
Total Hours	10	GPA	

Semester 9	Hrs.	Grade	Notes/ Milestones (Semester 9)
GEOL 4006: Field Geology\$	6		
Total Hours	6	GPA	

General Electives: 4 hours (3000-4000)

* GEOL Elective- Choose four (4) hours from:

- GEOL 3124: Invertebrate Paleontology - GEOL 4043: Geochemistry
- GEOL 4951: Undergraduate Research - GEOL 4991: Special Problems

\$ Must be completed during the summer after Junior year or Senior Year

"C" grade or better is required

Arkansas Tech University
Proposal for Change in Program
Assessment Form
GEOL-PET

Our Mission

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

- a. How does the program change fit with the university mission? **The addition of requirements and change of requirements in the curriculum for the B.S. in Geology- Petroleum option will allow for more scholastic development and growth in professionalism for students in the program.**
- 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 who are enrolled in the GEOL-PET program are being prepared for a career as petroleum geologists. These careers require background knowledge in the sub-discipline of Geophysics. The addition of GEOL 4033 to the curriculum will satisfy the need for geophysics in their undergraduate education. The option of either GEOL 3124 or GEOL 4043 and GEOL4951/4991 will allow students to tailor their education towards their intended career path.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will be successful candidates for graduate schools or the job market for a Petroleum Geologist/ Natural Resources Specialist. Students will have the opportunity to demonstrate their knowledge on the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology Examination.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Student success on the National Association of State Boards of Geology (ASBOG) exam, the national Professional Geologist Licensing exam, should show improvement.**
- 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. **Schools in the region that offer similar degree program require students to take an introductory course on geophysics. The University of Arkansas requires geology majors to take GEOL 4433-**

Geophysics. The University of Arkansas at Little Rock offers PHYS 3320- Physics of the Earth as an approved elective to their geology degree.

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

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
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PO2: Identify, classify, and interpret surficial processes, materials, and landforms.	LO2: Students will be able to classify landforms and associated processes.	GEOL 3044: Geomorphology	Research Report Applied Laboratories	High Pass 90-100% Pass 80-89% Fail
PO3: Evaluate earthquake mechanisms and paleoseismic history	LO3: Students will use geophysical data to analyze the strength of Earthquakes and other factors to analyze earthquake occurrence.	GEOL 4033: Geophysics	Class Lectures Applied Exercises Comprehensive Final Exam	High Pass 90-100% Pass 80-89% Fail
PO4: Identify and map geologic, geomorphic, and seismic hazards.	LO4: Students will identify geologic hazards from remotely sensed data.	GEOL 3153: Environmental Geology	Applied Exercises Class Lectures	High Pass 90-100% Pass 80-89% Fail
PO5: Identify rocks/minerals and their characteristics.	LO5: Students will be able to classify rocks based on their characteristics.	GEOL 3164: Petrology	Laboratory Exercises Applied Laboratories Practical Exams	High Pass 90-100% Pass 80-89% Fail

PO6: Prepare geologic reports both written and oral.	LO6: Students will create both written and oral reports in the field of geology.	GEOL 2001: Seminar GEOL 3001: Seminar GEOL 4001: Seminar	Research Reports Oral Presentations	High Pass 90-100% Pass 80-89% Fail

Curriculum Committee - October 24, 2017

Faculty Senate – November 14, 2017

College of Arts and Humanities – Department of Art

1. Add the following courses to the course descriptions:
 - a. ART 4003: Digital Publication Design;
 - b. ART 4013: The Business of Art and Design; and
 - c. ART 4023: Motion Graphics;
2. Change the course number for ART 2223: History of Digital Art, to ART 3153;
3. Change the course number for ART 4623: Animation Techniques, to ART 3833;
4. Modify the Curriculum in Bachelor of Arts in Fine Arts as follows: (a) delete 9 hours of ART electives; (b) add 9 hours of electives; and (c) modify footnote #2 to read: At least 40 upper level hours are required. Electives cannot include art courses;
5. Modify the Curriculum in Bachelor of Arts in Graphic Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 18 hours of electives; (c) add 18 hours of ART or GAME electives; (d) change ART 4623: Animation Techniques, to ART 3833; and (e) modify footnote #2 to read: General electives cannot include art courses;
6. Modify the Curriculum in Bachelor of Arts in Game and Interactive Media Design as follows: (a) change the degree from a Bachelor of Arts to a Bachelor of Fine Arts; (b) delete 19 hours of electives; (c) add 12 hours of ART or GAME electives; (d) add ART 2103: Art History I, and ART 2113: Art History II; (e) change ART 2223: History of Digital Art, to ART 3153; (f) add ART 3001: Sophomore Review; (g) modify footnote #2 to read: General electives cannot include art courses; and
7. Reconfigure the Bachelor of Arts in Fine Arts to create the Bachelor of Fine Arts in Fine Arts and modify the curriculum as follows: (a) delete 18 hours of electives; (b) add 18 hours of ART electives; and (c) modify footnote #2 to read: General electives cannot include art courses; (NOTE the Bachelor of Arts in Fine Arts will still be offered).

College of Education – Department of Curriculum and Instruction

1. Add EDFD 1001: Orientation to Teaching K-12, to the course descriptions;
2. Add SEED 4054: Educating Developing, Diverse, and Exceptional Learners, to the course descriptions;
3. Add the Co-requisite: RDNG 4003: Literacy Assessment and Intervention, to ELED 4033: Classroom and Behavior Management;
4. Modify the Prerequisite for RDNG 3163: Integrated Language Arts, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: Prerequisites: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program;
5. Modify the Prerequisite for RDNG 4003: Literacy Assessment and Intervention, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program; and add the Co-requisite: ELED 4033: Classroom and Behavior Management;

6. Add the Co-requisite: SEED 4054: Educating Developing, Diverse, and Exceptional Learning, to SEED 4556: Classroom Application of Educational Psychology;
7. Modify the Curriculum in Elementary Education as follows: delete TECH 1001: Orientation to the University; and add EDFD 1001, Orientation to Teaching K-12;
8. For the following Curriculum in Secondary Education (a) delete SEED 3552: Child and Adolescent Development, and SEED 4052: Educating Diverse and Exceptional Learners; and (b) add SEED 4054, Educating, Developing, Diverse, and Exceptional Learners:
 1. Agricultural Education for Teacher Licensure;
 2. Business Education for Teacher Licensure;
 3. Chemistry Education for Teacher Licensure;
 4. Computer Science Education for Teacher Licensure (See proposal from Department of Computer and Information Science for additional changes);
 5. Life Science Education for Teacher Licensure;
 6. Mathematics Education for Teacher Licensure;
 7. Physics Education for Teacher Licensure;
 8. Art for Teacher Licensure;
 9. English Education for Teacher Licensure;
 10. Foreign Language with Concentration in Spanish Education for Teacher Licensure;
 11. Health & Physical Education for Teacher Licensure;
 12. Social Studies Education for Teacher Licensure (See proposal from Department of History and Political Science for additional changes);
 13. Speech Education for Teacher Licensure;
 14. Creative Writing Education for Teacher Licensure;
 15. Music Education for Teacher Licensure (Instrumental Music Option);
 16. Music Education for Teacher Licensure (Keyboard Instrumental Music Option);
 17. Music Education for Teacher Licensure (Keyboard Vocal Music Option); and
 18. Music Education for Teacher Licensure (Vocal Music Option).

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

1. Modify the Curriculum in Secondary Education Computer Science Education for Teacher Licensure as follows: (a) delete 3 hours electives; and (b) add MATH 2163: Introduction to Statistical Methods.


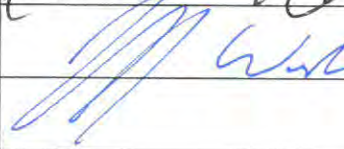
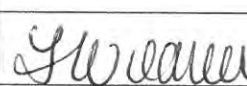
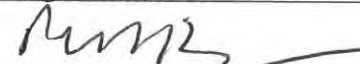
College of Arts and Humanities – Department of History and Political Science

1. Modify the Curriculum in Secondary Education Social Studies Education for Teacher Licensure as follows: (a) change the requirement POLS 3033: American State and Local Government, to POLS 3033: American State and Local Government, POLS 3123: American Political Behavior, POLS 3133: United States Congress, OR POLS 3143: The United States Presidency; (b) change 3 hours of HIST/POLS Elective to require HIST 2513: Sources and Methods in History, OR POLS 2513: Research Design; (c) add footnote #3 to read: Students must complete HIST 2513: Sources and Methods in History, and HIST 4963: Senior Seminar, OR POLS 2513: Research Design, and POLS 4963: Senior Seminar; and (d) delete 3 hours HIST/POLS Elective (3000-4000 level).

Arkansas Tech University
REQUEST FOR COURSE ADDITION

RECEIVED
CC appx 10/24/17
FS appx 11/14/17
SEP 15 2017
Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	09/12/2017

Title	Signature	Date
Department Head Dr. Dawn Ward		9/14/17
Dean Dr. Jeff Woods		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/6/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ART	4003	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Digital Communication Design		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
DIGITAL COMMUNICATION DESIGN		
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 checked="" 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?	\$36	Art
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)				
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 .				
Does not affect other departments				

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Digital Communication Design -ART 4003

Term: TBD

Day/Time: TBD

Norman 207

Instructor Information:

Instructor: Jasmine Greer

Email: jgreer5@atu.edu

Office Hours, Rm 207A Norman Art Building: TBD

Course Description

In this course, students will learn advanced techniques in typography and interactive media design that are used in creating contemporary communications design. Applications for such techniques include both electronic and print formats of magazines, newspapers as well as web integration, advertising and E-publications.

Prerequisite: ART 3001

Studio six hours. \$36art fee.

Recommended Supplies:

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

Required text: *Against the Clock: Adobe InDesign CC 2017* - ISBN: 978-1-936201-89-1

Supplemental Text: *The Medium is the Massage*, Marshall McLuhan, Penguin Publishing

Justification of the Course

Students will be introduced to the fundamental concepts and techniques of translating design work from traditional print media into a digital format utilizing Adobe InDesign, Acrobat, Reader and various web browsers and mobile content applications to create and view work. Examples include exporting to Kindle, Nook, Adobe Digital Editions and other E-publication formats. Course will also address designing work for native viewing in web browsers such as Safari, Chrome and Firefox as well as email clients like Gmail and Outlook.

Student Learning Outcomes

- a. Explore various approaches to digital communication design
- b. Review Digital communication formats and practice skills with new methods of creating digital work with industry standard software applications.
- c. Develop and demonstrate efficient workflow and appropriate processes for digital communication
- d. Interpret and Analyze the conceptual challenges associated with contemporary art and design

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

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Week 1-3:

Course Agreement and Digital Publication examples for class discussion – 10 pt. each

Book Project 1 – Chapter 4 Museum Exhibits Booklet – 35 pt.

Week 4-5:

Creative Project 1 – Create a digital newsletter. Project includes written analysis and group critique. 100 pt.

Week 6:

Book Project 2 – Chapter 6 Digital Layout Variations – 35 pt.

Week 7-8:

Creative Project 2 – Create an Epub document exported to different Epub viewing formats. Project includes written analysis and group critique. 100 pt.

Week 9:

Book Project 3 – Chapter 7 National Parks Info Pieces – 35 pt.

Week 10-11:

Creative Project 3 – Create a responsive magazine layout for mobile viewing. Project includes written analysis and group critique. 100 pt.

Week 12:

Book Project 4 – Chapter 8 Multi-Chapter Booklet – 35 pt.

Week 13-15:

Creative Project 4 – Create an interactive PDF that incorporates video or sound. Project includes written analysis and group critique. 100 pt.

1 Course Agreement – 10 pt.

1 Examples Discussion – 10 pt.

4 Book Projects at 35 pt./ea. – 140 pt.

4 Creative Projects at 100 pt./ea. – 400 pt.

Total = 560 pt.

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Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

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

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

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Department of Art believes that attendance is a crucial component to student success and recommends: 1. that you be considerate of other students and your professor by arriving on time to class
2. Attend classes 3. Complete Assignments on Time

The Department Attendance Policy allows every student 3 (TR) or (MW) classes and 4 (MWF) classes before being penalized. After 6 (TR) or (MW) absences or 8 (MWF) classes the Department recommends that the student be dropped from the class with a failing grade (FE). Students with documented medical conditions, doctor's visits or emergencies must notify the instructor and provide that documentation upon their return to class. Failure to bring documentation results in the absence being counted.

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IN THIS COURSE, any absence over the allotted amount results in a 5% decrease in the student's final grade. All absences are unexcused unless they are Tech event related absences. I am not in the business of judging whether or not your excuse is valid. Therefore, all students get the same number of absences. Because of this, documentation such as doctor's notes are not required by me, however, other professors may have different policies. 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.**

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Professional behavior is required. Punctual attendance and intelligent participation are expected. The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins. Food and drinks are allowed as long as you are not being loud or leaving behind a mess. However, food is not allowed around computers or printing equipment! If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. Essentially, just try to be respectful of the instructor and your fellow classmates.

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Studio Safety:

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Building Safety:

Norman Hall has extended hours that provide additional studio time for art students. Those hours are from 5-10pm Sunday thru Thursday. During those hours a building and or lab monitor is present for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your lab privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

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. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

<https://issuu.com/arkansastechuniversity/docs/studenthandbook-2015>

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion:

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 as 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 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>.

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

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issues. You will be notified of any changes in schedule or classroom policy before they take effect!

Course Agreement Form

Read, complete, and return to instructor:

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

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Date _____

Print name _____

Signature _____

Email address _____

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Arkansas Tech University

Course Addition

Assessment Form

ART 4003 – Digital Communication Design

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? The course offers an opportunity for students to develop intellectually and expand their knowledge in the field.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not mandated
- c. Provide up to three student learning outcomes students will achieve after completing this course? Explore various approaches to digital communication design. Review digital communication formats and practice skills with new methods of creating digital work with industry standard software applications. Develop and demonstrate efficient workflow and appropriate processes for digital communication.
- d. What assessment tool or measure will you use to assess student learning? Student Projects, skill test and exams.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Digital Communication products including booklets, newsletters, interactive PDF's and E-publications.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students in course evaluations and their exit interviews continually request more experience with digital publishing and the InDesign software.
- 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 adapts to the increasing demand of E-publishing, and interactive online publication design while still teaching the fundamentals and design skills of traditional print publications. Publication or Communication design has traditionally been part of type and layout but with the advent of

E-publishing and its interactive components that offer options for user interface such as buttons, video, fillable forms, and animated components we want to offer students the opportunity to gain the skills that would allow them to be more competitive in the workplace. UAFS offers this section (GRDS 2343 Print & Publication Design) and SAU offers this section (ART 3333 Advanced Communication Design). This is an advanced course based in design theory and builds on skills acquired in lower level courses in the major.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

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cc app 10/24/17
FS app 11/14/17

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TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	09/12/2017

Title	Signature	Date
Department Head Dr. Dawn Ward		9/14/17
Dean Dr. Jeff Woods		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/6/17
Vice President for Academic Affairs		9/25/17

Course Subject: (e.g., ACCT, ENGL) ART	Course Number: (e.g., 1003) 4013	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) The Business of Art & Design		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) THE BUSINESS OF ART & DESIGN		
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 type="radio"/> Standard Letter <input checked="" 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 style="width: 100px;" type="text"/>		Select Fee Type
If selected other list fee type: <input style="width: 150px;" 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 style="width: 100%; height: 20px;" type="text"/>		
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).		
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Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		
Does not affect other departments		

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The Business of Art & Design -ART 4013

Term: TBD

Day/Time: TBD

Norman 105

Instructor Information:

Instructor: Dr. Dawn Ward

Email: dward23@atu.edu

Office Hours, Rm 104A Norman Art Building: TBD

Course Description

In this course, students will develop a working knowledge of a variety of skills used in contemporary art and design businesses, including creating contracts, submitting copyrights and working with clients.

Prerequisite: ART 3001

Lecture 3hours – no fee

Required Textbook: *Legal Guide for the Visual Artist*, Tad Crawford, 4th edition, Allworth Press

Recommended Supplies:

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

Justification of the Course

Students will be introduced to best practices in art & design businesses including: ethics, contracts, client briefs, copyright protections, and billing. Students will the practical business knowledge needed to start or manage an art or design-based business;

Student Learning Outcomes

- a. Define, apply and analyze the use of best practices in art & design businesses.
- b. Develop and demonstrate efficient workflow for a creative business from concept to product.
- c. Recognize and prepare appropriate legal contracts for art and design businesses.
- d. Explore the ethical challenges associated with contemporary art and design.

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

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Course Outline

Weeks 1-2

Identify the types of designers, managers, agencies, studio artists and entrepreneurs and develop an understanding of their business needs and professional associations that offer resources to these areas of art & design.

Assignment #1 – Icebreaker Discussion 25 pts

Weeks 3-4

Explore the artist/designer to client relationship and the best practices for developing clear communication, quoting jobs or pricing artwork. Produce a client brief and gallery contract that shows your understanding of these concepts.

Assignment #2 – Client Brief – 50 pts

Assignment #3 – Gallery Contract – 50pts

Weeks 5-8

Examine copyright, patent and trademark laws, fair use principles and the structure and use of the creative commons. Also look at the types of contracts needed to hire creative help such as photographers, illustrators, and other free-lance creative artists. Learn to do a basic trademark and patent search. Complete a copyright application and create a contract for hiring a free-lance creative person.

Assignment #4 – Copyright Application 50pts

Assignment #5 – Free-lance Contract 50pts

Midterm Exam over contract vocabulary – 100 pts

Weeks 9-10

Students will review rental agreements for storefront locations and will be introduced to the basics of overhead costs associated with running or owning a business and will create a basic business plan budget.

Assignment # 6 – Business Plan Budget 50 pts

Assignment #7 – Submit proposal for final art or design business project 25 pts

Weeks 11-12

They will be introduced to the management of art non-profit organizations such as galleries and museums and will learn to research grants and practice grant-writing skills by producing a non-profit grant application.

Assignment #8 – Grant Application 50 pts

Weeks 13-15

Working with a client, learning to listen and to ask the right questions. Students will learn to price media, book media such as television, newspapers and billboards. Students will create mock art or design business and will work with a mock client to create a project brief, concept and production timeline which will be presented to the other teams.

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Final Presentation of project brief to class members and digital submission of project materials
Final Assignment – Project brief presentation 100 pts

Assignment Grading

1 discussion board – 25 pts	25
7 project assignments @ 50 pts each	350
1 vocabulary exam @ 100 pts	100
1 Final Presentation @ 200 pts	200
Class participation @ 75pts	75
 Total Points available for the class	 750 points

Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Department of Art Attendance Policy:

The Department of Art believes that attendance is a crucial component to student success and recommends: 1. that you be considerate of other students and your professor by arriving on time to class
2. Attend classes 3. Complete Assignments on Time

The Department Attendance Policy allows every student 3 (TR) or (MW) classes and 4 (MWF) classes before being penalized. After 6 (TR) or (MW) absences or 8 (MWF) classes the Department recommends that the student be dropped from the class with a failing grade (FE). Students with documented medical conditions, doctor's visits or emergencies must notify the instructor and provide that documentation upon their return to class. Failure to bring documentation results in the absence being counted.

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business of judging whether or not your excuse is valid. Therefore, all students get the same number of absences. Because of this, documentation such as doctor's notes are not required by me, however, other professors may have different policies. Tardiness is unacceptable and unprofessional. **If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.**

Classroom Policies

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

The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins. Food and drinks are allowed as long as you are not being loud or leaving behind a mess. However, food is not allowed around computers or printing equipment! If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. Essentially, just try to be respectful of the instructor and your fellow classmates.

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<https://issuu.com/arkansastechuniversity/docs/studenthandbook-2015>

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender

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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 as 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 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>.

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

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Arkansas Tech University
Course Addition
Assessment Form
ART 4013 - The Business of Art & Design

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? This course supports the mission by promoting student success and intellectual development beyond the classroom and provides them additional skills that can help them contribute to the community after graduation.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- c. Provide up to three student learning outcomes students will achieve after completing this course? Define, apply and analyze the use of best practices in art & design businesses. Develop and demonstrate efficient workflow for a creative business from concept to product. Recognize and devise appropriate legal contracts for art and design businesses.
- d. What assessment tool or measure will you use to assess student learning? Students will be assessed through writing, course projects and exams.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate their understanding of daily business operations and client interactions. They will create forms, contracts and a business plan for a business related to their field.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Senior exit interviews reflect that students desire more detailed instruction in managing or owning an art-related business.
- 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. UAFS offers the course in their Graphic Program - GRDS 4623 Graphic Design Business Practices

Arkansas Tech University
REQUEST FOR COURSE ADDITION

cc app 10/24/17
FS app 11/14/17

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TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	9/12/2017

Title	Signature	Date
Department Head Dr. Dawn Ward	<i>[Signature]</i>	9/14/17
Dean Dr. Jeff Woods	<i>[Signature]</i>	9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/6/17
Vice President for Academic Affairs	<i>[Signature]</i>	4/25/18

Course Subject: (e.g., ACCT, ENGL) ART	Course Number: (e.g., 1003) 4023	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) Motion Graphics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) MOTION GRAPHICS		
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): STUDIO COURSE		
<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 checked="" type="radio"/> 16 Studio Course <input type="radio"/> 17 Dissertation <input type="radio"/> 18 Activity Course <input type="radio"/> 98 Other		

Does this course require a fee?	<input checked="" type="radio"/> Yes <input type="radio"/> No	How Much? \$36	Art
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? Once per academic year			
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)			
a. Course subject b. Course number c. Catalog course title d. Catalog description <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 .			

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Motion Graphics -ART 4023

Fall Term 2017

TTH 9:30am – 12:20 pm

Norman 207

Instructor Information:

Instructor: Jasmine Greer

Email: jgreer5@atu.edu

Office Hours, Rm 207A Norman Art Building: TBD

Course Description

This course will allow students to analyze, develop, and execute motion graphics pieces using Adobe After Effects for such purposes as title design, kinetic type, video, and web advertisement.

Prerequisite: ART 3001

Studio six hours. \$36 art fee.

Textbook: No textbook required

Recommended Supplies:

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

Justification of the Course

Students will be introduced to the concepts of motion graphics through a mixture of lecture, discussion, projects and group critiques of completed work. The emphasis of this course will be to explore the use of a variety of software used in the motion graphics industry and how this subject fits within the larger scope of graphic design.

Student Learning Outcomes

- a. Identify the various types of motion graphics and how they are used in the graphic and entertainment industry.
- b. Demonstrate skills in software applications used to create motion graphics
- c. Develop and implement production schedules for creating motion graphics
- d. Generate finished motion graphic works with a variety of kinetic type and video elements

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

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Course Outline

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

Possible projects include:

Week 1-3:

Course Agreement and Motion Graphics examples for class discussion – 10 pt. each

Book Project 1 – Chapters 1-2 Basic Animation and Advanced Animation – 50 pt.

Week 4-5:

Creative Project 1 – Animated Word. Choose a word from the provided list and Animate the word using the skills acquired from the text and demos. Project includes written analysis and group critique. 100 pt.

Week 6:

Book Project 2 – Chapters 4-5 Creating Transparency and Type and Music– 50 pt.

Week 7-8:

Creative Project 2 – Kinetic Type. Choose a phrase or song and animate the words paired with audio. Use the kinetic type tools and principles discussed in the textbook. Project includes written analysis and group critique. 100 pt.

Week 9:

Book Project 3 – Chapters 6-7 Parenting/Nesting and Expressions– 50 pt.

Week 10-11:

Creative Project 3 – Title Design. Film, design and animate a title sequence for a movie or tv show. Project includes written analysis and group critique. 100 pt.

Week 12:

Book Project 4 – Chapter 8-9 3D Space and Track/Stabilize – 50 pt.

Week 13-15:

Creative Project 4 – Open Project. For this final project, student may design and animate their own project with specific goals outlined and approved by the instructor. Project includes written analysis and group critique. 100 pt.

1 Course Agreement – 10 pt.

1 Examples Discussion – 10 pt.

4 Book Projects at 50 pt./ea. – 200 pt.

4 Creative Projects at 100 pt./ea. – 400 pt.

Total = 620 pt.

I will give you handouts of each upcoming assignment including requirements and due dates. Assignments will be graded based upon the following criteria:

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Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:

Based on total points and protocol

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

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

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Department of Art believes that attendance is a crucial component to student success and recommends: 1. that you be considerate of other students and your professor by arriving on time to class
2. Attend classes 3. Complete Assignments on Time

The Department Attendance Policy allows every student 3 (TR) or (MW) classes and 4 (MWF) classes before being penalized. After 6 (TR) or (MW) absences or 8 (MWF) classes the Department recommends that the student be dropped from the class with a failing grade (FE). Students with documented medical conditions, doctor's visits or emergencies must notify the instructor and provide that documentation upon their return to class. Failure to bring documentation results in the absence being counted.

Students will not be counted absent for participating in ATU sanctioned events, official games, and field trips. ALL students missing for any reason are responsible for making up the work missed and turning their work in on time. NOTE that professors may count lateness as part of your attendance and that will be reflected in the course specific attendance policy below.

IN THIS COURSE, any absence over the allotted amount results in a 5% decrease in the student's final grade. All absences are unexcused unless they are Tech event related absences. I am not in the business of judging whether or not your excuse is valid. Therefore, all students get the same number of absences. Because of this, documentation such as doctor's notes are not required by me, however, other professors may have different policies. Tardiness is unacceptable and unprofessional. **If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.**

Classroom Policies

Professional behavior is required. Punctual attendance and intelligent participation are expected. The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins. Food and drinks are allowed as long as you are not being loud or leaving behind a mess. However, food is not allowed around computers or printing equipment! If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. Essentially, just try to be respectful of the instructor and your fellow classmates.

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Studio Safety:

All studio courses have safety concerns that will be reviewed during class lectures. In some cases, involving work with machinery and dangerous chemicals, the instructor may require students to sign safety contracts to make sure they understand the proper way to work with these materials and equipment. Students are responsible for following the safety guidelines presented by the instructor and can be reprimanded or even dropped from a course for compliance violations.

Building Safety:

Norman Hall has extended hours that provide additional studio time for art students. Those hours are from 5-10pm Sunday thru Thursday. During those hours a building and or lab monitor is present for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your lab privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

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. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

<https://issuu.com/arkansastechuniversity/docs/studenthandbook-2015>

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion:

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 as 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 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>.

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

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Course Agreement Form

Read, complete, and return to instructor:

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

Date _____

Print name _____

Signature _____

Email address _____

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Arkansas Tech University

Course Addition

Assessment Form for ART 4023 Motion Graphics

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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? The course offers an opportunity for intellectual development and for students to expand their skills according to current industry standards and improve their portfolios for greater student success.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not mandated
- c. Provide up to three student learning outcomes students will achieve after completing this course? Demonstrate skills in software applications used to create motion graphics. Develop and implement production schedules for creating motion graphics. Create finished motion graphic works with a variety of kinetic type and video elements.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning? Title designs for film, animated advertisements for web, and kinetic typography.
- e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Feedback from students on the limited options for graphic design electives as well as the student evaluations of this course when it was offered as a revolving topic in our Advanced Studio Studies as well as student comments on senior exit interviews about including more interactive media graphic courses
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Motion Graphics are everywhere and this course provides an opportunity for students to add this skill to their portfolio which will give them more opportunities in the advertising, film and entertainment design market. UAFS offers the course as GRDS 3273 Motion Design and U of A offers it as ARTS 4313. Interactive Language

CC appx 10/24/17
FS appx 11/14/17

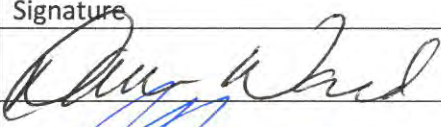
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Arkansas Tech University
REQUEST FOR COURSE CHANGE

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	9/12/2017

Title	Signature	Date
Department Head		9/14/17
Dean		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/6/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
ART	2223
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: History of Digital Art	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Course Description	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related	

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

ART 3153

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

History of Digital Art

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

HISTORY OF DIGITAL ART

New Course Description:

This course will examine the contemporary history of art and focus on work created with digital technology including: new media, video, animation, video games, mobile and other interactive art forms. Through a historical, artistic, and technological framework students will learn to classify, interpret, discuss, analyze works of digital art.

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):

ART 2103 and ART 2113

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

N/A

☐ Elective

☒ Major

☐ Minor

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

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

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

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Registrar's Office

Arkansas Tech University

Course Change

Assessment Form ART 2223

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. This change is needed for accreditation alignment to BFA standards. The course will not change in content but will require more research writing and a substantial final paper of 8-10 pages to meet the upper division course expectations.
- b. Explain the rationale for the cosmetic course change. –ART 2223 will become an upper division Art History requirement for Game and Interactive Media Design to expand upper division Art History in Design. In history generally and in art history specifically, lower level courses tend to cover longer periods of time, a wider expanse of topics, and/or a broader geographic area. Upper division courses tend to be more narrowly focused. The History of Digital Art is a more narrowly focused topic and thus more appropriately an upper division course. Course assignments will be adjusted to reflect upper division course research and writing expectations.

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Registrar's Office

CC approved 10/24/17
FS approved 11/14/17
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Arkansas Tech University
REQUEST FOR COURSE CHANGE

SEP 28 2017

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	Art
DATE SUBMITTED:	9/27/2017

Title	Signature	Date
Department Head		9/27/17
Dean		9/27/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/27/17
Vice President for Academic Affairs		9/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
ART	4623	
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: Animation Techniques		
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)

3833

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

Animation Techniques

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

ANIMATION TECHNIQUES

New Course Description:

N/A

☐ 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):

N/A

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

N/A

☐ Elective

☒ Major

☐ Minor

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

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

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

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Arkansas Tech University
Cosmetic Course Change ART 3833
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. Explain the rationale for the cosmetic course change. – Prior to the addition of the game program this was the only animation course taught within the department. Now that we have a more advanced 3D animation course GAME 4633 this course should be listed as a 3833 level as it is an introductory course that teaches 2D animation which is required by both Game and Graphic Design. This will clarify the sequencing of the course.

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Registrar's Office

SC approved 10/24/17
FS approved 11/14/17
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	September 12, 2017

Title	Signature	Date
Department Head Dr. Dawn Ward		9/14/17
Dean Dr. Jeff Woods		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/21/17
Vice President for Academic Affairs		

Program Title: BFA Graphic Design	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <ol style="list-style-type: none"> 1. Change the title of the program from BA to BFA 2. Delete 18 hours of elective 3. Add 18 hours of Art or Game electives 4. Change ART 4623 to a 3833 level course 5. Change footnote #2 to read "General electives cannot include art courses" 	
<p>What impact will the change have on staffing, on other programs and space allocation? NA</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>Does not affect other departments</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

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Curriculum Matrix for Catalog Curriculum in BFA – Graphic Design	
<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: ART 4623 to 3833</p> <p>Add 9 hours of ART or GAME Electives (3000-4000)</p> <p>Delete:</p> <p>9 hours of Elective ²</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>9 hours of ART or GAME Electives (3000-4000)</p> <p>Delete:</p> <p>9 hours of Elective ²</p> <p>Total Hours:13</p>

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Arkansas Tech University

Proposal for Change in Program

Registrar's Office

Assessment Form Graphic Design BFA

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 the program change fit with the university mission? These changes support the mission by offering students a more specialized (BFA) professional degree to promote intellectual development, that meets the standards of art's discipline based accreditor the National Association of School of Art and Design.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This is not mandated but was recommended by NASAD. NASAD makes a distinction between liberal arts (BA) and professional (BFA) degrees. Liberal arts degrees should have a broad and wide ranging curriculum while professional degrees should be more narrowly focused. Arkansas Tech's BA degree in graphic design is more appropriately a professional degree according to NASAD standards.
- c. How will the program change impact learning for students enrolled in this program? The changes will provide students with extensive skills in the field through additional and advanced studio options. This will also help students compete in the job market with a more specialized professional degree.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Portfolio and Senior Exhibition
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Comments from parents and potential students about the program indicate significant interest in a BFA. Senior exit feedback indicates concern about the lack of relevant electives for the major and support for our discipline specific revolving topic courses such as Motion Graphics.
- 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. UCA, U of A and UAfS all are accredited with BFA degrees in graphic design from NASAD, and they reflect a similar depth of electives and discipline-based coursework in their programs to the degree proposed here.

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- 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.)

Graphic Design Assessment Plan

<ul style="list-style-type: none"> Identifying and analyzing visual arts concepts and vocabulary in critiques and discussions 	Students will be assessed through exams, writing assignments and in-class critiques and discussions. Courses that will assess these measures – ART 3001, ART 3253, ART 3232, ART 3243, ART 4231, and ART 4243.
<ul style="list-style-type: none"> Applying principles of design, color and design concepts in a variety of studio media – 	Students will be assessed through project assignments that demonstrate the application of the principles and concepts. Courses that will assess these measures – ART 1303, ART 1403, ART 2403, ART 2413, ART 1503, and ART 2213
<ul style="list-style-type: none"> Developing, conceptualizing and completing works of art 	Students will be assessed through project assignments and class critiques. Courses that will assess these measures – ART 3203, ART 3253, ART 3223, ART 3243, and ART 4623,
<ul style="list-style-type: none"> Ability to place works of art in a historical, cultural and stylistic context 	Students will be assessed through exams, writing and research assignments. Courses that will assess these measures ART 2103, ART 2113, ART 3113, ART 3133, ART 3143, ART 4113, ART 4723, and ART 4823.
<ul style="list-style-type: none"> Develop an artist's statement and a substantive portfolio of finished work 	Students will be assessed through their final exhibition and finished portfolio of work based on the concepts, quality of craftsmanship and creativity of the work. Courses that will assess these measures – ART 4231 and ART 4243



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

June 19, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On April 20, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Advanced Certificate in Human Resources Management (DC 0306; CIP 52.0201; 21 credit hours; Fall 2018)

Reconfiguration of Existing Degree Program

Bachelor of Arts in Fine Arts (DC 1251; CIP 50.0701; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Fine Arts (DC 1250; CIP 50.0702; 120 credit hours; Fall 2018)

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Graphic Design (DC 2670; CIP 50.0409; 120 credit hours; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Management with Tracks in Entrepreneurship; Human Resource Management; and Business Management (DC 3530; CIP 52.0201; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Marketing and Tracks in Marketing Strategy and Digital Marketing (DC 3590; CIP 52.1401; 120 credit hours; Fall 2018)

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 120 credit hours) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

Reconfiguration of Existing Degree Program to Create New Degree Program and Offered by Distance Technology

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Associate of Business Administration in Business Administration (DC 0301; CIP 52.0201; 60 credit hours; Fall 2018; 70% online)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; Fall 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code

CC appl 10/24/17
FS appl 11/14/17

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Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	September 12, 2017

Title	Signature	Date
Department Head Dr. Dawn Ward		9/14/17
Dean Dr. Jeff Woods		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/26/17
Vice President for Academic Affairs		4/25/18

Program Title:	Requested changes will be effective Summer I for next catalog year
BFA Game and Interactive Media Design	
Outline change in program: <ol style="list-style-type: none">1. Change program title from BA to BFA in Game and Interactive Media Design2. Delete 19 hours of elective3. Add 12 hours of Art or Game electives4. Delete GAME 4803 and ART 2303, 3303, or 4233 from fall junior semester5. Add GAME 4803 and ART 2303, 3303, or 4233 to fall of senior Year6. Move 6 hours of Art or Game electives to spring of junior year from fall senior year7. Add ART 2103 and ART 21138. Change the ART 2223 History of Digital Art to 3153 level course9. Move ART 3253 from fall sophomore year to spring sophomore year10. Move GAME 2003 from spring of sophomore year to fall sophomore year11. Add ART 3001 to spring of sophomore year12. Change footnote #2 to read "General electives cannot include art courses"	
What impact will the change have on staffing, on other programs and space allocation? NA	
Attach the Change in 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 Change in Program

Assessment Form [BFA- Game and Interactive Media Design](#)

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Registrar's Office

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 the program change fit with the university mission? These changes support the mission by offering students a more specialized (BFA) professional degree to promote student success and intellectual development. The changes also meet the standards of art's discipline based accreditor the National Association of School of Art and Design.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This is not mandated but was recommended by NASAD. NASAD makes a distinction between liberal arts (BA) and professional (BFA) degrees. Liberal arts degrees should have a broad and wide ranging curriculum while professional degrees should be more narrowly focused. Arkansas Tech's BA degree in game and interactive media is more appropriately a professional degree according to NASAD standards.
- c. How will the program change impact learning for students enrolled in this program? The changes will provide students with extensive skills in the field through additional and advanced studio options. This will also help students compete in the job market with a more specialized professional degree.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Portfolio and Senior Exhibition
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Program inquiries regarding the option of a BFA from parents and potential students suggests significant interest. Game course feedback and advising sessions in which students have asked about taking graphic or art courses as electives indicate interest in more discipline specific offerings.
- 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. SAU offers a similar degree called a BFA in Art & Design, Game, Animation and Simulation Design. Their

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curriculum is very similar and reflects a focus on art, but they are not accredited by NASAD at this time. The trend with NASAD accredited schools is for the degree to be a BFA in Game Design within the art department – Northeastern University in Boston, Rocky Mountain School of Art and Design and George Mason University all have very similar programs to Tech's that award a BFA degree. Overall within the discipline and the state, the BFA program is very consistent with other game design 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.)

Game and Interactive Media Design – Assessment Plan

Program Objectives/Standards	Learning Objectives/ Outcome Assessment	Courses	Means of Assessment	Criteria for Success
PO1: Prepare students for a professional career in game and interactive media design.	LO1: Students will demonstrate skills by producing a portfolio of game and interactive media works and exhibiting their final portfolio	GAME 4013 Senior Game Project I GAME 4023 Senior Game Project II GAME 4901 Professional Portfolio	Senior Exit Interview Senior Game Project I and II – Panel review and rubric rating. Senior Game Portfolio	Professional preparation rated good or excellent Program graduates rated good or excellent in technical skills, concepts and creativity. High Pass 90-100% Pass 80-89%
PO2: Promote innovation through the use of industry standard design software and computer programming techniques.	LO2: Students will demonstrate an advanced understanding of industry standard tools and methods in student projects.	GAME 4633 3D Animation GAME 4263 3D Modeling GAME 3013 Game Dev. I	GAME 4633, 4263, 3013 and 3023 course embedded assessment of projects and skills that demonstrate the application of the software skills to their game projects.	Students need to show skills in the use of GAME software including Maya, Unreal Engine4, and

		GAME 3023 Game Dev. II		Mudbox or Zbrush.
PO3: Promote and teach solid foundations in illustration, animation, modeling, and story formation.	LO3: Students will demonstrate skills in illustration, animation, modeling, and story formation.	GAME 4263 3D Modeling GAME 4633 3D Animation GAME 4901 Portfolio	GAME 4263 & 4633 course embedded assessment of projects and skills. Portfolio – Faculty Review	High Pass 90-100% Pass 80-89%
PO4: Provide a solid foundation in game theory.	LO4: Students will demonstrate basic knowledge of the aesthetics, practice and development of games through critical review.	GAME 4803 Game Theory	GAME 4803 Game Theory - course embedded assessment that examines the critical thinking, writing and analytical skills in critical review of game and interactive media.	High Pass 90-100% Pass 80-89%

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

Does not affect other departments

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

Curriculum Matrix for Catalog Curriculum in BFA – Game and Interactive Media	
<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>GAME 2003 Digital 3D Foundations</p> <p>ART 2103 Art History I</p> <p>Delete:</p> <p>ART 3253 Digital Illustration</p> <p>ART 2223 History of Digital Art</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>ART 2113 Art History II</p> <p>ART 3253 Digital Illustration</p> <p>ART 3001 Sophomore Review</p> <p>Delete:</p> <p>GAME 2003 Digital 3D Foundations</p> <p>3 hours Fine Arts Humanities Elective (general ed)</p> <p>Total Hours: 17</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>ART 2223 History of Digital Art (change to 3153)</p> <p>Change:</p> <p>ART 4623 Animation Techniques (change to 3833)</p> <p>Delete:</p> <p>3 hours of Elective</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Fine Art/Humanities (general ed elective)</p> <p>2 hours Elective (3000-4000)</p> <p>Delete:</p> <p>GAME 4803 Game Design Theory</p> <p>ART 2303, ART 4233 Illustration Studio or ART 3303 Drawing Studio I</p>

Total Hours: 15	Total Hours: 14
<p>Senior Fall Semester –</p> <p>Add/Change:</p> <p>GAME 4803 Game Design Theory</p> <p>ART 2303, ART 4233 Illustration Studio or ART 3303 Drawing Studio I</p> <p>Add 6 hours of Art or Game Elective (3000-4000)</p> <p>Delete:</p> <p>12 hours of Elective</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>6 hours of Art or Game Electives</p> <p>Delete:</p> <p>6 hours of Elective</p> <p>Total Hours: 13</p>

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Registrar's Office



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

June 19, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On April 20, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Advanced Certificate in Human Resources Management (DC 0306; CIP 52.0201; 21 credit hours; Fall 2018)

Reconfiguration of Existing Degree Program

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Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Graphic Design (DC 2670; CIP 50.0409; 120 credit hours; Fall 2018)

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Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Marketing and Tracks in Marketing Strategy and Digital Marketing (DC 3590; CIP 52.1401; 120 credit hours; Fall 2018)

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 120 credit hours) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

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Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; Fall 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code

CC appx 10/24/17
FS appx 11/14/17

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Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	September 12, 2017

Title	Signature	Date
Department Head Dr. Dawn Ward		9/14/17
Dean Dr. Jeff Woods		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/6/17
Vice President for Academic Affairs		4/25/18

Program Title: BA -Fine Art	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <ol style="list-style-type: none"> Delete 9 hours of Art Electives Add 9 hours of Electives Modify footnote #2 to read "General electives cannot include art courses² At least 40 upper level hours are required" 	
<p>What impact will the change have on staffing, on other programs and space allocation? NA</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>Does not affect other departments</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

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Registrar's Office

Curriculum Matrix for Catalog Curriculum in BA – Fine Art	
<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>3 hours Elective ²</p> <p>Delete:</p> <p>3 hours Art Elective ²</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester –</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>6 hours of Elective ²</p> <p>Delete:</p> <p>6 hours of Art Elective ²</p> <p>Total Hours:12</p>

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Registrar's Office

Arkansas Tech University

Proposal for Change in Program

Assessment Form – BA in Fine Arts

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 the program change fit with the university mission? These changes support the mission by offering students a more specialized (BFA) professional degree to promote student success and intellectual development. The changes also meet the standards of art's discipline based accreditor the National Association of School of Art and Design.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. The Department of Art's discipline accrediting agency NASAD requested that we clarify the electives for the BA in Fine Arts degree to be in line with the standards in this area. At present, the BA does not contain enough electives outside of art to meet NASAD standards for liberal arts degrees.
- c. How will the program change impact learning for students enrolled in this program? Students will have a variety of liberal art options to take throughout the university to supplement their studies in Fine Art.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Senior Exhibition. Evidence of learning will vary by discipline but can generally be measured in general education assessment.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Senior exit survey feedback shows that some students are very happy with the broader variety of options in a BA degree while others would benefit from the focused study of a BFA. The department is separating degrees to serve both groups better. Some students really perform better in the liberal arts degree model as evident in the assessment from the Senior Exhibition course which evaluates the portfolio, critiques and discussions of the graduating seniors
- 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 university art programs in the state maintain both the BA and BFA options in the Fine Art area to

accommodate students who are more interested in a liberal arts focused degree in which they can take a variety of coursework from other disciplines offered at the university. UCA, UAFS, and U of A all have both degrees. This option is already in place for ATU; we just need to specify in our curriculum what electives must be taken outside the 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.)

BA – Fine Art Assessment Plan

- Identifying and analyzing visual arts concepts and vocabulary in critiques and discussions – courses that will assess these measures: ART 1303, ART 1403, ART 2403, ART 2413, ART 3001, and ART 4703
- Applying principles of design, color and design concepts in a variety of studio media – courses that will assess these measures: ART 1303, ART 1403, ART 2403, ART 2413
- Develop an artist's statement and a diverse portfolio of finished work – courses that will assess these measures: ART 4703
- Ability to place works of art in a historical, cultural and stylistic context - courses that will assess these measures: ART 2103, ART 2113, ART 3113, ART 3133, ART 3143, ART 4113, ART 4103, ART 4723, ART 4823, and other courses in the broad elective curriculum.

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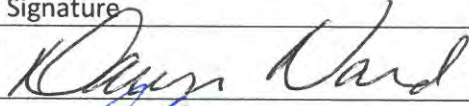

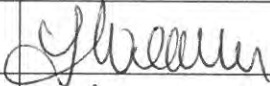
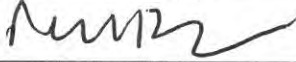
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Registrar's Office

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	ART
DATE SUBMITTED:	September 12, 2017

Title	Signature	Date
Department Head Dr. Dawn Ward		9/14/17
Dean Dr. Jeff Woods		9/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/8/17
Vice President for Academic Affairs		4/25/18

Program Title: BFA -Fine Art	Requested changes will be effective Summer I for next catalog year
Outline change in program: <ol style="list-style-type: none"> 1. Change Title of Program to BFA 2. Delete 18 hours of Electives 3. Add 18 hours of Art Electives 4. Change footnote #2 to read "General electives cannot include art courses" 	
What impact will the change have on staffing, on other programs and space allocation? NA	
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 .	
Does not affect other departments	
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 BFA – Fine Art		Registrar's Office
<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>3 hours Art Elective (3000-4000)</p> <p>Delete:</p> <p>3 hours Elective (3000-4000)</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>3 hours Art Elective (3000-4000)</p> <p>Delete:</p> <p>3 hours Elective (3000-4000)</p> <p>Total Hours: 15</p>	
<p>Senior Fall Semester –</p> <p>Add/Change:</p> <p>Add 9 hours of Art Electives (3000-4000)</p> <p>Delete:</p> <p>9 hours of Elective</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>3 hours of Art Electives (3000-4000)</p> <p>Delete:</p> <p>3 hours of Elective</p> <p>Total Hours:12</p>	

Arkansas Tech University
Proposal for Change in Program
Assessment Form – BFA in Fine Arts

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 Registrar's Office

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 the program change fit with the university mission? These changes support the mission by offering students a more specialized (BFA) professional degree to promote student success and intellectual development. The changes also meet the standards of art's discipline based accreditor the National Association of School of Art and Design.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This is not mandated but was recommended by NASAD. NASAD makes a distinction between liberal arts (BA) and professional (BFA) degrees. Liberal arts degrees should have a broad and wide ranging curriculum while professional degrees should be more narrowly focused. Arkansas Tech's BA degree in fine art fell in between the liberal arts and professional degree. To meet both needs we are altering the curriculum of the BA to be a liberal arts option with a broader range of non-art course options. The BFA program fits more in the professional degree model with more art specific course work. The fine arts option for some students offers a more direct career path in studio management, gallery management and teaching at the university level.
- c. How will the program change impact learning for students enrolled in this program? The changes will provide more options and flexibility for students. The BFA will provide them with more extensive skills in the field through course work in additional and advanced studio options. This will also help students compete in certain sections of the job market with a more specialized professional degree.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Portfolio & Senior Exhibition
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Senior Exhibition course feedback and advising sessions in which students are preparing for art careers or graduate school indicate interest in a BFA. Parents are also asking for students to have a BFA option for more specialized studies in studio areas.

- | |
|---|
| <p>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. U of A Fayetteville, UCA, UAFS, SAU, and UALR as well as most of the university art departments throughout Arkansas offer a BFA option in most major areas including fine art, graphic design, and some have a BFA in Art Education as well. Our course offerings, elective offerings and department size now warrant this change to better serve our fine art majors.</p> |
| <p>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.)</p> |

BFA – Fine Art Assessment Plan

- Identifying and analyzing visual arts concepts and vocabulary in critiques and discussions – courses that will assess these measures: ART 1303, ART 1403, ART 2403, ART 2413, ART 3001, and ART 4703
- Applying principles of design, color and design concepts in a variety of studio media – courses that will assess these measures: ART 1303, ART 1403, ART 2403, ART 2413
- Developing, conceptualizing and completing works of art – courses that will assess these measures: ART 4703, ART 4883
- Ability to place works of art in a historical, cultural and stylistic context - courses that will assess these measures: ART 2103, ART 2113, ART 3113, ART 3133, ART 3143, ART 4113, ART 4103, ART 4723, ART 4823
- Develop an artist's statement and a substantive portfolio of finished work - courses that will assess these measures: ART 4703

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Registrar's Office



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

June 19, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On April 20, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

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Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Management with Tracks in Entrepreneurship; Human Resource Management; and Business Management (DC 3530; CIP 52.0201; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Marketing and Tracks in Marketing Strategy and Digital Marketing (DC 3590; CIP 52.1401; 120 credit hours; Fall 2018)

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 120 credit hours) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

Reconfiguration of Existing Degree Program to Create New Degree Program and Offered by Distance Technology

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Associate of Business Administration in Business Administration (DC 0301; CIP 52.0201; 60 credit hours; Fall 2018; 70% online)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; Fall 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code

Teacher Education Committee

App 9/11/17

CC app 10/24/17

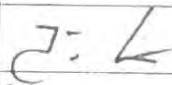

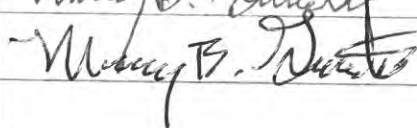

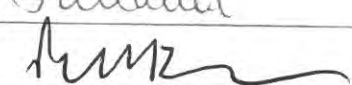
FS app 11/14/17

Arkansas Tech University

REQUEST FOR COURSE ADDITION

RECEIVED
JUL 14 2017
Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/5/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/6/17
Dean Dr. Mary Gunter		7/10/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/21/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL) EDFD	Course Number: (e.g., 1003) 1001	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 Teaching K-12		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Orientation to Teaching K-12		
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		

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<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 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)**

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

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

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

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

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



ARKANSAS TECH
UNIVERSITY

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EDFD 1001 Orientation to Teaching K-12

Location:

Meeting Times/Days:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Justification/Rationale

The class will provide students who are transitioning to college with foundational information that will help them be successful throughout college. These skills will be immersed in the field of education and educational related topics. This experience will afford connections with K-12 education majors, professors, and supporting staff.

Pre- and Co-Requisites

None

Student Outcomes for Course

Students will gain the following by successfully completing this course:

- strategies to set and accomplish goals leading to a degree in education
- skills for successfully interacting with professors, staff, and other students
- knowledge of information/resources on campus
- strategies for time management

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- effective college learning skills and how these skills can be transferred to the teaching profession
- knowledge of OneTech, Blackboard, as well as other educational technologies knowledge about educational related topics and resources

ATU Course Catalog Description

A course designed to provide information and enhance skills that will enable students to make a successful transition to college. The course will expose students to college resources, requirements, and promote the development of practical skills for college success while being introduced to educational related topics and issues. In addition, the course will also discuss the current challenges and requirements for the education profession.

Course Credit

EDFD 1001 is worth 1 credit hour

Textbook

No Required Text

Fees

No Fees associated with course

Notes

Course may be repeated for credit

Attendance and Participation

Class attendance is mandatory. If you have to miss a class, contact your professor/instructor to explain the problem or situation **before** the absence occurs, if possible. You may call, e-mail, or leave a message in the office for your professor/instructor. Students will earn **20 points** for each class in which they attend and contribute in the class discussions and activities.

Class Expectations

Students are expected to attend class, be on time to class, actively participate, and to submit 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/instructor 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

Practical assignments will be given throughout the semester. Many assignments will be given and **completed in class, making attendance critical** to success in this course. Other

assignments will be done outside of class and then used in group or individual work when students return to class. Your instructor will determine if late work will be accepted and what reduction in points will be taken.

Campus Involvement Expectations

- **Advisor or B2E Mentor Meeting (15 points/Required)** - Each student is required to meet with their Bridge to Excellence mentor or their Academic Advisor. Students will report their experiences from this meeting on the form provided by your professor/instructor.

- **OnTrack Participation (10 points/Bonus)** – The OnTrack program is offered by Arkansas Tech University to encourage and support the out-of-class campus involvement of students. Each FID/D 100 student is encouraged to participate and will earn 10 points of bonus if completed.
 - Students will select and get licensed for one of the seven tracks available.
 - Once a student has **a license to participate** in a track they will select and **attend three (3) events** on that 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 record** to show completion of their track (or other documentation as the Instructor requires).

OR:

- **Campus Support Visits (10 points/Bonus)** - There are many offices on campus who are here solely to support student success. Students who wish to earn bonus, but are not able to participate in the OnTrack program may choose this option.
 - Visit **3 different** support offices to receive help/support during the semester.
 - Fill out a **Campus Support Reflection** form detailing experiences for each different office visit.
 - Students may choose from the following offices/programs:
 - Tutoring Center (Doc Bryan, upstairs in Doc Bryan)
 - English Writing Lab (Witherspoon 365)
 - Norman Career Services (Doc Bryan, #229)
 - Academic Advising Center (Rothwell, Suite 107)
 - Counseling Center (Dean Hall, #126)
 - Library Reference Desk (Research help) (Pendergraft)
 - Student Support Services/TRiO (RC Brown, Suite #345)
 - Disability Services (Doc Bryan, Suite #171)
 - Veterans Services (RC Brown, Suite #346)

ASSISTANCE

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Students should seek assistance 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 the professor/instructor. Course material will be provided in class and via Blackboard. Check with Blackboard and the professor/instructor for due dates and assignment requirements.

If students need clarification or assistance, the professor/instructor welcomes questions from students by e-mail, phone, or in person. Please reference Blackboard and the syllabus 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.**

Course Evaluation/Grades

Attendance (13)	13 @ 20 points/each	260 points
In Class Assignments (12)	12 @ 10 points/each	120 points
Contact Sheet (1)	1 @ 10 points/each	10 points
Inventories (5)	5 @ 15 points/each	75 points
B2E Mentor Meeting/ Advisor (1)	1 @ 15 points/each	15 points

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OnTrack Report (1 – Bonus) OR Campus Support Form (1 – Bonus)	1 @ 10 points	10 points (Bonus)
Final Assessment	1 @ 20 points	20 points

TOTAL	500 points (510 w/bonus)
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Grading Scale

90-100%	= A (450-510 points)
80-89%	= B (400-449 points)
70-79%	= C (350-399 points)
60-69%	= D (300-349 points)

Bibliography

Wong, H. and Wong, R. (2006). The First Days of School. Sunnyvale, CA: Harry Wong Publications.

Schon, D. A. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco: Jossey-Bass.

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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.

EDFD 1001 Orientation to Teaching K-12

- a. How does this course fit with the university mission? The course helps set the stage for becoming a professional in the field of education, encourages being a lifelong learner as an educator and teaches learning skills, and helps students begin to understand how they might impact communities particularly in high-needs areas of our state.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. strategies to set and accomplish goals leading to a degree in education, 2. skills for successfully interacting with professors, staff, and other students, 3. knowledge of information/resources on campus.
- d. What assessment tool or measure will you use to assess student learning? Tests and assignments Students will meet with a B2E mentor and report this to the instructor. They will have opportunity to participate in OnTrack and write a reflection on this participation. They will complete in-class assignments related to ATU and the Education Profession.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? They will provide reflections about their participation with mentors and potentially with the on-track program. In addition, they will complete course assignments.
- 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. This course follows the research collected by the CSP department concerning orientation classes and their value to the student in the university setting. An added element is the orientation to completing their degree specifically in the field of education.

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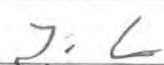
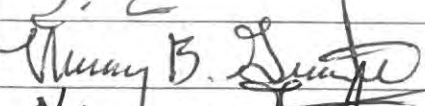
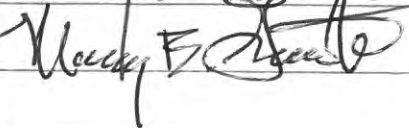
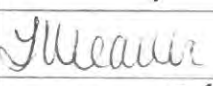
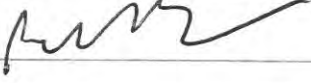
Teacher Education Committee

app 9/11/17
CC app 10/24/17
FS app 11/14/17

Arkansas Tech University REQUEST FOR COURSE ADDITION

RECEIVED
JUL 14 2017
Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/5/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/6/17
Dean Dr. Mary Gunter		7/14/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/21/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SEED	4054	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Educating Developing, Diverse, and Exceptional Learners		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Educ. Develop, Div., & Except.		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is this course repeatable for additional earned hours? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other <input type="text"/>		
Mode of Instruction (check appropriate box):		
<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics

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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? <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"/> Fall and Spring Semesters		
For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog) See attached on next page.		
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.? NA		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? NA		
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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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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SEED 4054
Educating Developing, Diverse, and Exceptional Learners

Instructor:

Office Hours:

Contact Information:

Organizing Theme: Professionals of the 21st Century.

Catalog Description: Corequisite: SEED 4556: Classroom Application of Educational Psychology

Prerequisite: Admission to Stage II of the teacher education program. The course is designed to prepare teacher education candidates for classroom interaction by tracing influences of normal human development in all domains and showing how heredity and environmental factors affect the individuals' capacity to learn and function in a school environment. The course will also examine diverse and exceptional learning needs including learning disabilities, mental retardation, emotional disturbance, giftedness, economically disadvantaged homes, and the needs of diverse learners in the educational environment. May not be taken for credit after completion of EDFD4052 or SEED3554 or repeated for credit as EDFD5052.

Required Textbooks:

Kirk, S. A., Gallagher, J. J., & Coleman, M. R. (2014). *Educating exceptional children*, 14th ed. NY: Cengage Learning.

Santrock, J.W. (2014). *Life-span development* (15th ed.) Boston, MA: McGraw Hill.

Subscription to Taskstream. www.taskstream.com

Supplemental Reading List:

Adelson, R. (2004). Instruction versus exploration in science learning. *Monitor on Psychology*, 35(6) 34-36.

Alloway, T. P., Archibald, L., & Ragendran, G. (2009). Working memory in children with developmental disorders. *Journal of Learning Disabilities*, 42 (4), 372-381.

Coates, J., & Vickerman, P. (2008). Physical education and SEN let the children have their say: Children with special educational needs and their experiences of physical education- a review. *Support for Learning*, 23 (4), 168-175.

Costello, B. (2008). Leveraging gender differences to boost test scores. *The Education Digest*, 73 (9), 32-35.

Council for Exceptional Children. (2009). Activity schedule, *Teaching Exceptional Children*, 41 (4), 16-21.

Culkin, J. (1970). *Summerhill: For and against*. New York: Hart Publishing. David, J. L. (2011). High-stakes testing narrows the curriculum. *Educational Leadership*, 68 (6), 78-80.

Doyle, M. B., & Gingreco, M. (2009). Making presentation software accessible to high school students with intellectual disabilities. *Teaching Exceptional Children*, 41 (3), 24-31.

Everhart, M. J. (2011). Effects of computer-based practice on the acquisition and maintenance of basic academic skills for children with moderate to intensive education needs. *Education and Training in Autism and Developmental Disabilities*, 46 (4), 556-564.

Fernandez, R. C. (2000). No hablo Ingles: bilingualism and multiculturalism in preschool settings. *Early Childhood Special Education*, 27 (3), 159-163.

Frenkel, S. (2009). Verbal, visual, and spatio-sequential short-term memory: Assessment of the storage capacities of children and teenagers with Down syndrome. *Journal of Intellectual Disability Research*, 53 (2), 152-160.

Friedlander, D. (2009). Sam comes to school: Including students with autism in your classroom. *The Clearing House*, 43 (3), 141-144.

Furniss, G. (2008). Celebrating the art making of children with autism. *Art Education*, 61 (5), 8-12.

Garran, D. (2008). Implementing project-based learning to create "authentic" sources: The Egyptological Excavation and Imperial Scrapbook projects at the Cape Cod Light Charter School. *The History Teacher*, 41 (3), 379-389.

Geary, D. (2004). Mathematics and learning disabilities. *Journal of Learning Disabilities*, 37 (1), 4-15.

Geddes, K. A. (2011). Academic dishonesty among gifted and high achieving students. *Gifted Child Today*, 34 (2), 51-56.

Hudson, M. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *Teaching Exceptional Children*, 45 (3), 14-23.

Hutson, P. (2008). Growing local leaders through networking. *Choral Journal*, 48 (11), 99-101.

Ingersoll, B. (2013). Social intervention for adolescents with autism and significant intellectual disability: Initial efficacy of reciprocal training. *American Journal on Intellectual and Developmental Disabilities*, 118 (4), 247-261.

Jones, D. (2000). Disclosure of child sexual abuse. *Child Abuse and Neglect, The International Journal*, 24 (2), 269-271.

Junge, E. (1995). Mathematical self-efficacy gender differences in gifted/talented adolescents. *Gifted Child Quarterly*, 39 (1), 22-26.

Kanaya, T., Ceci, S., & Scullin, M. (2003). This rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology*, 41 (6), 453-465.

Kaplan, S. N. (2009). Myth 9: There is a single curriculum for the gifted. *Gifted Child Quarterly*, 53 (4), 257-258.

Karl, J., Collins, B. C., Hager, K. D., & Ault, M. J. (2013). Teaching core content embedded in a functional activity to students with moderate intellectual disability using a simultaneous prompting procedure. *Education and Training and Developmental Disabilities*, 48 (3), 363-378.

Kauffman, J., & Smith, M. (2003). Appearances, stigma, and prevention. *Remedial & Special Education*, 24 (4).

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Justification/rationale for the course. This course helps the student to become a more effective reflective decision-maker in the classroom. SEED 4054 is a survey course designed to acquaint students with inclusion of both the handicapped and the gifted and talented. This course will focus on the following: the implications of legislation and litigations pertaining to exceptional learners, characteristics of exceptional learners, attitudes toward exceptional learners, assessment of exceptional learners' needs, learning environments, educational provisions and curricula, evaluation, Individualized Education Program, resources, teaching strategies, and uses of technology for exceptional learners.

Course objectives:

By the end of this course the student should be able to, in writing, with at least 75 percent accuracy,

1. Discuss the "nature vs. nurture" foundation of human development. *(TESS 1b, InTASC1, 2)*
2. Discuss various theories which explain the physical, intellectual, social-emotional, and personality patterns of human development. *(TESS 1b, 4d, 4e, InTASC 1, 2, 9)*
3. Discuss the biological, cultural, psychological, and economic variable and their influence on self and self-concepts. *(TESS 1b, 4d, 4e, InTASC 1, 2, 9)*
4. Describe the evolution of peer relations and contrast the impact of parents and peers during development. *(TESS 1b, 4d, 4e, InTASC 1, 2, 9)*
5. Discuss the development of sexuality, the formation of sexual orientation and review factors associated with pregnancy and parenthood. *(TESS 1a, 1b, 1d, InTASC 1, 2)*
6. Identify the educational implications of human development with impact teaching and learning. *(TESS 1a, 1b, 1d, InTASC Standards 1, 2)*
7. Discuss issues of cultural diversity which may impact human development. *(TESS 1a 1b, 4d & 4e, InTASC Standards 2, 9)*
8. State the criteria for classification into each category of diversity. State the criteria for classification into each category of exceptionality. *(TESS 1b, InTASC 2)*
9. Identify the various categories within each classification such as mildly, moderately, severely, and profoundly mentally handicapped. *(TESS 1b, 1d, InTASC 2)*
10. Recognize and comprehend specific vocabulary associated with exceptionalities such as inclusion, mainstreaming, attention deficit disorder, modality preference, dyslexia, dyscalculia, dysgraphia, Fernald method, Down's Syndrome, rehearsal strategies, autism, schizophrenia, hyperopia, auditory reception, readability, and conduct disorder. *(TESS 1d, 4d, 4e, InTASC 10)*
11. Recognize valid and invalid applications of inclusive teaching methods such as mastery learning, multi-sensory approaches, re-written text, teaching to preferred modality, overlearning, language experience approach, and programmed instruction. *(TESS 1a, 1b, 1d, 1e, 4a, 4b, 4d, InTASC 3)*
12. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing. *(TESS 1b, 1d, InTASC 1)*
13. Recognize the challenges parents with special needs children face. *(TESS 1b, 1c, 1d, InTASC 1, 2)*
14. Analyze the legal reasons for the admission, review, treatment, and dismissal of students in special education according to relevant legislation and court cases. These reasons might include these acts or cases. *(TESS 4a, InTASC 9)*
15. Apply these principles of behavior management as they relate to classroom management with various types of exceptionalities: positive reinforcement, negative reinforcement, Premack principle, extinction, aversive stimuli, response cost, token economies, assertive discipline plans, ladder of drastics, reinforcement for alternative behaviors, and reality therapy. *(TESS 1b, 4a, 4d, 4e, 4f, InTASC 1, 9)*
16. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children. *(TESS 1a, 1b, 1e, 1d, 1e, 1f, InTASC 1, 2, 3, 4, 7)*
17. Describe how curricula might be adapted or managed differently for gifted, retarded, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. *(TESS 1a, 1b, 1c, 1d, 1e, 1f, InTASC 1, 2, 3, 4, 6, 7)*

Assessment and evaluation methods:

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Field Experience. As is the case in most education courses in teacher-preparatory programs across the country, this course has a field experience. Students are expected to spend a minimum of ten clock hours in a classroom setting with an exceptional student. The activities experienced by a SEED 4052 student may vary depending upon the grade level of the placement, the characteristics of the child being observed/worked with, and the opportunities for working with the child that are inherent to the placement situation. Those opportunities vary from placement to placement. Tech teacher education students are expected to make as much use of opportunities to interact with the diverse child as the situation permits. These may vary from getting to teach the child one-on-one to sitting in another part of the room and making note of what the child does.

Placement procedures have changed this year to enable Tech teacher education students to begin their placements as early as possible in the semester. Unless the circumstances of the placement turn out to be totally unworkable, do not ask for a change of placement. *Do everything you can to make your placement work.* Asking for re-placement slows the placement process for all other students in the College of Education and will reduce the amount of time the requesting student has for completing his/her ten hours and writing the Research Action Project (RAP).

The following are required in the course.

Class attendance and active participation

Weekly chapter quizzes

Various hands on experiences in class, at home and in the field-based experience

Research Action Project (course artifact to be submitted in Taskstream)

UDL Lesson Re-Design

Taking an observed lesson from the classroom observation, students will use the UDL model to re-design a lesson observed while specifically considering characteristics of diversity, exceptionality, and developmental stages of various learners as related to the UDL model.

Exceptionalities Wiki

As part of the learning/reflection process for this course, each student will create a summative wiki page that allows them to showcase their understanding of effective instruction and assessment for exceptional students

A.) Wikis must include at least 3-5 different internet sources (e.g.: NICHY, ed.gov, NCELA, CEC, etc.) and all website sources must be credible, providing research based, accurate, current information. Don't list examples/resources less than 5 years old unless its relevant to the topic being discussed.

B.) Plagiarism will not be allowed, so a specific URL source must be listed for EVERY ITEM listed in the wiki or all points will be lost for that page!

C.) Each wiki page must include pictures, graphics, video links and related interesting technological elements.

This is a sample wiki so that students can see the level of thoroughness that is expected for this assignment- but nothing from this person's website may be included in the wiki students are creating for this course- it must all be original work - <http://danielle20.pbworks.com/>

Development Project

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As part of the learning concerning typical development, students will create a paper, project, analysis, or other presented work concerning student development in the K-12 setting. Details of this project will be delineated by the instructor.

Research Action Project (RAP)

The RAP project represents a step toward completing program requirements. The project is an opportunity to demonstrate scholarship, literacy, and a command of subject material central to an understanding of the functioning of both normal learners and exceptional children. This project must be satisfactorily completed in order to fulfill course requirements and agency competencies. This project will be submitted in Taskstream.

Attendance Policy: Students are expected to attend all class meetings. There is no "quota" of permissible absences. On the third absence the student will be sent a warning letter. On the fourth absence, the student will be dropped from the course with an F. For other information about class attendance please refer to the *Arkansas Tech Student Handbook*.

Plagiarism and Other Academic Misconduct: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in *Arkansas Tech Student Handbook*. If in doubt about referencing or using certain material, ask the instructor.

Class attendance and Participation: Class attendance and participation is going to be an important part of this course. Attendance will be taken every class session and points will be received for a variety of activities that are worked on collaboratively in class (and sometimes outside class as well). Each student will be able to miss one class session without losing any points but any other missed days will be a loss of 10 points. Some of our performance based activities include: school visits, co-lesson planning, case study analysis, simulated activities, class discussions, center creation activities, etc.

Grading: Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments, assessments and reflections. Grading Scale:

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

Late assignments will result in a decrease of the total points earned for the assignment. Make-up tests will be given at the discretion of the instructor. The student should visit with the instructor about a test date.

Course content and schedule:

Activities include lectures, demonstrations of methods and materials, simulations of handicapping conditions, guest speakers, videotapes, field trips, library activities, and clinical experiences with exceptional children. The flow of instructional activities goes from teacher- centered (lecture) in the early part of the course to simulations, small group work, and a field trip near the end (more student centered).

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Course Addition

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

SEED 4054

- a. How does this course fit with the university mission? The course emphasizes lifelong learning and professional development in the field of education. The course is designed for students to learn content in their area of specialization and to use technology in a variety of ways. It is essential that students gain understanding of how to impact the learning of students with exceptional learning needs since this diverse group is growing with a variety of communities. By being prepared to teach these students, our students can have a positive impact in the communities in which they teach.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA, but this type of course is required for students to be able to successfully complete national tests and licensure requirements.
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Identify the educational implications of human development with impact teaching and learning, 2. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing, 3. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children.
- d. What assessment tool or measure will you use to assess student learning? There is a course artifact completed in this course.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a Research Action Project to demonstrate their ability to plan for teaching diverse learners with exceptional learning needs.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. See attached.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. All Arkansas Universities have some similar course to prepare students to teach public school students

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with exceptional learning needs, complete licensure assessments, and to gain a state teaching license.

RESEARCH ACTION PROJECT (RAP)

SPED 3033, MLED 3072, SEED 4054

General Guidelines:

1. As part of your class experience you will complete a field experience working with children who have been identified as having exceptional learning needs. This could include working with children who are from academic, cultural, language or economically diverse backgrounds. In your Research Action Project introduce the class you are working in and provide an overview of the types of diversity found in the classroom.
2. Describe the extent of your involvement in working with the children. This likely will vary from classroom to classroom; assisting the teacher, observing, working with an individual student or a small group of students. How many visits did you make to the classroom?
3. In conjunction with your site-based teacher select a specific child or children to work with. Assess the development of the child you are working with. How does this child's development differ from other children in the class? How is this child's development similar to that of other children? If the child has a Special Education IEP briefly discuss the criteria for receiving special Education services. Reference Arkansas and Federal Special Education guidelines.
4. If this child receives special education services or has been referred for those services; describe how the program most appropriate for this child works in Arkansas. If the child is to be served under IDEA, for example, name and discuss several parts of the Arkansas State Plan for Special Education that will guide the development of the child's IEP.
5. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP? Reference Arkansas and Federal Special Education guidelines if needed. If the data you are allowed to work with are limited because of confidentiality needs, please discuss the confidentiality requirements found in the Arkansas and Federal Special Education guidelines.
6. Working with your site-based teacher develop a lesson that you potentially could teach to the class or to a small group of students. This lesson should be related to your Major. Use the UDL Universal Design for Learning model to develop the lesson plan. Indicate modifications/accommodations.
7. Research the exceptional learning needs of the child you are working with. Find two journal articles that provide information pertaining to these specific learning needs. Describe how this information could be used in the classroom to benefit the child. Provide either a web link to the articles or copies of the articles.

8. Discuss how this experience has impacted the child's learning. Discuss how this experience has affected your professional development as a future teacher. Has it changed or impacted your perception of children with exceptional learning needs?
9. References, works cited. All work cited in the paper should be included in the reference list. Use A.P.A. guidelines. Use spell check and check for mechanical errors before submission.

RAP- Research Action Project Rubric ELED 3033, MLED 3072, SEED 4054

	4- Unacceptable	5- Acceptable	6- Target
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview	Provided a brief overview of the class and provided some demographic data on the class	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Provided an overview that gave extensive details about the requested information.
Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.
Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.
Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.
UDL Lesson Plan TESS 1a, 1b, 1d, 1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.
Related Research TESS 1a, 1b, 1c, 1d, 1e, 4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.

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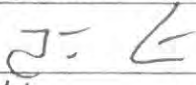
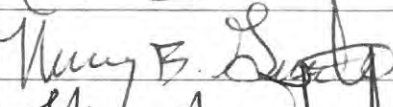
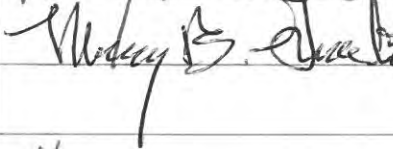
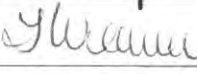
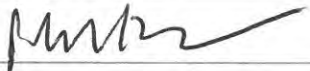
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.
References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had less than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

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Teacher Education Committee
appl 9/11/17

Arkansas Tech University **CC appl 10/24/17**
REQUEST FOR COURSE CHANGE **FS appl 11/14/17**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/24/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/24/17
Dean Dr. Mary Gunter		7/24/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/25/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
ELED	4033
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: ELED 4033: Classroom and Behavior Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input type="checkbox"/> Course Description
	<input checked="" type="checkbox"/> Co-requisite
NOTES:	

New Course Number: (e.g., 1003) <input type="text"/>		
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <input type="text"/>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript) <input type="text"/>		
New Course Description: <input type="text"/>		
New Cross List: <input type="checkbox"/> Adding Cross-Listing <input type="checkbox"/> Changing Cross-Listing <input type="checkbox"/> Deleting Cross-Listing <input type="text"/>		
If adding or changing cross-listing, indicate course subject and number <input type="text"/>		
New Prerequisite (list all, as you want them to appear in the catalog): <input type="text"/>		
New Co-requisite (list all, as you want them to appear in the catalog): Add the Co-requisite: RDNG 4003: Literacy Assessment and Intervention, to ELED 4033: Classroom and Behavior Management.		
<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.)		
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

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

ELED 4033

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is part of an approved elementary education program that helps prepare people for licensure.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The course change is based on alignment issues in the curriculum and to allow students to complete additional field experience hours in the public schools. This has been requested by public school administrators, public school teachers, faculty members of the COE, and by students.

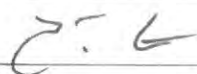

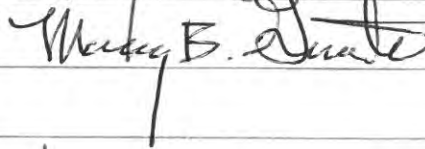
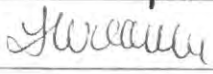

Teacher Education Committee

appl 9/11/17

Arkansas Tech University REQUEST FOR COURSE CHANGE

CC appl 10/24/17
FS appl 11/14/17

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/24/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/24/17
Dean Dr. Mary Gunter		7/24/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/25/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RDNG	3163
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: RDNG 3163: Integrated Language Arts	
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:	

<p>New Course Number: (e.g., 1003)</p> <p>_____</p>
<p>New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)</p> <p>_____</p>
<p>Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)</p> <p>_____</p>
<p>New Course Description:</p> <p>_____</p>
<p>New Cross List:</p> <p> <input type="checkbox"/> Adding Cross-Listing <input type="checkbox"/> Changing Cross-Listing <input type="checkbox"/> Deleting Cross-Listing </p> <p>_____</p>
<p>If adding or changing cross-listing, indicate course subject and number</p> <p>_____</p>
<p>New Prerequisite (list all, as you want them to appear in the catalog):</p> <p>Modify the Prerequisite for RDNG 3163: Integrated Language Arts, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: Prerequisites: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program.</p>
<p>New Co-requisite (list all, as you want them to appear in the catalog):</p> <p>_____</p>
<p> <input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor </p> <p>(If major or minor course, you must complete the Request for Program Change form to add course to program.)</p>
<p>Attach the Course Addition 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>

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Provide an answer for each question. Your answers are to be typed single spaced.
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RDNG 3163

- | |
|---|
| a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is part of an approved elementary education program that helps prepare people for licensure. |
| b. Provide an example or examples of student learning assessment evidence which supports the course change. The course change is based on alignment issues in the curriculum and to allow students to complete additional field experience hours in the public schools. This has been requested by public school administrators, public school teachers, faculty members of the COE, and by students. |
-

Teacher Education Committee

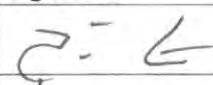
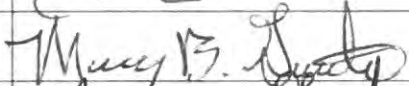
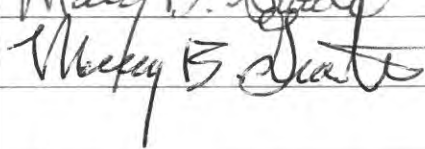
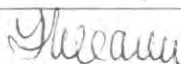
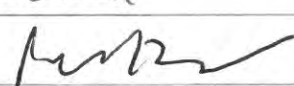
app 9/11/17

CC app 10/24/17

FS app 11/14/17

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/24/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/24/17
Dean Dr. Mary Gunter		7/24/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/25/17
Vice President for Academic Affairs		8/24/17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RDNG	4003
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: RDNG 4003: Literacy Assessment and Intervention	
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	<input type="checkbox"/> Course Description
<input checked="" type="checkbox"/> Co-requisite	
NOTES:	

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):

Modify the Prerequisite for RDNG 4003: Literacy Assessment and Intervention, FROM: Prerequisite: Admission to Stage II of the Teacher Education Program; TO: RDNG 3003: Teaching Literacy Foundations, and Admission to Stage II of the Teacher Education Program

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

add the Co-requisite: ELED 4033: Classroom and Behavior Management.

|

☐ 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

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--

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

RDNG 4003

- | |
|---|
| a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is part of an approved elementary education program that helps prepare people for licensure. |
| b. Provide an example or examples of student learning assessment evidence which supports the course change. The course change is based on alignment issues in the curriculum and to allow students to complete additional field experience hours in the public schools. This has been requested by public school administrators, public school teachers, faculty members of the COE, and by students. |
-

Teacher Education Committee

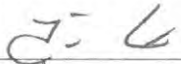




appl 9/11/17

CC appl 10/24/17

FS appl 11/14/17

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/24/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/24/17
Dean Dr. Mary Gunter		7/24/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/25/17
Vice President for Academic Affairs		7/25/17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SEED	4556
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: Classroom Application of Educational Psychology	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input type="checkbox"/> Course Description
	<input checked="" type="checkbox"/> Co-requisite

New Course Number: (e.g., 1003) <input type="text"/>
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <input type="text"/>
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript) <input type="text"/>
New Course Description: <input type="text"/>
New Cross List: <input type="checkbox"/> Adding Cross-Listing <input type="checkbox"/> Changing Cross-Listing <input type="checkbox"/> Deleting Cross-Listing If adding or changing cross-listing, indicate course subject and number <input type="text"/>
New Prerequisite (list all, as you want them to appear in the catalog): <input type="text"/>
New Co-requisite (list all, as you want them to appear in the catalog): Add the Co-requisite: SEED 4054: Educating Developing, Diverse, and Exceptional Learning, to SEED 4556: Classroom Application of Educational Psychology. <input type="text"/>
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
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

SEED 4556

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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. This course is part of the teacher preparation program in secondary education. Students need it to meet expectations of the state for teacher licensure and to meet the expectations of the profession.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. The course change is based on alignment issues in the curriculum and to allow students to complete additional field experience hours in the public schools. This has been requested by public school administrators, public school teachers, faculty members of the COE, and by students.

Teacher Education Committee

appl 9/11/17

cc appl 10/24/17
FS appl 11/14/17

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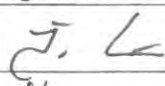

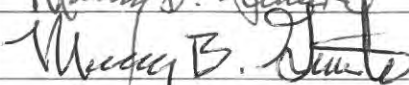

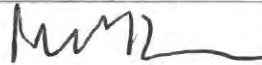
JUL 14 2017

Arkansas Tech University

Registrar's Office

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee Curriculum Comm. Fee
FROM (Initiating Department):	Curriculum and Instruction
DATE SUBMITTED:	7/5/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/6/17
Dean Dr. Mary Gunter		7/10/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		7/21/17
Vice President for Academic Affairs		7/25/17

Program Title: Elementary Education	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>1.) Make RDNG 3003 a prerequisite for RDNG 4003 and for RDNG 3163 see course change RDNG 4003 and RDNG 3163</p> <p>2.) Make RDNG 4003 and ELED 4033 co-requisites offered in the semester prior to ELED 4912 and RDNG 4023 see course change RDNG 4003 and ELED 4033</p> <p>3.) Replace TECH 1001 Orientation to the University with EDFD 1001 Orientation to Teaching K-12</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>NA</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/ See attached.</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>	

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From: Christopher Giroir
Sent: Thursday, July 06, 2017 3:40 PM
To: Tim Carter <tcarter@atu.edu>
Cc: Linda Hensen-Jackson <lhjackson@atu.edu>
Subject: Letter of Support/EDFD 1001

Dr. Carter,

This e-mail will serve as our letter of support in your efforts to create an "Orientation to Teaching K-12" class (EDFD 1001). Based upon the conversations I have had with you regarding the content in the EDFD 1001 course and seeing the syllabus for the proposed course, it appears the main content of TECH 1001 will be covered in addition to covering pertinent information regarding the field of education.

The CSP Department supports the discipline specific orientation courses as long as the content of TECH 1001 is being covered. I know that you or your designated course steward for EDFD 1001 will meet with Mrs. Linda Jackson who serves as our 1001 program coordinator at least once/year to make sure any revisions made to TECH 1001 are being covered in the education orientation course as well.

If you have any other questions or concerns, please do not hesitate to contact me.

Christopher L. Giroir, Ph.D.
Interim Associate Dean, Graduate College
Department Head & Associate Professor
College Student Personnel
Arkansas Tech University
1310 N. El Paso Ave, Russellville, AR 72801
479-880-4047 (office)
www.atu.edu/csp



ARKANSAS TECH
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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 Elementary Education (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: EDFD 1001 Orientation to Teaching K-12</p> <p>Delete: TECH 1001 Orientation to the University</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: Make RDNG 3003 a prerequisite for RDNG 3163</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: Make RDNG 4003 and ELED 4033 co-requisites offered in semester prior to ELED 4912 and RDNG 4023, and make RDNG 3003 a pre-requisite for RDNG 4003</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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Arkansas Tech University

Proposal for Change in Program

Assessment Form

Curriculum in Elementary Education

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

- a. How does the program change fit with the university mission? The faculty desire this program to be innovative in its approach. By making these changes, it will allow us to develop a yearlong internship experience (Internship I and II), which will allow us to nurture the scholastic development of future teachers and increase their professional opportunities within a variety of education settings for an extended period of time. This approach will allow these students to experience a greater diversity over a greater period of time with an extended internship experience that encourages them to be lifelong learners within their professional field.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is not mandated, but a yearlong internship is being strongly encouraged by state and national agencies.
- c. How will the program change impact learning for students enrolled in this program? It will allow them more time in their field experience during internship by providing a platform for an Internship I and Internship II experiences. This should benefit them according to all the feedback received from our stakeholders and from encouragements from state and national education agencies. It will also allow us to engage with the students earlier in the preparation by offering an Orientation course.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students complete a variety of artifacts within the program demonstrating their knowledge, skills, and dispositions as teachers.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. See attached.
- 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 Arkansas universities have similar types of courses when preparing teacher candidates since all must pass the same licensure assessment and must pursue all elements necessary for licensure. ATU is and has been an NCATE-accredited university for many years, and we seek to meet

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the standards of our accreditation as well as our goal of developing strong professionals. The program is based on current research and assessment practices in education.

- 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.)

SEED Program Assessments

Artifact	Course	Semester/Program Continuum
Research Action Project	SPED 3033	Internship I offered in semester prior to Internship II in senior year.
SEED 4054, MLED 3702, SPED 3033 Field-experience Survey	SPED 3033	Administered at end of the SEED 4054 Semester
Student Internship Exit Portfolio Teach and Reflection	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Student Internship Exit Portfolio Assessment of Student Learning	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Student Internship Exit Portfolio Professional Growth	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Student Internship Supervisor Survey	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Praxis II Principles of Learning and Teaching	Internship I SEED 4054/SEED 4556 or Internship II (SEED 4809/SEED 4909)	Internship I Senior Year or Internship II Senior Year Last Semester

Rubrics for Artifacts

SEED 4054 – Students complete a Research Action Project where they explore diversity and exceptional learning needs of students. They review literature on these students, and they complete a project delineating how they would instruct these students within the classroom considering their exceptional learning needs.

RAP- Research Action Project Rubric ELED 3033, MLED 3072, SEED 4054

	1- Unacceptable	2- Acceptable	3- Target
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview	Provided a brief overview of the class and provided some demographic data on the class	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Proved an overview that gave extensive details about the requested information.
Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.
Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.
Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.
UDL Lesson Plan TESS 1a, 1b, 1d, 1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.
Related Research TESS 1a, 1b, 1c, 1d, 1e, 4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed

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		with less than two examples.	manner with more than two examples.
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.
References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had less than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

SEED 4054 Field-experience Supervisor Survey – Supervisors complete a survey concerning the professional behavior, instruction, and technology skills of these students while participating in their field experience (now Internship II).

Items include a "1" to "4" range with "1" meaning "Does not meet expectations" and "4" meaning "Exceeds expectations."

The candidate was prompt and regular in terms of attendance (consider such thing as making prior arrangements for missed sessions, completing visits in a timely manner, etc.)

The candidate carried out assigned duties with minimum supervision.

The candidate displayed initiative.

The candidate displayed a positive attitude about working with students.

The candidate displayed a positive attitude toward me as a supervisor.

The candidate displayed a positive attitude toward the teaching profession.

The candidate's grooming and dress were appropriate for the situation.

The candidate's use of Standard American English was appropriate.

The candidate spoke clearly and was easily understood.

The candidate displayed an interest in learning about the process and profession of teaching.

The candidate demonstrated knowledge of working with exceptional children where applicable.

The candidate showed patience and understanding of students' exceptionalities and/or diverse learning backgrounds without lowering the supervising teacher's classroom standards.

The candidate demonstrated appreciation and respect for individual variations among students and their diverse talents and abilities.

The candidate demonstrated knowledge of the content where applicable.

The candidate is aware of the importance of the integration of technology for student learning.

The candidate is knowledgeable of technologies used in the classroom.

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Student Internship II Exit Portfolio Teach and Reflection – During the Internship II experience, candidates complete a teach in the public school in which they are participating as an intern. They video this teach and then evaluate their own efforts based on the Arkansas Department of Education TESS Rubric. They then justify why they gave themselves these ratings and cite areas for improvement in their own teaching based on this evidence.

TASK 2
Domain 2: The Classroom Environment and Domain 3: Instruction
Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 2, FFT 1b)	Teacher does not provide evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides somewhat limited evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides sufficient and clear evidence to demonstrate that students' prior knowledge has been considered.	
(INTASC Standard 8, FFT 3a, 3e)	The teacher's communication with students is predominantly unclear, and there is little to no flexibility and/or responsiveness demonstrated.	The teacher mostly communicates effectively with the students and demonstrates some flexibility and responsiveness during instruction.	The teacher communicates effectively with the students and demonstrates flexibility and responsiveness during instruction.	
(INTASC Standard 3, FFT 2c, 2d, 2e)	The teacher does not manage the classroom well. Major misbehaviors are noted and/or minor misbehaviors are not addressed effectively.	The teacher manages the classroom in a primarily effective way. The majority of minor misbehaviors are handled quickly and effectively. No major issues are observed.	The teacher manages the classroom in a highly effective behavior with little to no student misbehavior. If minor misbehavior occurs, it is handled quickly and effectively.	
(INTASC Standard 1, FFT 1b)	The teacher does not demonstrate an understanding of the developmental levels of his/her students and/or does not follow the plan delineated as related to developmental levels of the students.	The teacher demonstrates some understanding of development to design and implement his/her lesson, and the lesson generally follows the plan in considering the developmental levels of the students.	The teacher uses understanding of development to design and implement a lesson that is appropriate to the students' developmental levels following the lesson plan developed.	

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(INTASC Standard 2, FFT 2a)	Evidence is not present that the teacher considered UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment.	The teacher considers UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning, but these considerations are not clearly delineated on the plan.	The teacher uses and clearly delineates on his/her plan UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning.	
(INTASC Standard 3, FFT 2b)	The teacher does not make effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher does not address how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes somewhat effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides some explanation of how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides detailed explanation of how he or she might use technology to promote student learning in the lesson if it was available to promote an effective learning environment.	
(INTASC Standard 3, 4, FFT 3c)	The teacher does not demonstrate an acceptable level of his/her content area and/or does not provide any meaningful learning opportunities where social interaction, active engagement, and/or motivation occurs.	The teacher demonstrates an acceptable level of his/her content area and provides learning opportunities for students that are somewhat meaningful where some social interaction, active engagement, and motivation occurs.	The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students that encourages positive social interaction, active engagement, and motivation of learners.	
(INTASC Standard 5, FFT 3b, 3c)	The teacher does not provide opportunity for higher-level thinking and/or does not provide any connections to real-life.	The teacher provides opportunity for some higher-level thinking at times during the lesson and provides occasional real-life explanations within the lesson.	The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.	
(INTASC Standard 6, FFT 3d)	The teacher ignores the use of assessment within the lesson.	The teacher relies on anecdotal forms of assessment to determine if learning has occurred.	The teacher effectively uses assessment(s) to determine if appropriate learning has occurred.	

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(INTASC Standard 7, FFT 1c, 1e, 1f)	The teacher's plan does not demonstrate alignment between standards, objectives, learning activities, and/or assessments used.	The teacher's plan is mostly aligned, and objectives are mostly well-designed and connected with learning activities and assessment(s) used.	The teacher's plan demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and assessment(s) used.	
(INTASC Standard 9, FFT 4a, 4d, 4e, 4f)	The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection.	The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives.	The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

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Student Internship II Exit Portfolio Assessment of Student Learning – Candidates analyze the learning of students within their classroom during the internship experience based upon their scores on pre and post assessments. They then reflect on these results to discuss what they will do in their future instruction.

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TASK 3
Domain 4: Professional Responsibilities
Assessment of Student Learning Rubric

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Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 6, FFT 3d, 4b)	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs).	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	
(INTASC Standard 6, FFT 3d, 4a)	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.	
(INTASC Standard 6 & 7, FFT 4a, 4b, 4e)	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1 to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1 to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	

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(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	
--	--	--	---	--

- 1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

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Student Internship II Exit Portfolio Communication and Professional Behavior –

Candidates examine their own professional behavior and development and discuss ways in which they can further improve their effectiveness as a professional to continue to develop as a lifelong learner.

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TASK 3
Domain 4: Professional Responsibilities
Communication and Professional Behavior Rubric

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Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	
(INTASC Standard 10, FFT 4d)	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	
(INTASC Standard 9, FFT 4e)	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	
(INTASC Standard 9, FFT 4f)	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE,	

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		continuing education opportunities.	NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

- 1 – Unacceptable – insufficient evidence for the criteria
- 2 – Acceptable – sufficient evidence for the criteria
- 3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Student Internship II Principles of Learning and Teaching – Candidates across all programs complete the Praxis PLT assessment in their senior years. These results are then examined by faculty to determine what changes need to be made in the teacher preparation program.

Program Assessment and Continuous Improvement

The data from these different artifacts, along with other data, are examined in faculty and program meetings. In addition, these data are examined during the annual Peer Review process. Faculty members work together to examine ways to continuously improve these programs and courses based upon the data collected.

Data for course artifacts are collected through the Taskstream e-portfolio tool. Reports may be completed each semester or across semesters to analyze student and program process. This tool also allows the user to examine disaggregated data by a variety of diversity factors for students within the program of studies.

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appl 9/11/17

CC appl 10/24/17

FS appl 11/14/17


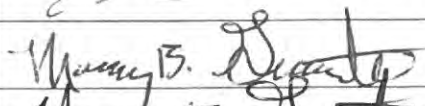
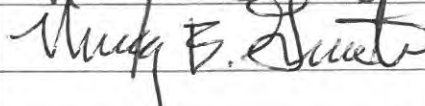


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Arkansas Tech University

Registrar's Office

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Dr. Tim Carter
DATE SUBMITTED:	7/5/17

Title	Signature	Date
Department Head Dr. Tim Carter		7/6/17
Dean Dr. Mary Gunter		7/14/17
Teacher Education Council (if applicable)		8/14/17
Graduate Council (if applicable)		
Registrar		7/25/17
Vice President for Academic Affairs		4/20/18

Program Title: Secondary Education (See attached.)	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) **In order to provide more field experience hours, the following changes have been made and supported across campus (See attached matrices.):**

1. Replace SEED 3552 Child and Adolescent Development and SEED 4052 Educating Diverse and Exceptional Learners with SEED 4054 in curriculum sequence.
2. ~~Add SEED 4054 - Educating Developing, Diverse, and Exceptional Learners~~ *see Course Addition*
3. ~~Make SEED 4556 - Classroom Application of Educational Psychology and SEED 4054 as co-requisites.~~ *SEE COURSE CHANGE SEED 4556*
4. These co-requisites (SEED 4054 and SEED 4556) must be completed in the semester prior to SEED 4503 Seminar in Secondary Education and SEED 4809 Teaching in the Elementary and Secondary School or SEED 4909 Teaching in the Secondary School
5. Keep SEED 3552 and SEED 4052 in the catalog listings for other programs that need them (MAT and BPS).

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

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. Please see the attached program matrices for secondary programs.

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Secondary Education Programs Included

Agricultural Education

Business Education

Chemistry Education

Computer Science Education

Life Science Education

Mathematics Education

Physics Education

Art Education

English Education

Foreign Language with Concentration in Spanish Education

Health and Physical Education

Social Studies Education

Speech Education

Creative Writing Education

Instrumental Music

Keyboard Instrumental Music

Keyboard Vocal Music

Vocal Music

— See proposal provided by Dept Coms/InfSci

— See proposal provided by Dept Hist/PolSci

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Curriculum Matrix for Catalog Curriculum in Agricultural Education	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGBU 3013 • Social Sciences <p>Delete:</p> <ul style="list-style-type: none"> • SEED 3552 • SEED 4052 • AGAS 3021 <p>Total Hours:16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGAS 3021 • SEED 4054 <p>Delete:</p> <ul style="list-style-type: none"> • Social Sciences • AGBU 3013 <p>Total Hours:15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:12</p>

From: Justin Killingsworth
Sent: Wednesday, June 28, 2017 12:28 AM
To: Tim Carter <tcarter@atu.edu>
Subject: Re:

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Curriculum Matrix for Catalog Curriculum in Business Education (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: Science with Lab Delete: SEED 3552 Child and Adolescent Development SEED 3702 Introduction to Educational Technology Total Hours: 16	Junior Spring Semester Add/Change: SEED 3702 Introduction to Educational Technology Delete: SEED 4052 Educating Diverse and Exceptional Learners Total Hours: 14
Senior Fall Semester Add/Change: SEED 4054 Educating Developing, Diverse, and Exceptional Learners Delete: Science with Lab Total Hours: 16	Senior Spring Semester Add/Change: Delete: Total Hours:

From: Stephen Jones
Sent: Tuesday, June 27, 2017 8:22 AM
To: Tim Carter <tcarter@atu.edu>
Subject: RE: Curriculum Matrix Example

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Curriculum Matrix for Catalog Curriculum in Chemistry Education	
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: SEED 4054 Educating Developing, Diverse, and Exceptional Learners Delete: SEED 3552 Child and Adolescent Development SEED 4052 Educating Diverse and Exceptional Learners Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

From: Linda Kondrick
Sent: Tuesday, June 27, 2017 3:29 PM
To: Tim Carter <tcarter@atu.edu>
Cc: James Musser <jmusser@atu.edu>
Subject: Secondary Education Program Proposal Chemistry and Physics Matrices

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Curriculum Matrix for Catalog Curriculum in Computer Science Education	
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: Elective – 3 hrs Delete: SEED 3552 Child and Adolescent Development SEED 3702 Introduction to Educational Technology Total Hours: 16 15	Junior Spring Semester Add/Change: SEED 3702 Introduction to Educational Technology Delete: SEED 4052 Educating Diverse and Exceptional Learners Total Hours: 15 ✓
Senior Fall Semester Add/Change: SEED 4054 Educating Developing, Diverse, and Exceptional Learners Delete: Elective – 3 hrs Total Hours: 15 16	Senior Spring Semester Add/Change: Delete: Total Hours:

From: rcunninghamatu@gmail.com [mailto:rcunninghamatu@gmail.com] **On Behalf Of** Rebecca Cunningham
Sent: Friday, June 23, 2017 11:18 AM
To: Tim Carter <tcarter@atu.edu>
Subject: Re: FW: Page 2 Curriculum Matrix

See additional program
changes in Dept Coms/
InfSci proposal

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Curriculum Matrix for Catalog Curriculum in Life Science for Teacher Licensure (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: Add Biology Elective 3-4 Delete: SEED 3552; SEED 4052 Total Hours:
Senior Fall Semester Add/Change: Add SEED 4054 and make this a co-requisite with SEED 4556 Delete: Biology Elective 3-4 Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

From: John Jackson

Sent: Monday, June 26, 2017 3:34 PM

To: Tim Carter <tcarter@atu.edu>

Subject: Life Science Education Matrix

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Curriculum Matrix for Catalog Curriculum in Mathematics Education	
<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>MATH 4113 History of Mathematics</p> <p>Delete:</p> <p>SEED 3552 Child and Adolescent Development</p> <p>SEED 4052 Educating Diverse and Exceptional Learners</p> <p>Total Hours: 15 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>SEED 4054 Educating Developing, Diverse, and Exceptional Learners</p> <p>Delete:</p> <p>MATH 4113 History of Mathematics</p> <p>Total Hours: 16 Hours</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

From: Jeanine Myers
Sent: Thursday, June 29, 2017 1:58 PM
To: Tim Carter <tcarter@atu.edu>
Subject: RE: Yearlong Internship

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Curriculum Matrix for Catalog Curriculum in Physics Education	
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: SEED 4054 Educating Developing, Diverse, and Exceptional Learners Delete: SEED 3552 Child and Adolescent Development SEED 4052 Educating Diverse and Exceptional Learners Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

From: Linda Kondrick
Sent: Tuesday, June 27, 2017 3:29 PM
To: Tim Carter <tcarter@atu.edu>
Cc: James Musser <jmusser@atu.edu>
Subject: Secondary Education Program Proposal Chemistry and Physics Matrices

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Curriculum Matrix for Catalog Curriculum in BA - Art Education	
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: ART 3803 Intro to Printmaking Art Elective (3000-4000) Delete: SEED 4052 – Educating Diverse and Exceptional Learners SEED 3552 Child and Adolescent Development SEED 3702 Intro to Educational Technology Total Hours: 15
Senior Fall Semester – Add/Change: SEED 4054 – Educating Developing, Diverse, and Exceptional Learners SEED 3702 Intro to Educational Technology Delete: ART 3803 Intro to Printmaking Art Elective (3000-4000) Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours:

From: Dawn M. Ward
Sent: Friday, June 16, 2017 12:51 PM
To: Tim Carter <tcarter@atu.edu>
Subject: Re: Email Draft

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Curriculum Matrix for Catalog Curriculum in English Education	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester Add/Change: Change Elective to 6 hours Delete:</p> <p>Total Hours: 17 ✓</p>
<p>Junior Fall Semester Add/Change: ENGL 3013 <i>Change Elective⁴ 2-1 to 0-1</i> Delete: SEED 3702 or EDMD 3013</p> <p>Total Hours: 16 15-16</p>	<p>Junior Spring Semester Add/Change: ENGL 4013, ENGL (3000-4000) Delete: ENGL 3013, SEED 3552, SEED 4052</p> <p>Total Hours: 15 ✓</p>
<p>Senior Fall Semester Add/Change: SEED 3702 or EDMD 3013, SEED 4054 Delete: ENGL 4013, ENGL (3000-4000) Total Hours: 15 15-16</p>	<p>Senior Spring Semester Add/Change: Delete: Total Hours:</p>

From: Carl Brucker
Sent: Friday, June 23, 2017 7:47 AM
To: Tim Carter <tcarter@atu.edu>
Subject: Curriculum Matrices

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Curriculum Matrix for Catalog Curriculum in Foreign Language Spanish Education	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>U.S. History/Government</p> <p>Delete:</p> <p>Electives (3 hours)</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>SPAN 3213 Change Electives 2-3 to 3</p> <p>Delete:</p> <p>U.S. History/government, SEED 3702 or EDMD 3013</p> <p>Total Hours: 15 14</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>SPAN 4003, Change Elective to 3 hours</p> <p>Delete:</p> <p>SPAN 3213, SEED 3552</p> <p>Total Hours: 15 ✓</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Change Elective to 8 hours</p> <p>Delete:</p> <p>SEED 4052</p> <p>Total Hours: 17 ✓</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>SEED 3702 or EDMD 3013, SEED 4054 Change Electives 3 to 0-1</p> <p>Delete:</p> <p>SPAN 4003</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>

From: Carl Brucker
Sent: Friday, June 23, 2017 7:47 AM
To: Tim Carter <tcarter@atu.edu>
Subject: Curriculum Matrices

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Curriculum Matrix for Catalog Curriculum in <u>Bachelor of Science in Health & Physical Education</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 16	Freshman Spring Semester Add/Change: Delete: Total Hours: 14
Sophomore Fall Semester Add/Change: Delete: Total Hours: 14	Sophomore Spring Semester Add/Change: Delete: Total Hours: 16
Junior Fall Semester Add/Change: HLED 3203 Consumer Health Programs Delete: SEED 3702 Introduction to Educational Technology Total Hours: 18	Junior Spring Semester Add/Change: HLED 4303 Methods and Materials in Health for Grades K-12 SEED 3702 Introduction to Educational Technology Delete: HLED 3203 Consumer Health Programs SEED 3552 Child and Adolescent Development Total Hours: 14 16
Senior Fall Semester Add/Change: SEED 4054 Educating Developing, Diverse, and Exceptional Learners Delete: HLED 4303 Methods and Materials in Health for Grades K-12 SEED 4052 Educating Diverse and Exceptional Learners Total Hours: 16	Senior Spring Semester Add/Change: Delete: Total Hours: 13

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Curriculum Matrix for Catalog Curriculum in Social Studies Education	
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: HIST/POLS Elective (3000-4000 level) Delete: SEED 4052, SEED 3552 Total Hours:
Senior Fall Semester Add/Change: SEED 4054 Delete: HIST/POLS Elective (3000-4000 level) Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

From: David Blanks
Sent: Thursday, June 29, 2017 2:46 PM
To: Tim Carter <tcarter@atu.edu>
Subject: Re: Page 2 Curriculum Matrix

See additional program
changes in Dept History/
Political Science Proposal

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Curriculum Matrix for Catalog Curriculum in Speech Education	
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: COMM 3123 and TH 4313 Delete: SEED 3702, SEED 3552, and SEED 4052 Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: SEED 3702 and SEED 4054 Delete: COMM 3123 and TH 4313 Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours:

From: Anthony Caton

Sent: Friday, June 23, 2017 2:27 PM

To: Tim Carter <tcarter@atu.edu>

Cc: Jay M. Hudkins <jhudkins@atu.edu>; Anthony Caton <acaton@atu.edu>; Patsy Bullard <pbullard@atu.edu>

Subject: SPH Ed matrix

Curriculum Matrix for Catalog Curriculum in Creative Writing Education	
<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>Elective (1 hour)</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>ENGL 3013, ENGL Elective (3 hours)</p> <p>Delete:</p> <p>SEED 3702 or EDMD 3013, SEED 3552, SEED 4052, EDMD 3013</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>ENGL 4093</p> <p>Delete:</p> <p>ENGL 3013, ENGL Elective (3 hours)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>SEED 3702 or EDMD 3013, SEED 4054</p> <p>Delete:</p> <p>ENGL 4093 <i>ENGL Elective³ - 3 hrs</i></p> <p>Elective (0-1 hour)</p> <p>Total Hours: 15 <i>- 16</i></p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

From: Carl Brucker

Sent: Friday, June 23, 2017 7:47 AM

To: Tim Carter <tcarter@atu.edu>

Subject: Curriculum Matrices

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Curriculum Matrix for Catalog Curriculum in Music Instrumental Music Education	
<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>Fine Arts & Humanities 6 hours</p> <p>Delete:</p> <p>SEED 3552 Child and Adolescent Development</p> <p>SEED 4052 Educating Diverse & Exceptional Learners</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>SEED 4054 Educating Developing, Diverse, & Exceptional Learners</p> <p>Delete:</p> <p>Fine Arts & Humanities 6 hours</p> <p>Total Hours: 12</p>

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Curriculum Matrix for Catalog Curriculum in Music Keyboard Instrumental Music Education	
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: MUS 4701 Special Methods in Music Delete: SEED 3552 Child & Adolescent Development SEED 4052 Educating Diverse & Exceptional Learners Total Hours:12	Senior Spring Semester Add/Change: SEED 4054 Educating, Developing, Diverse, & Exceptional Learners Delete: MUS 4701 Special Methods in Music Total Hours: 16

From: Cynthia Hukill

Sent: Thursday, June 29, 2017 4:45 PM

To: Tim Carter <tcarter@atu.edu>

Subject: RE: Music Education Matrices

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Curriculum Matrix for Catalog Curriculum in Music Keyboard Vocal Music Education	
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: MUS 4701 Special Methods in Music Delete: SEED 3552 Child & Adolescent Development SEED 4052 Educating Diverse & Exceptional Learners Total Hours:13	Senior Spring Semester Add/Change: SEED 4054 Educating, Developing, Diverse, & Exceptional Learners Delete: MUS 4701 Special Methods in Music Total Hours: 15

From: Cynthia Hukill

Sent: Thursday, June 29, 2017 4:45 PM

To: Tim Carter <tcarter@atu.edu>

Subject: RE: Music Education Matrices

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Curriculum Matrix for Catalog Curriculum in Music Vocal Music Education	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester Add/Change: MUS 4701 Special Methods in Music</p> <p>Delete: SEED 3552 Child & Adolescent Development SEED 4052 Educating Diverse & Exceptional Learners</p> <p>Total Hours: 15 13</p>	<p>Senior Spring Semester Add/Change: SEED 4054 Educating Developing, Diverse, & Exceptional Learners</p> <p>Delete: MUS 4701 Special Methods in Music</p> <p>Total Hours: 14 16</p>

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Arkansas Tech University
Proposal for Change in Program
Assessment Form
Curriculum in Secondary Education

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 the program change fit with the university mission? The faculty desire this program to be innovative in its approach. By combining these two courses, it will allow us to develop a yearlong internship experience (Internship I and II), which will allow us to nurture the scholastic development of future teachers and increase their professional opportunities within a variety of education settings for an extended period of time. This approach will allow these students to experience a greater diversity over a greater period of time with an extended internship experience that encourages them to be lifelong learners within their professional field.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is not mandated, but a yearlong internship is being strongly encouraged by state and national agencies.
- c. How will the program change impact learning for students enrolled in this program? It will allow them more time in their field experience during internship by providing a platform for an Internship I and Internship II experiences. This should benefit them according to all the feedback received from our stakeholders and from encouragements from state and national education agencies.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? They are asked to complete a host of course artifacts that are stored and evaluated within the Taskstream folio platform. Field-based supervisors and student internship supervisors complete surveys concerning the candidates' professional behaviors, instruction, and content expertise along with ratings on the candidates' use of technology, interaction with students, and understanding of assessment. In addition, candidates complete an exit portfolio, are evaluated in the field by supervisors, and complete national criterion-referenced tests to become licensed in their respective field to teach.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. We have examined the trends concerning yearlong internship experiences. We discovered that ATU is offering fewer hours than many of the universities in the state and surrounding regions. Feedback from public school personnel has indicated over the last several semesters the need for students to have more time in the internship

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experience at one site. Program improvement data are collected each semester, and this has been an ongoing concern. It has also been a concern of the faculty. In addition, the state of Arkansas and our accrediting agency is encouraging a greater internship experience in length. This may well become mandated in the near future.

- 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. Students must complete a development course in teacher preparation programs. They must also complete a course concerning diverse and exceptional learners. This course combines the two in order for students to see the typical developmental progressions of learners and to see exceptional and diverse learners along the continuum. Other universities have similar courses since these are required in order to successfully meet the cut score on the Praxis Principles and Learning Exam and to subsequently gain a teaching license in Arkansas.
- 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.)

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SEED Program Assessments

Artifact	Course	Semester/Program Continuum
Research Action Project	SEED 4054	Internship I offered in semester prior to Internship II in senior year.
SEED 4054, MLED 3702, SPED 3033 Field-experience Survey	SEED 4054	Administered at end of the SEED 4054 Semester
Student Internship Exit Portfolio Teach and Reflection	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Student Internship Exit Portfolio Assessment of Student Learning	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Student Internship Exit Portfolio Professional Growth	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Student Internship Supervisor Survey	Internship II (SEED 4809/SEED 4909)	Internship II Senior Year Last Semester
Praxis II Principles of Learning and Teaching	Internship I SEED 4054/SEED 4556 or Internship II (SEED 4809/SEED 4909)	Internship I Senior Year or Internship II Senior Year Last Semester

Rubrics for Artifacts

SEED 4054 – Students complete a Research Action Project where they explore diversity and exceptional learning needs of students. They review literature on these students, and they complete a project delineating how they would instruct these students within the classroom considering their exceptional learning needs.

RAP- Research Action Project Rubric ELED 3033, MLED 3072, SEED 4054

	1- Unacceptable	2- Acceptable	3- Target
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview	Provided a brief overview of the class and provided some demographic data on the class	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Provided an overview that gave extensive details about the requested information.
Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.
Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.
Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.
UDL Lesson Plan TESS 1a, 1b, 1d, 1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.
Related Research TESS 1a, 1b, 1c, 1d, 1e, 4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.
Impact on Child's Learning/Professional Development	Did not address or only addressed one of the following; impact on	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development

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TESS 4a, 4e, 4f INTASC 1, 9	student learning, impact on professional development.		with an in-depth explanation of each.
References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had less than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

SEED 4054 Field-experience Supervisor Survey – Supervisors complete a survey concerning the professional behavior, instruction, and technology skills of these students while participating in their field experience (now Internship II).

Items include a “1” to “4” range with “1” meaning “Does not meet expectations” and “4” meaning “Exceeds expectations.”

The candidate was prompt and regular in terms of attendance (consider such thing as making prior arrangements for missed sessions, completing visits in a timely manner, etc.)

The candidate carried out assigned duties with minimum supervision.

The candidate displayed initiative.

The candidate displayed a positive attitude about working with students.

The candidate displayed a positive attitude toward me as a supervisor.

The candidate displayed a positive attitude toward the teaching profession.

The candidate's grooming and dress were appropriate for the situation.

The candidate's use of Standard American English was appropriate.

The candidate spoke clearly and was easily understood.

The candidate displayed an interest in learning about the process and profession of teaching.

The candidate demonstrated knowledge of working with exceptional children where applicable.

The candidate showed patience and understanding of students' exceptionalities and/or diverse learning backgrounds without lowering the supervising teacher's classroom standards.

The candidate demonstrated appreciation and respect for individual variations among students and their diverse talents and abilities.

The candidate demonstrated knowledge of the content where applicable.

The candidate is aware of the importance of the integration of technology for student learning.

The candidate is knowledgeable of technologies used in the classroom.

Student Internship II Exit Portfolio Teach and Reflection – During the Internship II experience, candidates complete a teach in the public school in which they are participating as an intern. They video this teach and then evaluate their own efforts based on the Arkansas Department of Education TESS Rubric. They then justify why they gave themselves these ratings and cite areas for improvement in their own teaching based on this evidence.

TASK 2**Domain 2: The Classroom Environment and Domain 3: Instruction Rubric**

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 2, FFT 1b)	Teacher does not provide evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides somewhat limited evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides sufficient and clear evidence to demonstrate that students' prior knowledge has been considered.	
(INTASC Standard 8, FFT 3a, 3e)	The teacher's communication with students is predominantly unclear, and there is little to no flexibility and/or responsiveness demonstrated.	The teacher mostly communicates effectively with the students and demonstrates some flexibility and responsiveness during instruction.	The teacher communicates effectively with the students and demonstrates flexibility and responsiveness during instruction.	
(INTASC Standard 3, FFT 2c, 2d, 2e)	The teacher does not manage the classroom well. Major misbehaviors are noted and/or minor misbehaviors are not addressed effectively.	The teacher manages the classroom in a primarily effective way. The majority of minor misbehaviors are handled quickly and effectively. No major issues are observed.	The teacher manages the classroom in a highly effective behavior with little to no student misbehavior. If minor misbehavior occurs, it is handled quickly and effectively.	
(INTASC Standard 1, FFT 1b)	The teacher does not demonstrate an understanding of the developmental levels of his/her students and/or does not follow the plan delineated as related to developmental levels of the students.	The teacher demonstrates some understanding of development to design and implement his/her lesson, and the lesson generally follows the plan in considering the developmental levels of the students.	The teacher uses understanding of development to design and implement a lesson that is appropriate to the students' developmental levels following the lesson plan developed.	

(INTASC Standard 2, FFT 2a)	Evidence is not present that the teacher considered UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment.	The teacher considers UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning, but these considerations are not clearly delineated on the plan.	The teacher uses and clearly delineates on his/her plan UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning.	
(INTASC Standard 3, FFT 2b)	The teacher does not make effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher does not address how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes somewhat effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides some explanation of how he or she might use technology in the lesson if it was available to promote an effective learning environment.	The teacher makes effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides detailed explanation of how he or she might use technology to promote student learning in the lesson if it was available to promote an effective learning environment.	
(INTASC Standard 3, 4, FFT 3c)	The teacher does not demonstrate an acceptable level of his/her content area and/or does not provide any meaningful learning opportunities where social interaction, active engagement, and/or motivation occurs.	The teacher demonstrates an acceptable level of his/her content area and provides learning opportunities for students that are somewhat meaningful where some social interaction, active engagement, and motivation occurs.	The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students that encourages positive social interaction, active engagement, and motivation of learners.	
(INTASC Standard 5, FFT 3b, 3c)	The teacher does not provide opportunity for higher-level thinking and/or does not provide any connections to real-life.	The teacher provides opportunity for some higher-level thinking at times during the lesson and provides occasional real-life explanations within the lesson.	The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.	
(INTASC Standard 6, FFT 3d)	The teacher ignores the use of assessment within the lesson.	The teacher relies on anecdotal forms of assessment to determine if learning has occurred.	The teacher effectively uses assessment(s) to determine if appropriate learning has occurred.	

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(INTASC Standard 7, FFT 1c, 1e, 1f)	The teacher's plan does not demonstrate alignment between standards, objectives, learning activities, and/or assessments used.	The teacher's plan is mostly aligned, and objectives are mostly well-designed and connected with learning activities and assessment(s) used.	The teacher's plan demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and assessment(s) used.	
(INTASC Standard 9, FFT 4a, 4d, 4e, 4f)	The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection.	The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives.	The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

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Student Internship II Exit Portfolio Assessment of Student Learning – Candidates analyze the learning of students within their classroom during the internship experience based upon their scores on pre and post assessments. They then reflect on these results to discuss what they will do in their future instruction.

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TASK 3
Domain 4: Professional Responsibilities
Assessment of Student Learning Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 6, FFT 3d, 4b)	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs).	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	
(INTASC Standard 6, FFT 3d, 4a)	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.	
(INTASC Standard 6 & 7, FFT 4a, 4b, 4e)	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	

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(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	
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1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

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Student Internship II Exit Portfolio Communication and Professional Behavior –

Candidates examine their own professional behavior and development and discuss ways in which they can further improve their effectiveness as a professional to continue to develop as a lifelong learner.

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TASK 3
Domain 4: Professional Responsibilities
Communication and Professional Behavior Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	
(INTASC Standard 10, FFT 4d)	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	
(INTASC Standard 9, FFT 4e)	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	
(INTASC Standard 9, FFT 4f)	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE,	

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		continuing education opportunities.	NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

- 1 – Unacceptable – insufficient evidence for the criteria
- 2 – Acceptable – sufficient evidence for the criteria
- 3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Student Internship II Principles of Learning and Teaching – Candidates across all programs complete the Praxis PLT assessment in their senior years. These results are then examined by faculty to determine what changes need to be made in the teacher preparation program.

Program Assessment and Continuous Improvement

The data from these different artifacts, along with other data, are examined in faculty and program meetings. In addition, these data are examined during the annual Peer Review process. Faculty members work together to examine ways to continuously improve these programs and courses based upon the data collected.

Data for course artifacts are collected through the Taskstream e-folio tool. Reports may be completed each semester or across semesters to analyze student and program process. This tool also allows the user to examine disaggregated data by a variety of diversity factors for students within the program of studies.

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Teacher Education Committee

cepp 9/11/17

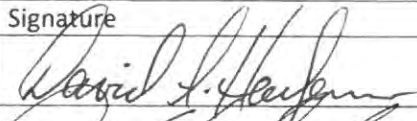

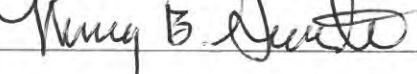

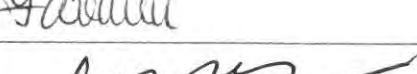
cc cepp 10/24/17

ES cepp 11/14/17

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Computer and Information Science Dept
DATE SUBMITTED:	June 15, 2017

Title	Signature	Date
Department Head		6/22/2017
Dean		7/28/17
Teacher Education Council (if applicable)		9/11/17
Graduate Council (if applicable)		
Registrar		8/11/17
Vice President for Academic Affairs		9/25/18

Program Title:	Requested changes will be effective Summer I for next catalog year
Computer Science Education for Teacher Licensure	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
Replace the 3 hours of Elective with MATH 2163: Introduction to Statistical Methods, in the spring term of the sophomore year. This change is being requested because COMS 3243: Data Mining has a prerequisite of a statistics course that was overlooked when this degree was approved.	
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/ This change does not affect program assessment. Current program assessment form is attached.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	

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

Curriculum Matrix for Catalog	
Curriculum in Computer Science Education for Teacher Licensure	
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: Add MATH 2163: Introduction to Statistical Methods Delete: 3 hrs of elective Total Hours: 15 (no change)
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:

See additional program changes in Secondary Education Proposal

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Arkansas Tech University

Proposal for New Program Assessment Form

Computer Science Education

Our Mission

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

- a. **How does this proposal for the new program fit with the university mission?** This program will produce future computer science K12 educators. This program will focus on "scholastic development, integrity, and professionalism," both in and out of the classroom. Given that these students are entering the field of education, they will be committed to "life-long learning."
- b. **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** n/a
- c. **How will this new program enhance learning for students enrolled in the program?** This is an exciting time to be entering the field of Computer Science K12 education, as it is fairly new in Arkansas. This degree will offer yet another career path for those students who are interested in the field of computing.
- d. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** Students will pass the Praxis Core and the Praxis Computer Science exams; they will successfully complete an internship with recommendations from their local supervising teacher, their SEED supervisor, and their CS supervisor; they will complete an Exit Portfolio.
- e. **Provide an example or examples of assessment evidence which supports adding this new program.** As part of the governor's K12 Computer Science initiative, each high school is required to offer at least one Computer Science course each year. Currently very few teachers are qualified to teach these courses. Therefore, a great need exists for this degree.
- f. **How does this ~~course~~ program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions.** As mentioned previously, the K12 Computer Science initiative is new in Arkansas. No other Arkansas higher educational institution currently has this degree. Texas has a few programs similar to what we are proposing: Texas A&M University Corpus Christi, Texas State University, The University of Texas at Tyler (to name a few).
- g. **Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome.**

Office of Assessment and Institutional Effectiveness (2015)

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Standard 1 (InTASC 4-5): Content Knowledge	The prospective teacher displays competency in computational thinking; collaboration; computing practice and programming; and computers and communication devices.	COMS 1333 Web Publishing I COMS 1403 Orientation to Computing, Information, and Technology COMS 1411 Computer and Information Science Lab COMS 2903 Discrete Structures for Technical Majors COMS 2104 Foundations of Computer Programming I COMS 2203 Foundations of Computer Programming II COMS 2703 Computer Networks and Architecture COMS 2700 Networking and Architecture Laboratory COMS 2213 Data Structures COMS 3903 Systems Software and Architecture COMS 3053 Implications of Technology on Society COMS 3233 Database Design and Implementation COMS 3243 Data Mining COMS 3413 App Development COMS 4703 Data Communication COMS 4700 Networking Laboratory COMS 4033 Systems Analysis and Design I SEED 4052 Educating Diverse and Exceptional Learners	Computer Science Praxis exam results Student checklist of competencies Student survey Supervising teacher survey	80% pass rate 90% of competencies met 90% "prepared" or higher status 90% "prepared" or higher status
Standard 2 (InTASC 1-2): Learner Development and Diversity	The prospective teacher uses understanding of individual differences and diverse cultures and communities, along with an understanding of how learners grow and develop, to ensure inclusive learning environments that enable each learner to meet high standards.		RAP (Research Awareness Project)	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"

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FOR ASSISTANCE CONTACT DR. CHRISTINE AUSTIN
479.880.4282 OR CAUSTIN@ATU.EDU

Office of Assessment and Institutional Effectiveness (2015)

Standard 3 (InTASC 3): Learning Environment	The prospective teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.	SEED 4556 Classroom Application of Educational Psychology	Second Teach	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 4 (InTASC 6-8): Instructional Practice	The prospective teacher understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.	SEED 4556 Classroom Application of Educational Psychology	Unit Plan	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 5 (InTASC 9 and 10): Professional Responsibility	The prospective teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	SEED 4809 Internship	Task 5 Reflection on Student Learning	Overall median ratings of "Acceptable" or "Exceptional" on the task.

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FOR ASSISTANCE CONTACT DR. CHRISTINE AUSTIN
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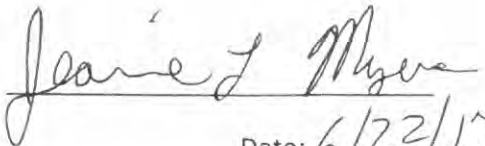
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Mathematics	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The required course COMS3243 Data Mining requires a statistics prerequisite. We would like to utilize MATH2163 Introduction to Statistical Methods for this prerequisite. For the 8-semester plan, MATH2163 would be expected in the Spring Sophomore semester.	

Department Head Signature:


Date: 6/22/17

Teacher Education Committee

app 9/11/17
CC app 10/24/17
FS app 11/14/17

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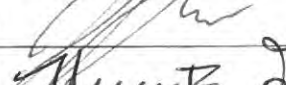


JUL 06 2017

Arkansas Tech University

Registrar's Office

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of History and Political Science
DATE SUBMITTED:	6/30/17

Title	Signature	Date
Department Head David Blanks		7/3/17
Dean Jeff Woods		7/3/17
Teacher Education Council (if applicable)	Theresa B. Dyer	9/11/17
Graduate Council (if applicable)		
Registrar		7/24/17
Vice President for Academic Affairs		8/25/17

Program Title:	Requested changes will be effective Summer I for next catalog year
Social Studies Education for Teacher Licensure	
<p>Outline of changes in program:</p> <ol style="list-style-type: none"> Expand Upper-Level POLS Requirements From One Specific Course to A Choice of Four Courses: <ol style="list-style-type: none"> POLS 3033 (State and Local Government; this course is the only specifically designated and required course in the current Social Studies Education curriculum) POLS 3123 (American Political Behavior) POLS 3133 (Congress) POLS 3143 (The Presidency) Require Student to Take Either: <ol style="list-style-type: none"> HIST 2513 (Sources and Methods in History) and HIST 4963 (Senior Seminar) POLS 2513 (Research Design) and POLS 4963 (Senior Seminar) Remove Three-Credit Lower-Level Elective (This currently can be in either HIST or POLS) 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>These changes will have no impact on staffing requirements nor on other programs. These changes will change some course enrollments.</p>	

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1. Giving students four options (instead of the current one required course) of which upper-level political science course to take will more evenly distribute students between several classes, instead of having State and Local Government (POLS 3033) being filled to capacity (and occasionally over capacity) whenever it is offered.
2. Students being required to take HIST 2513 or POLS 2513 will increase the enrollments of these two courses, but will make students less likely to take 2000-level electives in these two disciplines. While this may seem problematic, it is our internal department assessment that very few students take the aforementioned 2000-level electives. The majority of students already either take an additional 3000-level course or they take HIST 2513 / POLS 2513 to satisfy this elective requirement.

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.

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Curriculum Matrix for Catalog Curriculum in Social Studies Education for Teacher Licensure (enter title for program changing)	
Freshman Fall Semester (No Changes) Add/Change: Delete: Total Hours:	Freshman Spring Semester (No Changes) Add/Change: Delete: Total Hours:
Sophomore Fall Semester (No Changes) Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: "HIST/POLS Elective" to "HIST 2513 / POLS 2513" Delete: Total Hours: 17 (Remains the Same)
Junior Fall Semester Add/Change: Change "POLS 3033 State and Local Government" to: "POLS 3033 / POLS 3123 / POLS 3133 / POLS 3143" Delete: Total Hours: 16 (Remains the Same)	Junior Spring Semester (No Changes) Add/Change: HIST/POLS Elective (3000-4000 level) Delete: SEED 4052 and 3552 Total Hours:
Senior Fall Semester (No Changes) Add/Change: SEED 4054 Delete: HIST/POLS Elective (3000-4000 level) Total Hours:	Senior Spring Semester (No Changes) Add/Change: Delete: Total Hours:

See additional program
changes in Secondary
Education proposal

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Arkansas Tech University
Proposal for Change in Program

Registrar's Office

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 the program change fit with the university mission?

We believe the curriculum changes presented here will promote the Arkansas Tech University Mission by increasing the likelihood of student success. By giving students greater options and better research skills, they will be better prepared to succeed both at ATU and beyond.

- 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?

These changes to the American Government offerings will give our students more options to expand their knowledge of the mechanics of American Government, which is a key idea that social studies educators are supposed to understand and articulate to their students.

By requiring students to take a research methods class (whether in History or Political Science), our students will be better prepared for taking Senior Seminar while they attend ATU. After graduation and in the work force, our students will be far better prepared to teach the essential research skills for understanding the quality of information, which has emerged as an important ability over the past few years (and especially in the Internet era).

In addition, education at all levels is requiring an increasing number and detail of reports to various state bodies (Boards of Education, The Arkansas State Board of Education, Etc.). The proposed research methods changes detailed here will help prepare our students to be able to compose accurate, detailed reports.

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

The changes to the program will help our students perform better on the PRAXIS tests for teacher licensure. The Social Studies: Content and Interpretation test for teacher licensure focuses on the mechanics and institutions of government.

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

For our PRAXIS test assessment, we had a few of our professors take the Social Studies PRAXIS exam. They found that the questions asked about political science and social studies were more focused on the President, Congress, Elections, and political parties, with fewer dealing with the ideas covered in State and Local Government.

We also performed an assessment of the textbooks used by several Arkansas high schools. All of them had extensive sections on the institutions of government (Congress and the Presidency), as well as elections, political parties, and voting (which all fall under our course American Political Behavior). State and Local politics of any form was a topic in approximately 75% of the textbooks used in the state. Additionally, those state and local chapters were often shorter in length and close to the end of those textbooks surveyed.

- 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 other institutions in Arkansas, our program would remain comparable to others in the state. The Social Studies Education for Teacher Licensure curriculum at ATU is laid out with a few more specific course requirements than at other institutions, but the changes presented here will help provide more flexibility for our students while still maintaining high standards and preparing our students for their future endeavors.

- 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).

When looking at the proposed changes to this major, we argue that it will provide increasing scores as established by the current Social Studies Education assessment plan. Specifically, there are three currently measures assessment areas that we believe will see measurable improvements in student learning outcomes if the changes proposed here are adopted. They are:

1. Learning Objective: Content – Political Science. "The student will acquire knowledge of American political and economic systems, political processes, and foreign policy. In addition, students will gain an understanding of American political institutions and contemporary trends in political behavior." We should expect better results in this portion of the current Social Studies Education program assessment. Increasing the political science course options should increase PRAXIS II test results, which is the measure used to assess this Learning Objective.
2. Learning Objective: Skills – Civic Ideas and Practices. "Interns (Student Teachers) of social studies at the secondary-school level should provide developmentally appropriate

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experiences as they guide learners in the study of civic ideals and practices." Again, like the Political Science Learning Objective described above, by providing students greater choices in what courses they take in upper-level political science, they will have greater opportunity to increase their civic literacy, and thereby increase the scores and performance measure of this assessment criteria.

3. Learning Objective: Social Studies Competency. "The student will understand and apply social studies knowledge, concepts, **methodologies, and skills** across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology, and psychology." The current program addresses most of this learning objective of the Assessment program. We require students to take courses in geography, economics, US, history, world history, sociology, anthropology, and psychology. However, the current curriculum does not include any specific course that primarily focuses on building and improving the methodologies and skills of students. Whether a student elects to take Sources and Methods of History (HIST 2153) or Research Design (POLS 2153), these curriculum changes should improve this portion of our current program assessment criteria.

General Education Committee – November 14, 2017

Curriculum Committee – November 28, 2017

Faculty Senate – December 13, 2017

College of Arts and Humanities – Department of Behavioral Sciences

1. Modify the prerequisites for RS 4104: Service Learning in Rehabilitation Science, FROM: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; TO: Prerequisites: RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, with a C or better; For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director;
2. Modify the prerequisites for RS 4123: Survey of Counseling Theories, FROM: Prerequisites: Nine hours of psychology to include PSY 2003: General Psychology, PSY 3063: Developmental Psychology I, and PSY 3003: Abnormal Psychology, or PSY 3153: Theories of Personality, senior standing, or consent of the instructor; TO: PSY 2003: General Psychology, or consent of the instructor; and
3. a) Combine the minor in Child Welfare and Social Services; and require 18 hours from the following courses:
 - RS 3013: World of Work
 - RS 3043: Introduction to Social Services and the Social Service Case Process
 - RS 3141-3: Rehabilitation Science Seminar
 - RS 3153: Assistive Technology in Rehabilitation Settings
 - RS 3243: Social Services for Individuals and Families
 - RS 4163: Introduction to Addictions
 - RS 4173: Family Centered Services
 - RS 4183: Family Services Seminar
 - RP 3013: Inclusive Recreation
 - SOC 3023: Family
 - SOC 3113: Social Movements and Social Change
 - SOC 4003: Minority Relations
 - SOC 4053: Sociology of Health and Illness
 - SOC 4063: Social Stratification
 - RP 4073: Principles and Techniques of Therapeutic Recreation
 - CJ/SOC 2033: Social Problems
- b) Add PHIL 3043: Clinical Bioethics, to the list of course choices for the minor in Disability Studies;
- c) Add RS 4163: Introduction to Addictions, to the list of course choices for the minor in Aging and Disability Studies; and
- d) Modify the Curriculum in Rehabilitation Science, as outlined in the matrix.

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

1. Delete the following courses from the course descriptions:
 - a. PHIL 3013: Modern Philosophy;
 - b. PHIL 3113: Contemporary Philosophy; and
 - c. PHIL 3203: Medieval Philosophy;
2. Add PHIL 2033: The Meaning of Life, to the course descriptions;
3. Add PHIL 2053: Introduction to Critical Thinking, to the course descriptions; and add to the course to the list of courses satisfying General Education Humanities; and
4. Add PHIL 3083: Leadership Ethics;
5. Modify the prerequisites for HIST 4963: Senior Seminar, FROM: Prerequisites: HIST 1503: World History to 1500, HIST 1513: World History since 1500, HIST 2003: United States History to 1877, and HIST 2013: United States History since 1877; TO: Prerequisite: HIST 2513: Sources and Methods in History;
6. Add the Prerequisite: HIST 2513: Sources and Methods in History, to POLS 4963: Senior Seminar;
7. Modify the Minor in Philosophy as follows: delete PHIL 3013: Modern Philosophy, PHIL 3103: Logic; PHIL 3113: Contemporary Philosophy, and PHIL 3203: Medieval Philosophy; and change 12 hours selected courses to 15 hours;
8. Modify the Minor in Pre-Law as follows: add PHIL 3073: Philosophy of Law, to the list of 6 hours of electives;
9. Modify the Minor in Religious Studies as follows: require PHIL 2023: Buddhist Philosophy; and delete ANTH 2003: Cultural Anthropology, AND HIST 1503: World History to 1500; add ANTH 2003: Cultural Anthropology, OR HIST 1503: World History to 1500; and
10. Modify the Curriculum in International Studies Cultural Affairs Concentration and Political Affairs Concentration as follows: delete the Cultural Affairs Concentration and Political Affairs Concentration; modify the curriculum as follows: require core 18 hours from the Curriculum in Political Science; require 6 hours from world politics; require 6 hours from world history; require 3 hours from global culture; require 3 hours from world geography; and require a minor in foreign language.

College of Business – Department of Management and Marketing

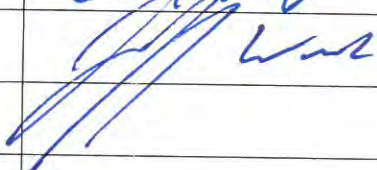

1. Add the following courses to the course descriptions:
 - a. BDA 2023: Introduction to Data Visualization;
 - b. MKT 3063: Social Media Marketing;
 - c. MKT 3083: Retailing and the Virtual Marketplace;
 - d. MKT 3103: Selling and Sales Management;
 - e. MKT 4013: Digital Metrics; and
 - f. MGMT 4103: Supply Chain Management;
2. Change the title for MKT 4063: Advertising, TO: Integrated Marketing Communication in a Digital Age; and modify the course description, FROM: The “how” and “why” of advertising: principal problems faced by advertisers and advertising agencies, approaches, policies, and procedures as related to successful marketing techniques; TO: The study of every element of promotion within the marketing mix, including the importance of a unified message, as well as understanding of the strengths and weaknesses of all available media;

3. Change the title for MKT 4143: Marketing Management, TO: Marketing Strategy;
4. Change the title for MKT 4153: Research Methods, TO: Marketing Research and Analysis; change the course number TO: 3153; and modify the course description FROM: A study of the development of the basic methodology in research design for primary and secondary data, including requirements for collection, analysis, editing, coding, and presentation of data to support marketing decisions; TO: A study of the use of data needed to make marketing decisions, including design, collection and analysis of both primary and secondary data;
5. Reconfigure the Curriculum in Management and Marketing, to create the following:
For the Marketing major, there will be two tracks: Digital Marketing and Marketing Strategy;
and for the Management major, there will be three tracks: Entrepreneurship, Human Resource Management, and Business Management.

CC 11/28/17
FS 12/13/17

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head		11/6/17
Dean		11/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/10/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
RS	4104	
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: Service Learning in Rehabilitation Settings		
Request to change: (check appropriate box):		
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other		

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

n/a

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

n/a

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

no change

New Course Description:

Prerequisites: RS 3203, RS 3123, and RS 4023 with a C or better

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. For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director.

Note: A grade of C or better is required for Rehabilitation Science majors.

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):

n/a

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

☐ Elective

☐ Major

☒ Minor

This only effects the catalog description. It adds the line, "For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director."

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 4104

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. **N/A**

b. Provide an example or examples of student learning assessment evidence which supports the course change.
The change is to add a sentence to the course description that reads: For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director.

This course is primarily for students enrolled in the field placement option and only under rare circumstances may be taken for credit by internship option students. Internship students typically have more work history and a focused career goal. However, when internship students have little or no work experience, they may benefit from this course. Feedback from internship sites and employers indicate that students with little work experience will benefit from this "pre" work experience. In addition, feedback from graduates have indicated this additional training would be useful, particularly those with little work experience prior to internship.

CC 11/24/17
FS 12/13/17

9

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head		11/6/17
Dean		11/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/10/17
Vice President for Academic Affairs		4/25/11

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
RS	4123	
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: Survey of Counseling Theories		
Request to change: (check appropriate box):		
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other		

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

n/a

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

n/a

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

no change

New Course Description:

Prerequisites: PSY 2003 or consent of the instructor.

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses.

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):

DELETES PSY 3063, and PSY 3003, PSY 3153 as prerequisites

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

☐ Elective

☐ Major

☒ Minor

Only affects catalog description of the class; program unaffected.

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 4123 (Survey of Counseling Theories)

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. **N/A**

b. Provide an example or examples of student learning assessment evidence which supports the course change

The change is to add the pre-requisite to read: Completion of RS 2003, PSY 2003, or consent of instructor.

Feedback from graduates who have completed the course indicate that these foundational concepts are necessary to facilitate successful completion of the course.

CC 11/28/17
FS 12/13/17

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences
DATE SUBMITTED:	July 1, 2017/July 31 (revised)

Title	Signature	Date
Department Head		11/6/17
Dean		11/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/10/17
Vice President for Academic Affairs		4/25/11

Program Title: Rehabilitation Science	
--	--

1. CHANGE RS MINORS IN CHILD WELFARE AND SOCIAL SERVICES INTO ONE MINOR. Combine the Child Welfare and Social Services Minors into one titled Child Welfare and Social Services.
Rationale: There is considerable overlap in each of the minors. This move simplifies the curriculum for students.

18 hours

Students will choose ~~6~~ courses from the list below.

- RS 4163 Introduction to Addictions
- 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 Individuals and Families
- RS 4173 Family Centered Services
- RS 4183 Family Services Seminar
- RP 3013 Inclusive Recreation
- SOC 3023 Family
- SOC 3113 Social Movements & Social Change
- SOC 4003 Minority Groups
- SOC 4053 Sociology of Health and Illness
- SOC 4063 Social Stratification
- RP 4073 Principles and Techniques of Therapeutic Recreation
- CJ/SOC 2033 Social Problems

2. ADD PHIL 3043 A CLASS SELECTION IN THE RS MINOR IN DISABILITY STUDIES

Clinical Bioethics

Allow PHIL 3043 ~~Health Care Ethics~~ to count toward requirements for RS Disability Studies Minor

Rationale: The majority of students enrolling in the RS Disability Studies minor are either pre-allied health (P.T., O.T., Speech) or pre-counseling (Rehabilitation Counseling) students who will be working with individuals involved in the health care system and this course will aid in their decision reasoning in those environments.

3. ADD RS 4163 A CLASS SELECTION ALL RS MINORS (~~ADDICTIONS, AGING, CHILD WELFARE & SOCIAL SERVICES, CORRECTIONS, DISABILITY STUDIES, RECREATION SERVICES~~)

Allow RS 4163 Introduction to Addictions to count toward requirements for all RS Minors

Rationale: Addictions is a far reaching problem that affects all segments of the population, especially the vulnerable groups that RS students work with in employment settings.

4. Make course changes outlined in the matrix - Attachments

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

- (1) No change to staffing, other programs or space allocation.
- (2) May increase student enrollment minimally (approximately 3-5 students per course) in History and Political Science Department's PHIL 3043 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/>

See Attachment A

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

See Attachment B

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

See Attachment C.

8 Semester for Rehabilitation Science

Attachment C

<p>Freshman Fall Semester</p> <p>ADD/CHANGE:</p> <p>DELETE:</p> <p>KEEP:</p> <p>ENGL 1013 – Composition 1 (3)</p> <p>MATH 1003 OR MATH 1113 (3)</p> <p>SOC 1003 – Introduction to Sociology (3)</p> <p>TECH 1001 – Orientation to University (1)</p> <p>RS 2003 - Introduction to Rehabilitation Science (3)</p> <p>Elective (2)</p> <p>Total Hours 15</p>	<p>Freshman Spring Semester</p> <p>ADD/CHANGE:</p> <p>DELETE:</p> <p>KEEP:</p> <p>ENGL 1023 – Composition II (3)</p> <p>Science with Lab (4)</p> <p>ANTH 1213 OR ANTH 2003 – Introduction to Anthropology OR Cultural Anthropology (3)</p> <p>PSY 2003 – General Psychology(3)</p> <p>PSY/SOC 2053 – Statistics for the Behavioral Sciences(3)</p> <p>Total Hours 16</p>
<p>Sophomore Fall Semester</p> <p>ADD/CHANGE:</p> <p>RS 3203 – Interviewing Skills (3)</p> <p>DELETE:</p> <p>RS 3133 Diversity and Inclusion in Human Services Settings (3)</p> <p>KEEP:</p> <p>Science with Lab (4)</p> <p>PSY 3063 OR PSY 3813 – Developmental Psychology OR Lifespan Development.(3)</p> <p>RS 4123 – Survey of Counseling Theories (3)Elective (3)</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>ADD/CHANGE:</p> <p>RS 4023 – Case Management Strategies (3)</p> <p>RS 3133 – Diversity and Inclusion in Human Service Settings (3)</p> <p>DELETE:</p> <p>RS 3123 Ethics and Professional Development (3)</p> <p>Fine Arts and Humanities (3)</p> <p>KEEP:</p> <p>PSY/SOC2063 – Research Design for the Behavioral Sciences (3)</p> <p>RS 3004 – Medical and Psychosocial Aspects of Disability (4)</p> <p>Electives or Minor (3)</p> <p>Total Hours: 16</p>

<p>Junior Fall Semester</p> <p>ADD/CHANGE:</p> <p>Fine Arts and Humanities (3)</p> <p>DELETE:</p> <p>RS 3203 Interview Skill</p> <p>KEEP</p> <p>Fine Arts & Humanities (3)</p> <p>U.S. History/Government (3)</p> <p>Elective or Minor (6)</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>RS 3123 Ethics and Professional Development (3)</p> <p>Delete:</p> <p>RS 4023 – Case Management Strategies (3)</p> <p>Keep:</p> <p>PSY 3003 OR RS 3183 – Abnormal Psychology OR Mental Health Issues in Rehabilitation Settings (3)</p> <p>RS 4104 – Service Learning in Rehabilitation Science (4)</p> <p>Elective or Minor (6)</p> <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>ADD/CHANGE:</p> <p>DELETE:</p> <p>Elective or Minor (1)</p> <p>KEEP:</p> <p>RS 4194 – Field Placement I (4)</p> <p>Elective or Minor (9)</p> <p>Total Hours: 13</p>	<p>Senior Spring Semester</p> <p>ADD/CHANGE:</p> <p>Elective or Minor (1)</p> <p>DELETE:</p> <p>KEEP:</p> <p>RS 4294 – Field Placement II (4)</p> <p>Elective or Minor (9)</p> <p>Total Hours: 13</p>

Arkansas Tech University
Proposal for Change in Program
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 the program change fit with the university mission?
Combining the Child Welfare minor and Social Services minor into one minor entitled child Welfare and Social Services is consistent with the University mission of preparing students to work towards the betterment of Arkansas, the nation, and the world. The numbers of families and children who need assistance continues to grow as a result of poverty, health care issues, and mental health crises.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. How will the program change impact learning for students enrolled in this program?
This will help streamline the curriculum for the BA in Rehabilitation Science and will make the delivery of the curriculum more straightforward and take less effort to deliver efficiently which will result in improved student outcomes and retention.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?
Students will be successfully placed and retained in Child Welfare settings and generate positive evaluation and feedback from employers who are measuring graduate competencies.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
A high percentage of students choosing Child Welfare (approximately 80%) also attempt to complete courses in the Social Services minor; this change will enable students to have a more straightforward chance to complete learning in both the related areas.
- 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.

Harding University and Philander Smith College address these competencies in their BSW 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.) (See Below)				

Arkansas Tech University				
Continuous Improvement Plan				
Annual Assessment Cycle				
Academic Cycle: Change in Academic Program				
Program: Rehabilitation Science (Combine RS Child Welfare and Social Services minors)				
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: Develop and promote appreciation and competencies connected with service provision.	L01: 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 social service paradigm. 3. Students will describe how services can benefit the community.	RS 4163 RS 3013 RS 3043 RS 3141-3 RS 3153 RS 4173 RS 4183 RP 3013 SOC 3023 RS 4991-3 SOC 4053 SOC 4063 RP 4073 CJ/SOC 2033 RS Core-field work courses	Varies among courses but may include role plays, case studies. Literature reviews, research papers, empirical research.	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.	L02: 1. Students will identify components of case management as it relates to the rehabilitation process. 2. Students will develop fundamental skills in	RS 4163 RS 3013 RS 3043 RS 3141-3 RS 3153 RS 4173 RS 4183 RP 3013	Varies among courses but may include role plays, case studies. Literature reviews, research	Individual students scoring below 70 % on all means of assessment will not meet competencies.

	case management, interviewing and interpersonal communication. 3. Students will develop an awareness of personal values, attitudes and beliefs about persons in Child Welfare and Social Services settings.	SOC 3023 RS 4991-3 SOC 4053 SOC 4063 RP 4073 CJ/SOC 2033 RS Core-field work courses	papers, empirical research.	Overall at least 90% of enrolled students must meet all competencies across assessments.
P03: Promote understanding of organizational, client, and funding issues in social services settings.	L04: 1. Students will identify and understand issues likely to be found in social services settings. 2. Students will understand potential funding streams for social service settings. 3. Students will understand client or consumer issues that interfere with client progress.	RS 4163 RS 3013 RS 3043 RS 3141-3 RS 3153 RS 4173 RS 4183 RS 4991-3 RS Core-field work courses	Varies among courses but may include role plays, case studies. Literature reviews, research papers, empirical research	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.


**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

Attachment B

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Registrar's Office

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: <p align="center"><i>Clinical Bioethics</i></p> The proposal is to add PHIL 3043, Health Care Ethics , as an acceptable course to the RS Disability Studies minor. Students may elect to take this course as one of the 18 hours required for the minor. It is anticipated that this may add 3 to 5 RS students per semester to the course.	

Department Head Signature: 

Date: 7/5/17

CC 11/28/17
FS 12/13/17

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JUN 30 2017

Arkansas Tech University
REQUEST FOR COURSE DELETION

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head <i>David Blanks</i>	<i>[Signature]</i>	6/20/17
Dean	<i>[Signature]</i>	6-30-17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/17/17
Vice President for Academic Affairs	<i>[Signature]</i>	7/25/17

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3013
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: Modern Philosophy	
(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

Registrar's Office

Course Deletion

Assessment Form

PHIL 3013**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. 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. **We are seeking to delete this course from the philosophy program, because a sequence in the history of philosophy (of which this course has been a part) is better suited to a program that offers a major than to one, such as ours, that offers only a minor. We hope to increase student engagement with the philosophy program by moving away from courses in the history of philosophy and offering instead courses that explore specific topics. In particular, we have selected topics that are obviously relevant to today's world and build skills and competencies that support students' career objectives.**

CC 11/28/17
FS 12/13/17

RECEIVED
JUN 30 2017

Arkansas Tech University
REQUEST FOR COURSE DELETION

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head <i>David Blanks</i>	<i>[Signature]</i>	6/30/17
Dean	<i>[Signature]</i>	6-30-17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/17/17
Vice President for Academic Affairs	<i>[Signature]</i>	4/20/18

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3113
If this course is cross-listed, list course subject and number. <div></div>	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Contemporary Philosophy	
(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

PHIL3113**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. 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. **We are seeking to delete this course from the philosophy program, because a sequence in the history of philosophy (of which this course has been a part) is better suited to a program that offers a major than to one, such as ours, that offers only a minor. We hope to increase student engagement with the philosophy program by moving away from courses in the history of philosophy and offering instead courses that explore specific topics. In particular, we have selected topics that are obviously relevant to today's world and build skills and competencies that support students' career objectives.**

JUN 30 2017

CC 11/28/17

FS 12/13/17

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head <i>David Blankens</i>	<i>[Signature]</i>	<i>6/30/17</i>
Dean	<i>Curt Zuercher</i>	<i>6-30-17</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	<i>7/17/17</i>
Vice President for Academic Affairs	<i>[Signature]</i>	<i>7/25/17</i>

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3203
If this course is cross-listed, list course subject and number. <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Medieval Philosophy	
(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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JUN 30 2017

Registrar's Office

Arkansas Tech University

Course Deletion

Assessment Form

PHIL 3203

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. 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. **We are seeking to delete this course from the philosophy program, because a sequence in the history of philosophy (of which this course has been a part) is better suited to a program that offers a major than to one, such as ours, that offers only a minor. We hope to increase student engagement with the philosophy program by moving away from courses in the history of philosophy and offering instead courses that explore specific topics. In particular, we have selected topics that are obviously relevant to today's world and build skills and competencies that support students' career objectives.**

Arkansas Tech University **CC 11/28/17**
REQUEST FOR COURSE ADDITION **FS 12/13/17**

RECEIVED

JUN 30 2017

Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	June 30, 2017	
Title	Signature	Date
Department Head Dr. David Blanks		6/28/17
Dean Dr. Jeff Woods		6-30-17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/17/17
Vice President for Academic Affairs		4/25/17

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 2033	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) The Meaning of Life		
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

JUN 30 2017

Does this course require a fee?

This course does not require a fee.☒ Yes☐ No

How Much? N/A

Select Fee Type

Registrar's Office

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.)

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.

JUN 30 2017

Registrar's Office

Arkansas Tech University

Course Addition

Assessment Form

PHIL 2033**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? **The philosophy program seeks to promote student success, access and excellence by offering innovative courses that build the kinds of critical thinking and verbal and written communications skills that many employers value. The program finds that we can best advance our mission by introducing courses that highlight philosophy's relevance to those topics in which our students tend to have keen interest. Feedback from student focus groups held this past spring strongly suggests that the meaning of life is one of those topics. We are therefore seeking to advance our program's mission by introducing a course on the meaning of life.**
- 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 learn to (1) understand and evaluate competing theories of the meaning of life; (2) apply competing theories to questions of individual and social significance; (3) investigate theories and execute special projects collaboratively.**
- 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. Student learning will also 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, by producing three fully developed academic papers that require critical assessment of competing theories and by passing a comprehensive final exam.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Assessment evidence for this course is currently unavailable, because this course has never been piloted at Tech. However, our experience when**

teaching this course at similar institutions has been that students tend to respond well to the material and are on average better able to absorb the concepts and skills that philosophy offers due to their interest in the topic.

- 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 course on the meaning of life is standard fare for undergraduate philosophy programs large and small. Such courses tend to have good track records of enrollment and student success due to high levels of student interest in the topic. The University of Central Arkansas offers a course on the meaning of life (PHIL 4340), as does The University of Arkansas at Fayetteville (PHIL 2303). Adding this course would help to better align Tech's philosophy program with disciplinary standards.**

PHIL 2033

Philosophy XXXX-001:

The Meaning of Life

Tuesdays and Thursdays, Witherspoon Hall

Catalogue Description: Does life have a meaning or purpose beyond those that we find and create for ourselves? What sources of meaning and purpose can we discover that can make our lives richer and more satisfying? These two broad questions guide our inquiry into this profound subject. We are aided in our inquiry by carefully selected readings from diverse philosophical, literary and religious texts. This course is intended for those with interest in philosophy as a guide for living life. Prior knowledge of philosophy is not required.

Offered: Spring only.

Prerequisites: None.

Co-requisites: None.

Instructor: TBA

Instructor E-mail: TBA

Instructor Telephone: TBA

Office: Witherspoon Hall, Suite 255

Office Hours: TBA

Course Facebook Group: TBA

Justification/rationale for course: The philosophy program seeks to promote student success, access and excellence by offering innovative courses that build the kinds of critical thinking and verbal and written communications skills that many employers value. The program finds that we can best advance our mission by introducing courses that highlight philosophy's relevance to those topics in which our students tend to have keen interest. Feedback from student focus groups held this past spring strongly suggests that the meaning of life is one of those topics. We are therefore seeking to advance our program's mission by introducing a course on the meaning of life. A course on the meaning of life is standard fare for undergraduate philosophy programs large and small. Such courses tend to have good track records of enrollment and student success due

to high levels of student interest in the topic. The University of Central Arkansas offers a course on the meaning of life (PHIL 4340), as does The University of Arkansas at Fayetteville (PHIL 2303). Adding this course would help to better align Tech's philosophy program with disciplinary standards.

About the Course:

Goals and Purposes:

Philosophers have long searched for the larger meaning and purpose of human life, but does life have a meaning or purpose beyond those that we find and create for ourselves? What sources of meaning and purpose can we discover that can make our lives richer and more satisfying? These two broad questions guide our inquiry into this profound subject. We are aided in our inquiry by carefully selected readings from diverse philosophical, literary and religious texts.

This course is intended for those with interest in philosophy as a guide for living life. Prior knowledge of philosophy is not required. There are no prerequisites for this course.

Student Learning Objectives:

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

Methods of instruction:

Focused lectures, lively class discussions, rigorous writing assignments, collaborative learning activities and a comprehensive final exam are the central methods of instruction for the course.

Materials needed:

Students must be able to access the Blackboard site for the course. Readings will be provided in Blackboard free of charge. There are no books to purchase for this 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 syllabus and readings for the semester. This is also the place to look for quizzes, assignment instructions and to submit your assignments.

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

*To be clear, all written assignments (except the final exam) will be delivered and must be submitted on Blackboard.

Classroom Activities (Participation):

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

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

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

"Discussion" Weeks (please see the Course Schedule below) are reserved for structured student-driven discussions in small groups. The purpose of "Discussion" Weeks is to encourage active engagement with ideas, develop leadership, teamwork and project management skills and improve oral communications skills. Participation in these activities must be respectful and supportive. Personal anecdotes and opinions may be referenced when directly relevant to the discussion, but participants should focus on clarifying ideas and/or exploring their logical implications and real-world consequences.

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

Assignments:

Quizzes:

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

Papers:

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

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

Final Exam:

A final exam will be given on **TBA**. We meet in our usual classroom and students write the equivalent of a formal academic paper (approximately 1,000 words) on a topic provided by the instructor at least one week prior to the exam. Students are to write by hand in a blue exam book. Blue books can be purchased at the campus bookstore. We review for the exam during class.

Final Project:

Instead of taking the final exam, students may choose to develop a creative project based on some of the material that we study this semester. Students must submit a written proposal to the instructor and the proposal must be approved. The instructor will provide further details during class.

Grading:

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

- ✓ Demonstrates familiarity with main ideas from the readings
- ✓ Focuses, clarifies or summarizes discussion
- ✓ Demonstrates comprehension of key concepts and ability to apply them appropriately
- ✓ Stimulates further discussion
- ✓ Follows the rules of grammar and spelling
- ✓ Shows respect for those who disagree

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

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

- ✓ 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
- ✓ Anything else that facilitated learning within the group

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

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

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

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

Assignment	Weight
Participation	25%
Quizzes (7)	15%
Paper One	10%
Paper Two	15%
Paper Three	20%
Final Exam/Project	15%

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Policies:

Attendance:

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

Late Assignments:

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

Academic Integrity:

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

Student Success Services:

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

Special Accommodations:

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

Changing the Course Schedule:

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

Course Schedule:

Dates	Topics	Activities
Week One:	Introduction	<ul style="list-style-type: none">Carefully review the syllabus.E-mail the instructor at: mbrodrick@atu.edu confirming that you have reviewed the syllabus.
Week Two:	Taking Inventory	(Reading Week) <ul style="list-style-type: none">Complete Quiz # 1 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"><i>The Death of Ivan Ilych</i> by Leo Tolstoy

Dates	Topics	Activities
Week Three:	Taking Inventory (Part Two)	(Discussion Week) <ul style="list-style-type: none"> Group A meets on Tues. Group B meets on Thurs.
Week Four:	Does Life Have a Meaning?	(Reading Week) <ul style="list-style-type: none"> Complete Quiz # 2 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> Selections from <i>Does Life Have a Meaning?</i> by Milton K. Munitz
Week Five:	Does Life Have a Meaning? (Part Two)	(Discussion Week) <ul style="list-style-type: none"> Group A meets on Tues. Group B meets on Thurs.
Week Six:	Finding Meaning in Suffering and Hardship	(Reading Week) <ul style="list-style-type: none"> Paper One is due by TBA. Complete Quiz # 3 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> Selections from <i>Man's Search for Meaning</i> by Viktor E. Frankl
Week Seven:	Finding Meaning in Suffering and Hardship (Part Two)	(Discussion Week) <ul style="list-style-type: none"> Group A meets on Tues. Group B meets on Thurs.

Dates	Topics	Activities
Week Eight:	Private Meaning	(Reading Week) <ul style="list-style-type: none"> Complete Quiz # 4 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> <i>On a Certain Blindness in Human Beings</i> by William James
Week Nine:	Private Meaning (Part Two)	(Discussion Week) <ul style="list-style-type: none"> Paper Two is due by TBA. Groups A and B meet on Tues. Class does not meet on Thurs.
Week Ten:		❖ Fall/ Spring Break (no classes)
Week Eleven:	Death and the Meaning of Life	(Reading Week) <ul style="list-style-type: none"> Complete Quiz #5 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> Selections from <i>Long Life and Other Writings</i> by Mary Oliver
Week Twelve:	Death and the Meaning of Life	(Reading Week) <ul style="list-style-type: none"> Complete Quiz # 6 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> Selections from <i>The Myth of Sisyphus</i> by Albert Camus



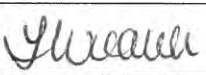
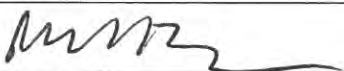
Dates	Topics	Activities
Week Thirteen:	Death and the Meaning of Life (Part Two)	(Discussion Week) <ul style="list-style-type: none"> Group A meets on Tues. Group B meets on Thurs.
Week Fourteen:	Meaning, Purpose and Creativity	(Reading Week) <ul style="list-style-type: none"> Complete Quiz # 7 (Blackboard Content) before class on Tuesday. Paper Three is due by TBA. Readings: <ul style="list-style-type: none"> Selections from <i>Beyond Good and Evil</i> by Friedrich Nietzsche
Week Fifteen:	Meaning, Purpose and Creativity (Part Two)	(Discussion Week) <ul style="list-style-type: none"> Group A meets on Tues. Group B meets on Thurs.

GenEd.com 11/14/17
CC 11/28/17
FS 12/13/17

Arkansas Tech University
REQUEST FOR COURSE ADDITION

RECEIVED
JUN 30 2017

Registrar's Office

TO:	Curriculum Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	March 20th, 2017	
Title	Signature	Date
Department Head		6/29/17
David Blanks		
Dean		
Jeff Woods		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/17/17
Vice President for Academic Affairs		6/25/17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term: 2018
PHIL	2023 2053	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Introduction to Critical Thinking		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Intro to Critical Thinking		
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?

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.

RECEIVED

JUN 30 2017

Registrar's Off

- a. Course subject: PHIL
- b. Course number: 2053
- c. Catalog course title: Introduction to Critical Thinking
- d. Catalog description: The course will initiate the student in the art of analyzing and evaluating his or her thinking in order to make it more potent and persuasive. Topics will include the analysis of argument, the theory of definition, the experimental method of inquiry, and the informal fallacies.
 - 1. Arkansas Course Transfer System (ACTS) course number, if applicable: PHIL 1003
 - 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:

Thinking is a native capacity in human beings, but if we are to achieve our full intellectual potential as individuals, this ability must be cultivated. In its initial form, thought is primarily a natural phenomenon, and unfolds as part of the general process of sensorimotor development in the very young. However, despite the fact that the basic capability for cognition and problem solving is inborn, what we term good thinking is not primarily a personal, but rather a cultural and historical achievement. Not all mental habits are equally effective; indeed, some are even counterproductive. Over time, logicians have identified both the good habits of mind as well as the bad ones. This cognitive know-how is the product of centuries' worth of scholarly investigation and collaboration.

If the individual were to rely exclusively upon him- or herself as a guide to intellectual development, the progress that any one person would achieve within the course of a lifetime would be scant indeed. It would be comparable to expecting someone to employ only that technology which he or she has personally discovered. Obviously, virtually anyone who was forced to live under such a constraint would have a highly primitive manner of existence.

Fortunately, however, just as we benefit from the accumulated technological lore of our ancestors, so can we profit from their discoveries in regard to the most effective ways of thinking. In order to do so, we must learn to judge our reasoning according to certain standards. Indeed, we can only achieve our full cognitive potential by so internalizing these approved forms and techniques through training and practice that they become second nature. What we have termed "critical thinking" is the course of study which proposes to so equip the student.

- 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:

Hurley, *A Concise Introduction to Logic*

Also, various articles from the *Opposing Viewpoints* database available through the Tech library

g. Bibliography (supplemental reading list):

Dewey, *How We Think*

Copi and Cohen, *An Introduction to Logic*

h. Justification/rationale for the course:

The true hallmark of a college education is arguably the ability to think for oneself. Although ideally this capacity should be fostered across the entire undergraduate curriculum, the central importance of critical thinking to the mission of higher education warrants the existence of a course specifically dedicated to cultivating the skills required for intellectual autonomy. Fortunately, a body of learning that has as its subject matter the general principles of critical reasoning does, in fact, exist, and is constituted by that division of logic commonly referred to as "informal".

i. Course objectives:

(1) Learn how to distinguish arguments from non-arguments, and how to identify premises and conclusions.

(2) Learn to evaluate arguments in terms of both factual and inferential claims.

(3) Gain an understanding of the influence exerted by the individual's worldview over his or her reasoning process.

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):

One of the university's major general education goals is to promote the student's ability to think critically. (Enough said!)

k. Assessment methods (include grading policy with specific equivalents for A, B, C):

Assessment methods will include both tests and homework assignments.

l. Policy on absences, cheating, plagiarism, etc.

m. Course content (outline of material to be covered in course):

l. *Elements of the worldview:*

1. Dewey=s theory of human nature

2. Piaget=s theory of cognitive development

3. Dewey=s five phases of reflective thinking

4. Mead=s theory of the significant symbol
5. Hallpike=s stages of social evolution
6. Kohlberg=s stages of moral consciousness

II. *The Theory of Definition:*

1. Varieties of Meaning
2. The Intension and Extension of Terms
3. Definitions and Their Purposes
4. Definitional Techniques
5. Criteria for Lexical Definitions

III. *Informal Fallacies:*

1. Fallacies in General
2. Fallacies of Relevance
3. Fallacies of Weak Induction
4. Fallacies of Presumption, Ambiguity, and Grammatical Analogy
5. The classical pattern for written argument

In addition to these topics, discussion articles on a wide variety of matters subject to current public debate will be selected from the *Opposing Viewpoints* database and assigned throughout the course of the semester.

Mock Assignment Schedule for Intro to Critical Thinking:

Aug. W 23 - Critical thinking: A defensive driving
 course for the mind

 F 25 - Dewey=s theory of human nature

 M 28 - Dewey=s theory of human nature

 W 30 - Opposing Viewpoints: Compensation for College
 Athletes

Sept. F 01 - Piaget=s theory of cognitive development

 M 04 - LABOR DAY HOLIDAY

 W 06 - Piaget=s theory of cognitive development

 F 08 - Opposing Viewpoints: Animal Rights

 M 11 - Dewey=s five phases of reflective thinking

 W 13 - Dewey=s five phases of reflective thinking

 F 15 - Opposing Viewpoints: Artificial Intelligence

 M 18 - Mead=s theory of the significant symbol

 W 20 - Hallpike=s stages of social evolution

 F 22 - Hallpike=s stages of social evolution

 M 25 - Opposing Viewpoints: Affirmative Action

 W 27 - Kohlberg=s stages of moral consciousness

 F 29 - Kohlberg=s stages of moral consciousness

Oct. M 02 - Review for Test #1

 W 04 - **Test #1**

F 06 - Varieties of Meaning
M 09 - Varieties of Meaning
W 11 - The Intension and Extension of Terms
F 13 - FALL BREAK
M 16 - Opposing Viewpoints: Vaping
W 18 - Definitions and Their Purposes
F 20 - Definitions and Their Purposes
M 23 - Definitional Techniques
W 25 - Opposing Viewpoints: Marijuana
F 27 - Criteria for Lexical Definitions
M 30 - Review for Test #2

Nov.

W 01 - **Test #2**
F 03 - Fallacies in General
M 06 - Fallacies of Relevance
W 08 - Fallacies of Relevance
F 10 - Fallacies of Relevance
M 13 - Opposing Viewpoints: Nuclear Energy
W 15 - Fallacies of Weak Induction
F 17 - Fallacies of Weak Induction
M 20 - Opposing Viewpoints: Global Warming
W 22 - THANKSGIVING HOLIDAYS

F 24 - THANKSGIVING HOLIDAYS

M 27 - Fallacies of Weak Induction

W 29 - Fallacies of Presumption, Ambiguity, and
Grammatical Analogy

Dec. F 01 - Opposing Viewpoints: Bilingual Education

M 04 - Concluding remarks on fallacies/ The
classical pattern for written argument

T 05 - Students follow regular Wed. class schedule/
Review for final exam

W 06 - READING DAY

ACTS Course Description

68. MUSC1003 Music Appreciation

General Description:

Introductory survey of music including the study of elements and forms of music, selected musical works, music terminology, important musical genres, periods, and composers, and an introduction to major musical instruments.

Expected Student Learning Outcomes:

The successful student will be able to:

- Identify and analyze the elements and forms of music
- Identify selected works of various composers
- Identify and explain music terminology
- Identify various genres, periods, and major composers
- Analyze the role of music and musicians within historical contexts
- Attend a live performance and write a critique of the experience using terminology appropriate to the course
- Differentiate various instruments aurally and visually



69. PHIL1003 Introduction to Critical Thinking

General Description:

The study of applied reasoning including:

- Analysis of arguments
- Informal and formal fallacies
- Syllogisms
- Construction of definitions
- Scientific reasoning

Expected Student Learning Outcomes:

The student will:

- Make decisions using verifiable information
- Critically examine information
- Demonstrate problem-solving skills
- Evaluate one's own reasoning and the reasoning of others

ACTSCourseList

45. GEOL1114 Physical Geology
46. GEOL1124 Environmental Geology
47. GEOL1134 Historical Geology
48. GERM1013 German I
49. GERM1023 German II
50. GERM2013 German III
51. GERM2023 German IV
52. HEAL1003 Personal Health
53. HIST1113 World Civilizations I
54. HIST1123 World Civilizations II
55. HIST1213 Western Civilization I
56. HIST1223 Western Civilization II
57. HIST2113 United States History I
58. HIST2123 United States History II
59. MATH1003 College Math
60. MATH1103 College Algebra
61. MATH1203 Plane Trigonometry
62. MATH1305 Pre-Calculus
63. MATH2103 Introduction to Statistics
64. MATH2203 Survey of Calculus
65. MATH2405 Calculus I
66. MATH2505 Calculus II
67. MATH2603 Calculus III
68. MUSC1003 Music Appreciation
- * 69. PHIL1003 Introduction to Critical Thinking
70. PHIL1103 Philosophy
71. PHSC1004 Physical Science
72. PHSC1104 Earth Science
73. PHSC1204 Introduction to Astronomy
74. PHYS2014 Algebra/Trigonometry-Based Physics I
75. PHYS2024 Algebra/Trigonometry-Based Physics II
76. PHYS2034 Calculus-Based Physics I
77. PHYS2044 Calculus-Based Physics II
78. PLSC2003 American National Government
79. PLSC2103 State and Local Government
80. PSYC1103 General Psychology
81. PSYC2103 Developmental Psychology
82. SOCI1013 Introduction to Sociology
83. SOCI2013 Social Problems
84. SPAN1013 Spanish I
85. SPAN1023 Spanish II
86. SPAN2013 Spanish III
87. SPAN2023 Spanish IV
88. SPCH1003 Introduction to Oral Communication
89. MATH1113 Quantitative Literacy/Mathematical Reasoning

Arkansas Tech University

General Education 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? **The university's current mission statement asserts that Tech aims to provide "opportunities for progressive intellectual development". A course focused upon improving the student's ability to think critically is clearly consistent with this goal.**
- b. How does this course align with the General Education Program? **Given that one of the targeted learning outcomes of the gen ed curriculum is the ability to "think critically," the proposed course would appear to be well-aligned with the program.**
- c. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **n/a**
- d. Provide up to three or four General Education student learning outcomes students will achieve after completing this course. **In addition to promoting the capacity to think critically, it is anticipated that the course will assist the student in communicating effectively and in developing ethical perspectives. The latter goals will be primarily achieved through the use of discussion articles which will be selected from the *Opposing Viewpoints* database. Typically, a pair of articles will be chosen that represent opposing sides in a contemporary debate over a matter of public concern (e.g., abortion, gun control, the death penalty, etc.). Overall, the learning outcomes of the course will conform to those listed in the ACTS description for Introduction to Critical Thinking. Namely, it is expected that the student will "make decisions using verifiable information, critically examine information, demonstrate problem-solving skills, and evaluate [his or her] own reasoning and the reasoning of others."**
- e. What assessment tool or measure will you use to assess General Education student learning? **Potential means of assessment include tests, quizzes, homework assignments, and participation in class discussions.**
- f. What will students demonstrate, represent, or produce to provide evidence of their discipline specific and General Education learning outcomes? **Ideally, students will acquire the ability to become self-corrective thinkers who continuously monitor the quality of their own thinking by appealing to objective standards of evidence and logical inference.**

- g. Provide an example or examples of student learning assessment evidence which supports the addition of this General Education course. **The non-profit Foundation for Critical Thinking has well documented the need for an educational reform based upon critical thinking in the nation's public schools and universities. More information about the need for this reform can be found at <http://www.criticalthinking.org/>**
- h. How does this General Education course fit in the current state of General Education courses? Include Arkansas educational institution comparisons. **The Arkansas Course Transfer System (ACTS) includes Introduction to Critical Thinking (PHIL 1003) as one of its two listings for philosophy, the other one being Introduction to Philosophy (PHIL 1103). Although we offer the latter as part of our gen ed program, there is currently no equivalent for the former. Several of our sister institutions, including the U of A, UCA, UALR, and ASU, currently offer an introductory level course in critical thinking of the type being proposed here.**



Arkansas Tech University
REQUEST FOR COURSE ADDITION

CC 11/29/17
FS 12/13/17

RECEIVED

JUN 30 2017

Registrar's Office

TO:	Select Appropriate Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	June 30, 2017	
Title	Signature	Date
Department Head Dr. David Blanks		6/29/17
Dean Dr. Jeff Woods		6-30-17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/17/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3083	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 Business Ethics		
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?

This course does not require a fee.

☒ Yes

☐ No

How Much? N/A

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.)

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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Registrar's Office

PHIL3083

Philosophy XXXX-001:

Leadership Ethics

Tuesdays and Thursdays, Witherspoon Hall

Catalogue Description: This course is designed to help students to develop as leaders and to prepare them to have a positive influence on others at Arkansas Tech as well as throughout their lives. Using an interdisciplinary approach, students will deepen and broaden their learning about theories, models, and constructs related to the study and practice of ethics and leadership while examining compelling contemporary questions and dilemmas. Students will develop strategies and ways of thinking when faced with ethically complex dilemmas in the leadership process.

The focus is on “ethical fitness” each student can develop over time. The learning activities are designed to assist each student to better understand the ways in which they are already making ethical decisions and to promote reflection and dialogue in order to help each think about ethical leadership in even deeper, more complex ways. Ethical development is a lifelong process!

Learners will explore the intersections of the concepts of ethics and leadership from a wide range of disciplines, contexts, and professions. Questions explored during the course include:

How are values and ethics established in individuals and organizations?
Is ethical leadership desirable and necessary
How does ethical leadership apply to me?
What are some helpful approaches to ethical questions?
What are the responsibilities of leaders to establish ethical climates in their organizations and communities?
What are the tensions between ethics and leadership?
Are there universal values and ethical principles in leadership?
How does culture influence ethics and leadership?

Offered: Fall only.

Prerequisites: None.

Co-requisites: None.

Instructor: TBA

Instructor E-mail: TBA

Instructor Telephone: TBA

Office: Witherspoon Hall, Suite 255

Office Hours: TBA

Course Facebook Group: TBA

Justification/rationale for course: The philosophy program seeks to promote student success, access and excellence by offering innovative courses that build the kinds of critical thinking and verbal and written communications skills that many employers value. The program finds that we can best advance our mission by introducing courses that highlight philosophy's relevance to those topics in which our students tend to have keen interest. Feedback from student focus groups held this past spring strongly suggests that business ethics is one of those topics. We are therefore seeking to advance our program's mission by introducing a course on business ethics. We are also mindful of the fact that a business ethics course is directly relevant to the career goals of students seeking employment in the private sector. Over the past twenty years or so, applied and professional ethics has blossomed as a sub-field within philosophy. Business ethics courses have become increasingly common in undergraduate philosophy programs and are widely considered to be in the vanguard of the discipline. Similar institutions now offer business ethics courses. The University of Arkansas at Fayetteville offers Ethics and the Professions (PHIL 3103), while Oklahoma State University offers Business Ethics (PHIL 3803). Adding a business ethics course would better align Tech's philosophy program with currently disciplinary norms.

About the Course:

Goals and Purposes:

Business activity forms the core of our society and implies mutual gains that create wealth and prosperity; at the same time, business, like any human activity, is subject to the moral failures of individuals. This course examines the elements of ethical business practice in a way that is relevant to businesses large and small. Students identify the values and virtues that are implied when we choose to do business with each other, and from there they develop a conception of commercial integrity. The goal is to discover the moral content of business activity, not to evaluate large-scale economic or political institutions. Students then apply their conception of commercial integrity to specific moral questions that frequently arise in the course of business activity.

This course is intended for those seeking to better understand the moral perspectives and purposes associated with business activity. Prior knowledge of business ethics is not required. There are no prerequisites for this course.

Student Learning Objectives:

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

Methods of instruction:

Focused lectures, lively class discussions, rigorous writing assignments, collaborative learning activities and a comprehensive final exam are the central methods of instruction for the course.

Materials needed:

Students must be able to access the Blackboard site for the course. All reading materials for the course will be provided on Blackboard. There are no textbooks to purchase for this 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 syllabus and readings for the semester. This is also the place to look for quizzes, assignment instructions and to submit your assignments.

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

*To be clear, all written assignments (except the final exam) will be delivered and must be submitted on Blackboard.

Classroom Activities (Participation):

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

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

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

"Discussion" Weeks (please see the Course Schedule below) are reserved for structured student-driven discussions in small groups. The purpose of "Discussion" Weeks is to encourage active engagement with ideas, develop leadership, teamwork and project management skills and improve oral communications skills. Participation in these activities must be respectful and supportive. Personal anecdotes and opinions may be referenced when directly relevant to the discussion, but participants should focus on clarifying ideas and/or exploring their logical implications and real-world consequences.

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

Assignments:

Quizzes:

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

Papers:

These are formal academic papers that develop a specific thesis in a main argument section, consider an objection to that thesis and defend the paper's

thesis against that objection. The instructor provides specific instructions for each assignment at least a week before the assignment is due.

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

Final Exam:

A final exam will be given on **TBA**. We meet in our usual classroom and students write the equivalent of a formal academic paper (approximately 1,000 words) on a topic provided by the instructor at least one week prior to the exam. Students are to write by hand in a blue exam book. Blue books can be purchased at the campus bookstore. We review for the exam during class.

Final Project:

Instead of taking the final exam, students may choose to develop a creative project based on some of the material that we study this semester. Students must submit a written proposal to the instructor and the proposal must be approved. The instructor will provide further details during class.

Grading:

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

- ✓ Demonstrates familiarity with main ideas from the readings
- ✓ Focuses, clarifies or summarizes discussion
- ✓ Demonstrates comprehension of key concepts and ability to apply them appropriately
- ✓ Stimulates further discussion
- ✓ Follows the rules of grammar and spelling
- ✓ Shows respect for those who disagree

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

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

- ✓ 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
- ✓ Anything else that facilitated learning within the group

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

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

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

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

Assignment	Weight
Participation	25%
Quizzes (7)	15%
Paper One	10%
Paper Two	15%
Paper Three	20%
Final Exam/Project	15%

A = 90-100%

B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Policies:

Attendance:

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

Late Assignments:

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

Academic Integrity:

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

Student Success Services:

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

Special Accommodations:

If you are a student with a disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, please contact the Office of Disability Services at (479)-968-0302. For more

information, please visit the Office of Disability Services website at:
<http://www.atu.edu/disabilities/index.php>.

Changing the Course Schedule:

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

Course Schedule:

Dates	Topics	Activities
Week One:	Introduction: What is Business?	<ul style="list-style-type: none"> Carefully review the syllabus. E-mail the instructor at: mbrodrick@atu.edu confirming that you have reviewed the syllabus.
Week Two:	Ethics as Method	<p>(Reading Week)</p> <ul style="list-style-type: none"> Complete Quiz # 1 (Blackboard Content) before class on Tuesday. <p>Readings:</p> <ul style="list-style-type: none"> "Ethics as Method" by A. Gini and A. Marcoux
Week Three:	Ethics as Method (Part Two)	<p>(Discussion Week)</p> <ul style="list-style-type: none"> Group A meets on Tues. Group B meets on Thurs.
Week Four:	Business Ethics	<p>(Reading Week)</p> <ul style="list-style-type: none"> Complete Quiz # 2 (Blackboard Content) before class on Tuesday. <p>Readings:</p> <ul style="list-style-type: none"> "Business Ethics" by A. Gini and A. Marcoux

Dates	Topics	Activities
Week Five:	Business Ethics (Part Two)	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Six:	Trust and Truth	(Reading Week) <ul style="list-style-type: none"> • Paper One is due by TBA. • Complete Quiz # 3 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> • “Trust and Truth” by A. Gini and A. Marcoux
Week Seven:	Trust and Truth (Part Two)	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Eight:	Competition	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 4 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> • “Competition” by A. Gini and A. Marcoux
Week Nine:	Competition (Part Two)	(Discussion Week) <ul style="list-style-type: none"> • Paper Two is due by TBA. • Groups A and B meet on Tues. • Class does not meet on Thurs.
Week Ten:		❖ Fall/ Spring Break (no classes)

Dates	Topics	Activities
Week Eleven:	Loyalty and Its Limits	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz #5 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> • "Loyalty and Its Limits" by A. Gini and A. Marcoux
Week Twelve:	Big Business and the Global Marketplace	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 6 (Blackboard Content) before class on Tuesday. Readings: <ul style="list-style-type: none"> • "Big Business and the Global Marketplace" by A. Gini and A. Marcoux
Week Thirteen:	Loyalty and Its Limits & Big Business and the Global Marketplace (Part Two)	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Fourteen:	The Role of Leadership	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 7 (Blackboard Content) before class on Tuesday. • Paper Three is due by TBA. Readings: <ul style="list-style-type: none"> • "The Role of Leadership" by A. Gini and A. Marcoux

Dates	Topics	Activities
Week Fifteen:	The Role of Leadership (Part Two)	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.

Tammy Weaver

From: Michael Brodrick
Sent: Tuesday, November 28, 2017 8:16 AM
To: Lisa Toms; Debra Hunter; Loretta Cochran; Tammy Weaver
Cc: Jeff Mitchell
Subject: PHIL 3083 Business Ethics Course

Dear Colleagues,

I am writing to share with you an updated title and course description for PHIL 3083 Business Ethics for consideration at this afternoon's Curriculum Committee meeting. The updated information is as follows:

PHIL 3083 Leadership Ethics

This course is designed to help students to develop as leaders and to prepare them to have a positive influence on others at Arkansas Tech as well as throughout their lives. Using an interdisciplinary approach, students will deepen and broaden their learning about theories, models, and constructs related to the study and practice of ethics and leadership while examining compelling contemporary questions and dilemmas. Students will develop strategies and ways of thinking when faced with ethically complex dilemmas in the leadership process.

The focus is on "ethical fitness" each student can develop over time. The learning activities are designed to assist each student to better understand the ways in which they are already making ethical decisions and to promote reflection and dialogue in order to help each think about ethical leadership in even deeper, more complex ways. Ethical development is a lifelong process!

Learners will explore the intersections of the concepts of ethics and leadership from a wide range of disciplines, contexts, and professions. Questions explored during the course include:

How are values and ethics established in individuals and organizations?

Is ethical leadership desirable and necessary

How does ethical leadership apply to me?

What are some helpful approaches to ethical questions?

What are the responsibilities of leaders to establish ethical climates in their organizations and communities?

What are the tensions between ethics and leadership?

Are there universal values and ethical principles in leadership?

How does culture influence ethics and leadership?

Many thanks for your consideration of this updated information.

With best wishes,

Michael

Michael Brodrick, PhD

Assistant Professor of Philosophy
History and Political Science Dept.

Witherspoon 264

Arkansas Tech University

Russellville, AR 72801

mbrodrick@atu.edu

Arkansas Tech University

Course Addition

Assessment Form

PHIL 3083

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? **The philosophy program seeks to promote student success, access and excellence by offering innovative courses that build the kinds of critical thinking and verbal and written communications skills that many employers value. The program finds that we can best advance our mission by introducing courses that highlight philosophy's relevance to those topics in which our students tend to have keen interest. Feedback from student focus groups held this past spring strongly suggests that business ethics is one of those topics. We are therefore seeking to advance our program's mission by introducing a course on business ethics. We are also mindful of the fact that a business ethics course is directly relevant to the career goals of students seeking employment in the private sector.**
- 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 learn to (1) identify the values, virtues and commitments that are implied when we choose to do business with each other; (2) apply a conception of commercial integrity in order to distinguish between ethical and unethical business practices; (3) evaluate the strengths and weaknesses of ethical arguments for and against specific business practices.**
- 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. Student learning will also 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, by producing**

	three fully developed academic papers that require critical assessment and by passing a comprehensive final exam.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. Assessment evidence for this course is currently unavailable, because this course has not been piloted at Tech. However, our experience leads us to expect that student learning in this course will be enhanced by the topic's obvious relevance to career goals shared by many students. We also note that assessment methods for this course are tried and true and have a proven track record of success in philosophy courses currently offered at Tech.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Over the past twenty years or so, applied and professional ethics has blossomed as a sub-field within philosophy. Business ethics courses have becoming increasingly common in undergraduate philosophy programs and are widely considered to be in the vanguard of the discipline. Similar institutions now offer business ethics courses. The University of Arkansas at Fayetteville offers Ethics and the Professions (PHIL 3103), while Oklahoma State University offers Business Ethics (PHIL 3803). Adding a business ethics course would better align Tech's philosophy program with currently disciplinary norms.

CC 11/28/17
FS 12/13/17

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Arkansas Tech University
REQUEST FOR COURSE CHANGE

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of History and Political Science
DATE SUBMITTED:	6/30/17

Title	Signature	Date
Department Head	<i>[Signature]</i>	7/3/17
Dean	<i>[Signature]</i>	7/3/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/17/17
Vice President for Academic Affairs	<i>[Signature]</i>	7/20/17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HIST	4963
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: Senior Seminar	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

requiring sources + materials (Hist 251) as
a prerequisite for Hist 4963.

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JUL 6 3 2017

Registrar's Office

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

Not Applicable

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

Not Applicable

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

Not Applicable

New Course Description:

Not Applicable

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):

HIST 2513 (Sources and Methods in History) as a Prerequisite for HIST 4963 (Senior Seminar)

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

Not Applicable

☐ 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

HIST 4963

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 single-spaced.

1. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable.**
2. Provide an example or examples of student learning assessment evidence which supports the course change.

Approximately 5 years ago, Arkansas Tech University and the Department of History and Political Science underwent an institution-wide initiative to assess, evaluate, reduce and remove many prerequisites and co-requisites to classes. During this process, Sources and Methods in History (HIST 2513) was removed as prerequisite for Senior Seminar (HIST 4963) from the Course Catalog. Sources and Methods in History (HIST 2513) is designed to teach students important skills in conducting independent research, and was seen as a bridge course between lower-level courses (such as the 1500-level world history courses and the 2000-level American history courses included in the General Education curriculum and required for the history major) and upper level courses. Senior Seminar, as its name implies, is a capstone course where students are required to conduct independent research on a topic of their choosing and produce an article-length paper suitable for presenting at an academic conference. This project demonstrates that the student had learned and can apply the appropriate skills required of a historian at the bachelor's degree level.

At the time, it was believed that academic advising would completely negate the need for this prerequisite, by advising all students to take HIST 2513 before their senior academic year and their enrollment in Senior Seminar. However, since that curriculum decision, we have seen a significant minority of students (between approximately two and five students in a typical section of twenty students) taking the Senior Seminar class (who are either History majors or Social Studies Education majors) without having attempted or completed the appropriate research design methodology course earlier in their collegiate careers. Social Studies Education majors, transfer students, and students who declare a History major late in their academic career are common students who attempt Senior Seminar without having completed HIST 2513.

The removal of this prerequisite has resulted in two problems with student learning and assessment in the Senior Seminar (HIST 4963) course:

- A. Students in Senior Seminar without the research design class are earning lower grades than their fellow students who have completed the Research Design course. Because they do not have the appropriate research skills that were supposed to be learned earlier in their academic careers, these student must learn them while writing a lengthy project. This takes away from the time spent focusing on the project, and results in their course grades being lower.
- B. Students in Senior Seminar without the Research Design course are requiring more time and effort to achieve the same grades as their fellow students who completed Sources and Methods of History. Senior Seminar is listed as a three credit course. Students who completed HIST 2513 will be able to complete the course and earn a grade in the allocated three credit timeframe. Students without the Sources and Methods course may require the amount of effort required for a four or even five credit course in order to earn the same grade as a student who completed HIST 2513.

Therefore, we want to re-establish the prerequisite for the Senior Seminar course of students completing the appropriate research design course before enrolling in their Senior Seminar course.

CC 11/28/17
FS 12/13/17


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JUL 03 2017

Arkansas Tech University
REQUEST FOR COURSE CHANGE

Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of History and Political Science
DATE SUBMITTED:	6/30/17

Title	Signature	Date
Department Head David Blumley		7/3/17
Dean Jeff Woods		7/3/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/17/17
Vice President for Academic Affairs		7/20/18

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 4963
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: Senior Seminar	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year.</p> <p>If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

Requiring pols 2513 (Research Design) as a prerequisite for pols 4963.

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Registrar's Office

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

☐ Not Applicable

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

☐ Not Applicable

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

☐ Not Applicable

New Course Description:

Not Applicable

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):

POL5 2513 (Research Design) as a Prerequisite for POL5 4963 (Senior Seminar)

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

Not Applicable

☐ 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

POLS 4963

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

1. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable.**
2. Provide an example or examples of student learning assessment evidence which supports the course change.

Approximately 5 years ago, Arkansas Tech University and the Department of History and Political Science underwent an institution-wide initiative to assess, evaluate, reduce and remove many prerequisites and co-requisites to classes. During this process, Research Design (POLS 2513) was removed as prerequisite for Senior Seminar (POLS 4963) from the Course Catalog. Research Design (POLS 2513) is designed to teach students important skills in conducting independent research, and was seen as a bridge course between lower-level courses (such as the 2000-level political science classes, such as American Government, Survey of Western Political Thought, and others) and upper level courses. Senior Seminar, as its name implies, is a capstone course where students are required to conduct independent research on a topic of their choosing and produce an article-length paper suitable for presenting at an academic conference. This project demonstrates that the student had learned and can apply the appropriate skills required of a historian at the bachelor's degree level.

At the time, it was believed that academic advising would completely negate the need for this prerequisite, by advising all students to take POLS 2513 before their senior academic year and their enrollment in Senior Seminar. However, since that curriculum decision, we have seen a significant minority of students (between approximately one and five students in a section of twenty students) taking the Senior Seminar class (who most often are Social Studies Education majors) without having attempted or completed the appropriate research design methodology course earlier in their collegiate careers. Social Studies Education majors, transfer students, and students who declare a Political Science major late in their academic career are common students who attempt Senior Seminar without having completed POLS 2513.

The removal of this prerequisite has resulted in two problems with student learning and assessment in the Senior Seminar (POLS 4963) course:


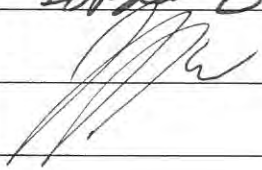
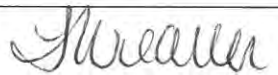

- A. Students in Senior Seminar without the research design class are earning lower grades than their fellow students who have completed the Research Design course. Because they do not have the appropriate research skills that were supposed to be learned earlier in their academic careers, these student must learn them while writing a lengthy project. This takes away from the time spent focusing on the project, and results in their course grades being lower.
- B. Students in Senior Seminar without the Research Design course are requiring more time and effort to achieve the same grades as their fellow students who completed the Research Design course. Senior Seminar is listed as a three credit course. Students who completed POLS 2513 will be able to complete the course and earn a grade in the allocated three credit timeframe. Students without Research Design may require the amount of effort required for a four or even five credit course in order to earn the same grade as a student who completed POLS 2513.

Therefore, we want to re-establish the prerequisite of students completing the appropriate research design course before enrolling in their Senior Seminar course.

CC 11/28/17
FS 12/13/17

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head		11/3/17
Dean		11/3/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/10/17
Vice President for Academic Affairs		4/25/11

Program Title: Philosophy	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) Do not require PHIL 3103 (Logic) for the philosophy minor. 2) Delete three courses from minor: Phil 3013, 3113, 3203 3) Change options from 12 to 15 hours	
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.	

(Old Copy)

Philosophy

The minor in philosophy is designed for those students who wish to broaden their study of the nature of knowledge. This minor is particularly well suited for students who wish to prepare for graduate work or law school. In addition to the academic benefits, the study of philosophy can make an important contribution to the well-lived life. Students can tailor the curriculum of the minor to meet their specific interests. Students must have a minimum 2.00 grade point average in their philosophy courses to be eligible for a philosophy minor.

The minor in philosophy requires 18 hours of courses:

- PHIL 3103 Logic

and 12 hours selected from the following:

- PHIL 2013 Religions of the World
- PHIL 3003 Ancient Philosophy
- PHIL 3013 Modern Philosophy
- PHIL 3023 Ethics
- PHIL 3033 Esthetics
- PHIL 3053 Philosophy of Religion
- PHIL 3063 Modern Political Thought
- PHIL 3113 Contemporary Philosophy
- PHIL 3203 Medieval Philosophy
- PHIL 3253 Classical Political Thought
- PHIL 4093 American Philosophy
- PHIL 4103 Advanced Logic

and 3 hours in any additional philosophy courses

New

Philosophy

The minor in philosophy is designed for those students who wish to broaden their study of the nature of knowledge. This minor is particularly well suited for students who wish to prepare for graduate work or law school. In addition to the academic benefits, the study of philosophy can make an important contribution to the well-lived life. Students can tailor the curriculum of the minor to meet their specific interests. Students must have a minimum 2.00 grade point average in their philosophy courses to be eligible for a philosophy minor.

The minor in philosophy requires 18 hours of courses:

15 hours selected from the following:

- PHIL 2013 Religions of the World
- PHIL 3003 Ancient Philosophy
- PHIL 3023 Ethics
- PHIL 3033 Philosophy of Art
- PHIL 3053 Philosophy of Religion
- PHIL 3063 Modern Political Thought
- PHIL 3253 Classical Political Thought
- PHIL 4093 American Philosophy
- PHIL 4103 Advanced Logic

and 3 hours in any additional philosophy courses

*Please note that separate cosmetic change proposals have been submitted to change the name of Phil 3033 to Philosophy of Art (formerly Aesthetics).

Arkansas Tech University
 Proposal for Change in Program
 Assessment Form
 MINOR IN PHILOSOPHY

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 the program change fit with the university mission? **The proposed change advances the university's commitment to student success, access and excellence by allowing students a wider range of options when developing a philosophy minor. Removal of PHIL 3103 (Logic) as a requirement for the minor allows students to develop a minor in philosophy around their specific interests, improving student access to the academic resources that philosophy offers and motivating students for success.**
- 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? **Removal of PHIL 3103 (Logic) as a requirement for the philosophy minor facilitates student learning by clearing the way for students to develop a minor in philosophy around their individual interests. Many students are drawn to philosophy courses because of the many personal, social and political questions that philosophy addresses; those students are not necessarily interested in the formal component of critical thinking. This change invites such students to continue their exposure to philosophy by allowing them to follow their interests.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students demonstrate critical thinking and persuasive writing skills; they produce academic papers and creative projects that apply ideas and theories to relevant issues.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **There are no studies that we know of that show that students are more likely to complete a minor in philosophy when given greater freedom to develop a minor according to their own interests, but years of experience teaching philosophy courses strongly suggest to us that this is true.**

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **We are not seeking to add a new course to the philosophy program; instead, we are seeking to remove PHIL 3103 as a requirement for the philosophy minor. This is in keeping with the current state of the discipline in that similar institutions within the state of Arkansas do not require philosophy minors to complete an upper-level logic course. For example, the University of Central Arkansas does not, nor does the University of Arkansas at Little Rock.**

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 for assessment plan

Arkansas Tech University

Assessment Plan

Program: Philosophy 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)
Example PO1: To foster an understanding of counseling theories and counseling concepts to prepare graduate students for a career in the counseling field.	LO1: Students will apply counseling theoretical perspectives and concepts to counseling best practices.	CP 5243 Counseling Psychology Theory and Practice CP 5303 Human Development	Theory and Practice Case Study Analysis Final Comprehensive exam of theories of individual and family development and transition across time	High Pass 90-100% Pass 80-89%
PO1: Critical Thinking	LO1: Make decisions using verifiable information LO2: Critically examine information LO3: Demonstrate problem-solving skills LO4: Evaluate one's own reasoning and the reasoning of others	PHIL 2013, 3003, 3023, 3033, 3053, 3063, 3253, 4093, and 4103	Course exams, papers	B or better on embedded measures
PO2: Persuasive Writing	LO1: Write a clear and obvious statement of purpose (thesis) in paragraph one	PHIL 2013, 3003, 3023, 3033, 3053, 3063, 3253, 4093, and 4103	Papers and course exams	B or better on all embedded measures

	<p>or soon thereafter</p> <p>LO2: Build main argument on the strongest arguments found in the assigned readings.</p> <p>LO3: Support arguments found in the assigned readings by a properly documented quotation or paraphrase.</p>			
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CC 11/28/17
FS 12/13/17

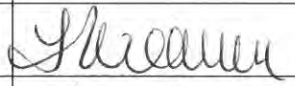
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Registrar's Office

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head		11/10/17
Dean		11/10/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		4/25/18

Program Title: Pre-Law Minor	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
Add Phil 3073: Philosophy of Law as an elective to the Pre-Law 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.	

Curriculum Matrix for Catalog	
Curriculum in <u>Pre-Law Minor</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Add PHIL 3073 (Philosophy of Law) to the Pre-Law minor as an elective course.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Pre-Law Minor

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 the program change fit with the university mission? **The proposed change advances the university's commitment to student success, access and excellence by allowing students minoring in Pre-Law to study philosophy of law and to count the relevant course (PHIL 3073) towards their minor in Pre-Law. Exposure to philosophy of law better prepares students for law school entrance exams and for success in law school. That is why PHIL 3073 should count towards the Pre-Law minor.**
- 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 who complete PHIL 3073 will be better prepared for law school entrance exams and better prepared for success in law school.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will provide evidence of their learning by participating in structured discussions, both online and in the classroom, by writing three academic papers that require critical assessment of major theories and by sitting for a comprehensive final exam.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Studies have shown that philosophy students tend to perform better on law school entrance exams. According to Michael Nieswiadomy, "LSAT Scores of Economics Majors: The 2012-13 Class Update," Journal of Economic Education, Vol. 45, Issue 1 (Jan. 2014): 73, out of 29 different disciplines, philosophy majors had the third highest average score on the LSAT in 2012-13. Students who complete PHIL 3073**

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Registrar's Office

will capture this benefit, while also benefitting from exposure to some of the material that they will encounter in law school.

- 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. **Similar institutions within the state of Arkansas include Philosophy of Law as an elective in something like Tech's Pre-Law minor. For example, the University of Arkansas at Fayetteville includes Philosophy of Law in its Legal Studies minor.**
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **See attached.**

Arkansas Tech University				
Assessment Plan				
Program: Pre-Law 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)
Example PO1: To foster an understanding of counseling theories and counseling concepts to prepare graduate students for a career in the counseling field.	LO1: Students will apply counseling theoretical perspectives and concepts to counseling best practices.	CP 5243 Counseling Psychology Theory and Practice CP 5303 Human Development	Theory and Practice Case Study Analysis Final Comprehensive exam of theories of individual and family development and transition across time	High Pass 90-100% Pass 80-89%
PO1: Legal Content	LO1: evaluate competing legal philosophies LO2: assess major judicial decisions	POLS 4043 POLS 4983 PHIL 3073	Course exams, papers, case studies	B or better on embedded measures
PO2: Skills for Legal Positions	LO1: write organized and logical arguments LO2: provide clear and concise verbal arguments	POLS 4043 POLS 4983 PHIL 3073	Papers, oral presentations, and course exams	B or better on all embedded measures

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FS 12/13/17

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Registrar's Office

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head <i>David Burles</i>	<i>[Signature]</i>	<i>6/30/17</i>
Dean	<i>[Signature]</i>	<i>6-30-17</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	<i>7/17/17</i>
Vice President for Academic Affairs	<i>[Signature]</i>	<i>7/21/17</i>

Program Title: Religious Studies	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
Add three required hours (PHIL 2023); create an elective option that consists of ANTH 2003 (Cultural Anthropology) and HIST 1503 (World History to 1500), from which 3 hours must be completed.	
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.	

*Religious Studies
minor*

New Catalog

Religious Studies

The minor in religious studies is designed to provide students with the opportunity to learn about religion in cross-cultural and historical perspectives. The required courses are designed to provide a comparative perspective on world religions and to develop an appreciation of both the origins and contemporary expressions of different religions. This minor is particularly well suited for students in the humanities and social sciences as well as students in other disciplines who want to deepen their understanding of the role of religion in contemporary life.

Students must have a minimum of 2.00 grade point average in the required 18 hours to be eligible for a religious studies minor:

- HIST 4503 History of Christianity
 - PHIL 2013 Religions of the World
 - PHIL 2023 Buddhist Philosophy
 - PHIL 3053 Philosophy of Religion
 - SOC 4073 Sociology of Religion
 - ANTH 2003 Cultural Anthropology or HIST 1503 World History to 1500
-

Total Hours: 18 hours required (no change)	Total Hours:
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Arkansas Tech University
Proposal for Change in Program
Assessment Form
RELIGIOUS STUDIES MINOR

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.

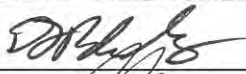

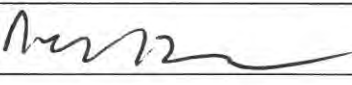
Provide an answer for each question. Your answers are to be typed single spaced.
<p>a. How does the program change fit with the university mission? The proposed change advances the university's commitment to student success, access and excellence in two ways. First, by adding PHIL 2023 (Buddhist Philosophy) as a requirement for the Religious Studies minor, students gain the benefit of a curriculum enriched by greater diversity and a wider range of cultural and religious perspectives. In the second place, creating an elective option allows students greater flexibility when pursuing a Religious Studies minor. Students will now enjoy the freedom to select between two elective courses the one that most closely aligns with their interests.</p>
<p>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.</p>
<p>c. How will the program change impact learning for students enrolled in this program? Adding PHIL 2023 (Buddhist Philosophy) will impact student learning in a positive way by introducing a diverse cultural and religious perspective that students often find interesting and want to learn more about. The elective option that we propose allows students to easily come to the minor from their previous studies in either Anthropology or History, while also allow students the flexibility to follow their individual interests. These enhancements should make the Religious Studies minor that much more attractive to students.</p>
<p>d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students demonstrate critical thinking and persuasive writing skills; they produce academic papers and creative projects that apply ideas and theories to relevant issues.</p>

- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **There are no studies that we know of that show that students are more likely to complete a minor in religious studies when the curriculum features diverse perspectives and allows students greater flexibility to pursue their individual interests, but years of pedagogical experience strongly suggest to us that this is true.**
- 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. **Institutions similar to ATU within the state of Arkansas include in their Religious Studies programs courses in Eastern culture and religions. For example, the University of Arkansas at Fayetteville includes in its Religious Studies Program two history courses related to Eastern culture and religions: The Recluse in Early East Asia and China to 1644. The University of Arkansas at Little Rock includes in its Religious Studies program Eastern Thought, as well as a second course, Meditation Techniques, which explores Hatha Yoga, Buddhist Psychology and Zen. A third course offered is Religion and Modern South Asia.**
- 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.) **Program learning outcomes include competence in critical thinking, persuasive writing and the application of theories to real-world questions and problems. Learning outcomes are assessed by means of formal writing assignments, structured group discussions, weekly quizzes and final exams and projects. Student learning is assessed in all philosophy courses. The following is an example of standards used to assess student writing:**
- Paper includes a clear and obvious statement of purpose (thesis) in paragraph one or soon thereafter.
 - Paper's main argument builds on the strongest arguments found in the assigned readings.
 - Objection to the paper's thesis builds on the strongest arguments found in the assigned readings and responds to the specific claims made in the main argument section.
 - Major claims about arguments found in the assigned readings are supported by a properly documented quotation or paraphrase.
 - Paper is free of spelling and grammatical errors.

CC 11/28/17
FS 12/13/17

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of History and Political Science
DATE SUBMITTED:	July 1, 2017

Title	Signature	Date
Department Head		11/3/17
Dean	 Wark	11/3/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/10/17
Vice President for Academic Affairs		4/25/18

Program Title:	Requested changes will be effective Summer I for next catalog year
International Studies	
Outline of changes in program: The International Studies Degree Program, for a variety of reasons detailed in the attached assessment form, needs to be dramatically revised. The new program will no longer be an independent major, but will become a cognate of political science. 1. International Studies students will begin by taking the identical core course sequence from Political Science, consisting of 18 Credit-Hours: A. POLS 2003 (American Government) B. POLS 2253 (Survey of Western Political Thought) C. POLS 2403 (Comparative Government) D. POLS 2413 (International Relations) OR POLS 2153 (Intro. To Strategic Studies) E. POLS 2513 (Research Design) F. POLS 4963 (Senior Seminar)	

2. With this core in place, students will be required to take eight additional courses, broken down into four major areas:
- A. World Politics Electives (Students choose any two courses; 6 Credits):
 - POLS 3433 (United Nations)
 - POLS 3013 (Recent American Foreign and Military Policy)
 - POLS 3473 (National Security Policy)
 - B. World History Elective (Students choose any two courses; 6 Credits):
 - HIST 3313 (Colonial Latin America)
 - HIST 3323 (Modern Latin America)
 - HIST 3463 (Enlightenment)
 - HIST 3483 (Reaction and Reform)
 - HIST 3493 (Age of Empire)
 - HIST 3503 (Between the Wars)
 - HIST 3513 (Europe Since 1939)
 - HIST 3603 (East Asia)
 - HIST 3613 (Japan)
 - HIST 3623 (India)
 - HIST 3633 (China)
 - HIST 3703 (Africa)
 - HIST 3803 (Middle East)
 - HIST 4013 (American Military History)
 - HIST 4083 (American Diplomatic History, 1912 - Present)
 - HIST 4503 (History of Christianity)
 - C. Global Culture Elective (Students choose any one courses; 3 Credits):
 - PHIL 2013 (Religions of the World)
 - PHIL 3053 (Philosophy of Religion)
 - MUS 4853 (Music of the World's People)
 - ENGL 4283 (Seminar on World Literature)
 - SOC 4073 (Sociology of Religion)
 - POLS 3253 / PHIL 3253 (Classical Political Thought)
 - POLS 3063 / POLS 3063 (Modern Political Thought)
 - D. World Geography Elective (Students choose any one courses; 3 Credits):
 - GEOG 3033 (Latin America)
 - GEOG 3703 (Asia)
 - GEOG 3413 (Europe)
3. International Studies majors would then be required to complete a minor program of study in a foreign language offered by Arkansas Tech University
- A. Spanish, German, French, Japanese

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

These changes will have no impact on staffing requirements nor on other programs.

These changes will shift some course enrollments. This approach will allow students much more flexibility in what courses they select, meaning a few "bottleneck courses" will no longer be over-enrolled.

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.

<p align="center">Curriculum Matrix for Catalog New Curriculum for International Studies (This Degree Matrix Uses the 2017 – 2018 Political Science Degree Plan as the Baseline)</p>	
<p>Freshman Fall Semester</p> <ul style="list-style-type: none"> • Add: <ul style="list-style-type: none"> ◦ SPAN, GER, FR, JPN 1013 – 3 hours • Delete: <ul style="list-style-type: none"> ◦ SOC 1013, PSY 2003 or ECON 2003 – 3 hours • Remains the Same: <ul style="list-style-type: none"> ◦ ENGL 1013 - 3 hours ◦ Fine Arts / Humanities – 3 hours ◦ Mathematics – 3 hours ◦ HIST 1503, HIST 1513, or GEOG 2013 – 3 hours ◦ TECH 1001 – 1 hour • Total Hours: 16 	<p>Freshman Spring Semester</p> <ul style="list-style-type: none"> • Add: <ul style="list-style-type: none"> ◦ SPAN, GER, FR, JPN 1023 – 3 hours • Delete: <ul style="list-style-type: none"> ◦ Elective – 3 hours • Remains the Same: <ul style="list-style-type: none"> ◦ HIST 2003 US History to 1877 – 3 hours ◦ ENGL 1023 – 3 hours ◦ Science With Lab – 4 hours ◦ POLS 2003 – 3 hours • Total Hours: 16
<p>Sophomore Fall Semester</p> <ul style="list-style-type: none"> • Add: <ul style="list-style-type: none"> ◦ POLS 2403 – 3 hours ◦ SOC 1003, PSY 2003 or ECON 2003 – 3 hours ◦ SPAN, GER, FR, JPN 2013 – 3 hours • Delete: <ul style="list-style-type: none"> ◦ POLS 2513 – 3 hours ◦ POLS 2253 – 3 hours ◦ Beginning Language I – 3 hours • Remains the Same: <ul style="list-style-type: none"> ◦ HIST 2013 US History Since 1877 – 3 hours ◦ Science With Lab – 4 hours • Total Hours: 16 	<p>Sophomore Spring Semester</p> <ul style="list-style-type: none"> • Add: <ul style="list-style-type: none"> ◦ POLS 2413 or POLS 2153 – 3 hours ◦ POLS 2513 – 3 hours ◦ UL World Geography Elective – 3 hours ◦ SPAN, GER, FR, JPN 2023 – 3 hours • Delete: <ul style="list-style-type: none"> ◦ Beginning Language II – 3 hours ◦ POLS Elective – 6 hours ◦ Electives – 3 hours • Remains the Same: <ul style="list-style-type: none"> ◦ Fine Arts and Humanities – 3 hours • Total Hours: 15
<p>Junior Fall Semester</p> <ul style="list-style-type: none"> • Add: <ul style="list-style-type: none"> ◦ SPAN, GER, FR, JPN 3003 – 3 hours ◦ POLS 2253 – 3 hours ◦ UL World History Elective – 3 hours ◦ UL World Politics Elective - 3 hours • Delete: <ul style="list-style-type: none"> ◦ POLS 2403 – 3 Hours ◦ POLS Elective – 3 hours ◦ Elective – 6 Hours • Remains the Same: <ul style="list-style-type: none"> ◦ Elective – 3 Hours • Total Hours: 15 	<p>Junior Spring Semester</p> <ul style="list-style-type: none"> • Add: <ul style="list-style-type: none"> ◦ SPAN, GER, FR, JPN 3013 – 3 hours ◦ UL World History Elective – 3 hours ◦ UL World Politics Elective – 3 hours • Delete: <ul style="list-style-type: none"> ◦ POLS 2413 or POLS 2153 - 3 Hours ◦ Elective - 3 Hours ◦ POLS Elective – 3 hours • Remains the Same: <ul style="list-style-type: none"> ◦ Elective - 6 Hours • Total Hours: 15

<p>Senior Fall Semester</p> <ul style="list-style-type: none"> • Add/Change: <ul style="list-style-type: none"> ◦ POLS 4963 – 3 hours ◦ SPAN, GER, FR, JPN 3113 – 3 hours ◦ UL Global Culture Elective – 3 hours • Delete: <ul style="list-style-type: none"> ◦ POLS Elective - 9 hours • Remains the Same: <ul style="list-style-type: none"> ◦ Elective - 6 hours • Total Hours: 15 	<p>Senior Spring Semester</p> <ul style="list-style-type: none"> • Add/Change: <ul style="list-style-type: none"> ◦ Elective – 3 hours • Delete: <ul style="list-style-type: none"> ◦ POLS 4963 – 3 hours • Remains the Same: <ul style="list-style-type: none"> ◦ Elective - 9 hours Total Hours: 12

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Curriculum in International Studies 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 the program change fit with the university mission?

We believe the curriculum changes presented here will promote intellectual development and student excellence. The International Studies program, while modest-sized, produces a high proportion of our students who study abroad. It has also produced some of our best graduates; for instance, Cody Hartmann graduated in 2015, and was the fourth-ranked ROTC cadet in his commissioning cohort of more than 3,000 cadets who were commissioned as military officers that year. Several graduates of this program are working abroad for major corporations, and to lose this major would reduce ATU's profile.

- 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?

These changes to the International Studies curriculum will streamline what our students are required to learn about world politics. As described in greater detail in answer (F) below, our current program is bloated, and more than a full semester of courses longer than any program in the state or at regionally-comparable institutions). No comparable institution requires (or even offers as electives) as many history courses as our program. Also, our current program is overly American-centric, requiring fifteen hours of American history courses, while other peer institutions only require a single American History course. This over-emphasis on US history diminishes the purpose of an International Studies degree.

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

Our students will show that they understand the myriad of forces acting on people and politics throughout the world. They will understand the politics, history, geography, language, and culture of the world today.

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

Two areas of assessment data pointed to a serious need for changes to this degree program. First, the International Studies program only averages four graduating students per year, which is below the state minimum for an independent major. Second, the program requires an extraordinary number of course substitutions on its student's graduation degree audits. We examined all the degree audits for students in the majors within our department graduating in 2015. On average, Political Science, History, Public History, and Social Studies Education majors averaged less than one substitution of any kind on their degree audits. International Studies majors averaged just over three substitutions per degree audit (3.18), and even had one degree audit with ten course substitutions. For both these reasons, we felt it was time to undertake serious revisions to this major.

Adopting the degree program presented here will bring ATU in line with other universities in Arkansas and in the region. When deciding to change the International Studies major, we surveyed the programs at the regional comparable institutions. We found that approximately two-thirds of these comparable universities had International Studies programs of some form. Overwhelmingly, the International Relations degrees at these institutions were part of the political science departments and programs, and most of them were cognates, leading us to change the curriculum in the way presented earlier in this proposal.

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

If the changes proposed here are adopted, the ATU International Studies program will much more closely resemble the programs at comparable universities in Arkansas, as well as peer institutions throughout the region. Here is a credit-hour comparison between our current program and the ones of other institutions in Arkansas:

Arkansas Tech University: 57 Hours (Includes NO general education courses)

University of Central Arkansas: 33 Hours¹

University of Arkansas – Little Rock: 45 Hours²

University of Arkansas – Fayetteville: 48 Hours³ (Includes some general education courses)

In summary, the current ATU program is an entire semester (and, when compared to UCA, an entire academic year) longer than peer institutions. Implementing the changes presented here will bring our program to a baseline of 39 hours, far more in line with these other International Studies programs. This will allow students to potentially explore Minor areas of study, as well as allowing undeclared majors to choose the International Studies major, which is almost impossible in its current configuration.

¹ <http://uca.edu/ubulletin/colleges-departments-programs/college-of-liberal-arts/departments-of-political-science/>

² <http://ualr.edu/catalogs/undergraduate-catalog/cssc/polisci/>

³

<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/jwilliamfulbrightcollegeofartsandsciences/internationalrelationsirel/#baininternationalstudiestext>

- 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).

When looking at the proposed changes to this major, we argue that it will increase scores in three areas as established by the current Political Science assessment plan. Specifically, there are three currently measures assessment areas that we believe will see measurable improvements in student learning outcomes if the changes proposed here are adopted. They are:

1. Content Area: International Relations. "Students completing a degree in political science will understand core concepts in International Relations." Because students are required to take the course International Relations (POLS 2413) as well as two upper-level elective courses, we should expect to see our international studies majors, who are excited and especially interested major global forces such as war and peace, international trade, global environmentalism, and human rights, and other important topics, increase this assessment score by including them in the political science student body.
2. Content Area: Comparative Government. "Students completing a degree in political science will understand core concepts in Comparative Government." Because students are required to take the course Comparative Government (POLS 2403), we should expect to see our international studies majors, who are excited and especially interested in the governments and policies of foreign countries, increase this assessment score by including them in the political science student body. Long-term, it is the goal of the department to begin offering additional upper-level courses in Comparative Politics.
3. Content Area: General Political Science. "Students completing a degree in political science will understand core concepts in government and politics, international relations and political theory." Much like the previous two assessment areas, we expect that having students who are globally oriented included in the political science major, we should expect this assessment measure to increase when the International Studies major is re-oriented as a cognate of political science.

Assessment: Assessment Unit Four Column

Major-AH-HPS-Political Science (BA)

Learning Outcome	Assessment Measures	Results	Actions
<p>Content - Political Science - Students completing a degree in Political Science will understand core concepts in Government and Politics, International Relations, and Political Theory.</p> <p>Learning Outcome Status: Active</p>	<p>Standardized Test - Political Science In-House Content Exam, to be administered in POLS 4963, or Political Science ETS Major Field Test (MFT).</p> <p>Criterion for Success: 90% of students completing POLS 4963 will receive a passing grade on the Political Science In-House Content Exam, or will receive a mean score of 120 or better on the ETS MFT.</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>This result applies to ALL of the assessment measures for the POLS degree for this assessment period. Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>14% of program majors (1 of 7), completing POLS 4963 during this assessment cycle, received a passing grade (60% or higher) on the Political Science In-House Content Exam. The overall average score for the exam was 53%. (07/08/2016)</p> <p>Related Documents:</p> <p>POLS_Content Exam Results 2015-16.xlsx</p>	
<p>Content - U.S. Gov. & Politics - Students completing a degree in Political Science will understand core concepts in U.S. Government and Politics.</p> <p>Learning Outcome Status: Active</p>	<p>Standardized Test - Political Science In-House Content Exam to be administered in POLS 4963.</p> <p>Criterion for Success: 90% of students completing POLS 4963 will receive a passing grade on the Politics & Government sub-section of the Political Science In-House Content Exam.</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>86% (6 of 7) of program majors completing Senior Seminar in this assessment cycle received a passing grade on the</p>	

Learning Outcome	Assessment Measures	Results	Actions
		<p>Politics and Government sub-section of the Political Science In-House Content Exam. The overall average score on this sub-section of the exam was 70%. (07/08/2016)</p> <p>Related Documents:</p> <p>POLS_Content Exam Results 2015-16.xlsx</p>	
<p>Content - Comparative Government - Students completing a degree in Political Science will understand core concepts in Comparative Government.</p> <p>Learning Outcome Status: Active</p>	<p>Standardized Test - Political Science In-House Content Exam to be administered in POLS 4963.</p> <p>Criterion for Success: 90% of students completing POLS 4963 will receive a passing grade on the Comparative Government sub-section of the Political Science In-House Content Exam. (Old criterion: MFT mean score of 60 or better.)</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>0% (0 of 7) of program majors completing Senior Seminar in this assessment cycle received a passing grade on the Comparative Government sub-section of the Political Science In-House Content Exam. The overall average score on this sub-section of the exam was 0%. (07/08/2016)</p> <p>Related Documents:</p> <p>POLS_Content Exam Results 2015-16.xlsx</p>	
<p>Content - International Relations - Students completing a degree in Political Science will understand core concepts in International Relations.</p> <p>Learning Outcome Status: Active</p>	<p>Standardized Test - Political Science In-House Content Exam, to be administered in POLS 4963.</p> <p>Criterion for Success: 90% of students completing POLS 4963 will receive a passing grade on the International Relations sub-section of the Political Science In-House Content Exam. (Old criterion: MFT - Mean score of 60 or better.)</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>29% (2 of 7) of program majors completing Senior Seminar in this assessment cycle received a passing grade on the International Relations sub-section of the Political Science In-House Content Exam. The overall average score on this sub-section of the exam was 57%. (07/08/2016)</p> <p>Related Documents:</p> <p>POLS_Content Exam Results 2015-16.xlsx</p>	
<p>Content - Political Theory - Students</p>	<p>Standardized Test - Political Science</p>		

<i>Learning Outcome</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>completing a degree in Political Science will understand core concepts in Political Theory.</p> <p>Learning Outcome Status: Active</p>	<p>In-House Content Exam, to be administered in POLS 4963.</p> <p>Criterion for Success: 90% of students completing POLS 4963 will receive a passing grade on the Political Theory sub-section of the Political Science In-House Content Exam. (Old measure and criterion: MFT - mean score of 100 or better.)</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>29% (2 of 7) of program majors completing Senior Seminar in this assessment cycle received a passing grade on the Political Theory sub-section of the Political Science In-House Content Exam. The overall average score on this sub-section of the exam was 45%. (07/08/2016)</p> <p>Related Documents:</p> <p>POLS_Content Exam Results 2015-16.xlsx</p>	
<p>Skills - Methodology - Students completing a degree in Political Science should demonstrate the ability to gather, analyze, evaluate, and integrate relevant information.</p> <p>Learning Outcome Status: Active</p>	<p>Course Embedded Observation - Research & Writing Assessment Worksheet completed by professors in POLS 4963.</p> <p>Criterion for Success: 90% of majors will demonstrate a satisfactory ability to gather, analyze, and present data or information as evidence in support or refutation of a thesis or hypothesis.</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p> <hr/> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>71% (5 of 7) of POLS majors, who took Senior Seminar (POLS 4963) in this assessment cycle, demonstrated the ability to gather, analyze, and present data or information as evidence in support or refutation of the thesis or hypothesis. (07/08/2016)</p> <p>Related Documents:</p> <p>POLS Research Writing Assessment 2015-2016.docx</p>	
<p>Skills - Analysis - Students completing a degree in Political Science should demonstrate the ability to draw informed and reasoned (or logical) conclusions about the subject matter.</p> <p>Learning Outcome Status: Active</p>	<p>Course Embedded Observation - Research & Writing Assessment Worksheet completed by professors in POLS 4963.</p> <p>Criterion for Success: 90% of majors will demonstrate a satisfactory ability to present reasoned and</p>	<p>Reporting Period: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017)</p>	

Learning Outcome	Assessment Measures	Results	Actions
	coherent conclusions based on the evidence.	Reporting Period: 2015 - 2016 Result Type: Criterion Met 100% (7 of 7) of POLS majors, who took Senior Seminar (POLS 4963) in this assessment cycle, demonstrated a satisfactory ability to present reasonable and coherent conclusions based on the evidence. (07/08/2016) Related Documents: POLS Research Writing Assessment 2015-2016.docx	
Skills - Thesis - Students completing a degree in Political Science should demonstrate the ability to state a thesis or hypothesis, test and defend it. Learning Outcome Status: Active	Course Embedded Observation - Research & Writing Assessment Worksheet completed by professors in POLS 4963. Criterion for Success: 90% of majors will demonstrate a satisfactory ability to state, test, and defend a thesis or hypothesis.	Reporting Period: 2016 - 2017 Result Type: Inconclusive Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017) <hr/> Reporting Period: 2015 - 2016 Result Type: Criterion Not Met 71% (5 of 7) of POLS majors, who took Senior Seminar (POLS 4963) in this assessment cycle, demonstrated the ability to state, test, and defend a thesis or hypothesis. (07/08/2016) Related Documents: POLS Research Writing Assessment 2015-2016.docx	
Skills - Citation - Students completing a degree in Political Science should demonstrate the ability to acknowledge and cite sources for information in an acceptable format. Learning Outcome Status: Active	Course Embedded Observation - Research & Writing Assessment Worksheet completed by professors in POLS 4963. Criterion for Success: 90% of majors will demonstrate a satisfactory ability to acknowledge and cite sources for information in an appropriate format.	Reporting Period: 2016 - 2017 Result Type: Inconclusive Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017) <hr/> Reporting Period: 2015 - 2016 Result Type: Criterion Met 100% (7 of 7) of POLS majors, who took Senior Seminar (POLS 4963) in this assessment cycle, demonstrated the ability to acknowledge and cite sources for information in an appropriate format. (07/08/2016) Related Documents: POLS Research Writing Assessment 2015-2016.docx	


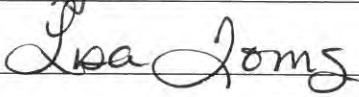
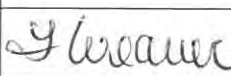
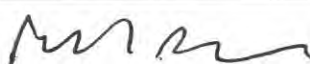
<i>Learning Outcome</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
Skills - Research - Students completing a degree in Political Science should demonstrate the ability to gather, organize, and synthesize appropriate information to draw reasonable conclusions. Learning Outcome Status: Active	Surveys and Interviews - Senior Seminar Survey Criterion for Success: Based on the Senior Seminar Survey: 90% of senior majors will be satisfied or very satisfied with their overall instruction in research methods.	Reporting Period: 2016 - 2017 Result Type: Inconclusive Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017) <hr/> Reporting Period: 2015 - 2016 Result Type: Criterion Not Met Based on Q 33 of the Senior Seminar surveys conducted during this assessment cycle, 86% (6 of 7) of senior majors were satisfied or very satisfied with their overall instruction in research methods. (07/20/2016) Related Documents: SeniorSeminarSurveyS16.docx	
Application - Students completing the political science program will test, apply and develop the skills and techniques of the discipline either in or outside the classroom. Learning Outcome Status: Active	Surveys and Interviews - Senior Seminar Survey Criterion for Success: 90% of senior majors will agree or strongly agree that the program has prepared them to apply what they learned and to uphold professional standards for careers in public service, law, education, the social sciences, graduate study, and the private sector.	Reporting Period: 2016 - 2017 Result Type: Inconclusive Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was collected. (07/19/2017) <hr/> Reporting Period: 2015 - 2016 Result Type: Criterion Met Based on the results of the Senior Seminar surveys conducted during this assessment cycle, 100% (7 of 7) of senior POLS majors agreed or strongly agreed that the program prepared them to apply what they learned and to uphold professional standards for careers in public service, law, education, the social sciences, graduate study, and the private sector. (07/20/2016) Related Documents: SeniorSeminarSurveyS16.docx	
Attitudinal - Students in the political science program will develop a habit of life-long learning as an informed, active and engaged citizen. Learning Outcome Status: Active	Surveys and Interviews - Senior Seminar Survey Criterion for Success: 90% of senior majors will agree or strongly agree that the degree program has given them a solid foundation in liberal	Reporting Period: 2016 - 2017 Result Type: Inconclusive Content and skills are assessed via exams, surveys, and worksheets completed as part of the Senior Seminar course, POLS 4963. However, POLS 4963 was not offered in summer, fall, or spring 2016-17 and, as a result, no data was	

<i>Learning Outcome</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
	learning that fosters an informed, responsible, and free citizenry as well as habits of life-long learning.	<p>collected. (07/19/2017)</p> <p>Reporting Period: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>Based on the results of the Senior Seminar surveys conducted during this assessment cycle, 100% (7 of 7) senior POLS majors agreed or strongly agreed that the program has given them a solid foundation in liberal learning that fosters an informed, responsible, and free citizenry as well as habits of life-long learning. (07/20/2016)</p> <p>Related Documents:</p> <p>SeniorSeminarSurveyS16.docx</p>	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

CC 11/28/17
FS 12/13/17

TO:	Select Appropriate Committee
FROM (Initiating Department):	Management & Marketing
DATE SUBMITTED:	11/6/2017

Title	Signature	Date
Department Head Dr. Stephen Jones		11/13/17
Dean Dr. Lisa Toms		11/13/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL) BDA	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) Introduction to Data Visualization		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) INTRO TO DATA VISUALIZATION		
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? <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"/>			
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)? 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/ See attachment.			
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php . Not applicable			

Arkansas Tech University

General Education 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?

BDA 2023 Introduction to Data Visualization aligns with the University mission by advancing 'progressive intellectual development' in basic quantitative and technical skills that are in high demand by most businesses, government agencies, and non-profit organizations. The latter two types of organizations are relevant to the 'civic engagement' aspect of the University mission. Data visualization skills will empower students to identify and illuminate important insights and skillfully display them to guide and improve decision-making. These skills will advance students' critical thinking skills because they will be better equipped to evaluate data and eliminate bias from the process of turning data into knowledge. Students will enhance their written and oral communication skills in written reports and presentations of their data visualizations. These skills will empower students to advance their career goals as well as address the national need for more STEM skills.

b. How does this course align with the General Education Program?

BDA 2023 aligns with the General Education Goal 'Communicate Effectively' by providing students with an opportunity to convey insights from simple data analysis in the form of a variety of charting methods. Students will also write reports and make presentations.

BDA 2023 aligns with the Scientific and Quantitative Reasoning by enabling students to present data in graphical format

BDA 2023 aligns with the Scientific and Quantitative Reasoning by enabling students to perform a quantitative analysis of a situation and make a decision based on the outcome.

BDA 2023 aligns with the General Education Goal 'Apply scientific and quantitative reasoning' by providing students with an opportunity to learn to do simple mathematical analysis of data and to develop their quantitative reasoning by learning to create insights from basic descriptive measures of data sets.

The content of BDA 2023 can apply to any discipline that has quantitative measures.

c. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable.**

d. Provide up to three or four General Education student learning outcomes students will achieve after completing this course.

Students will (1) understand the concepts, methods, and characteristics of basic descriptive statistics and simple mathematical modeling techniques; (2) understand the concepts, methods, and characteristics of various forms of display techniques; (3) evaluate data quality and possible biases; and (4) learn methods to compensate for human cognitive biases in reading various forms of data visualizations.

e. What assessment tool or measure will you use to assess General Education student learning?

Exams will measure learning of basic concepts, methods, techniques, and visualization characteristics. Data analysis projects with written reports and oral presentations will measure learning about how to communicate findings and influence decision makers.

f. What will students demonstrate, represent, or produce to provide evidence of their discipline specific and General Education learning outcomes?

Students will demonstrate the ability to evaluate and correct problems in data, conduct basic descriptive statistical analysis and mathematical modeling of data, and create clear and understandable visualizations using several software applications. Students will be able to document their work and present their findings in professional reports and oral presentations.

g. Provide an example or examples of student learning assessment evidence which supports the addition of this General Education course?

Environmental scanning indicates that employers need more people with basic data analysis and visualization skills and are frustrated that college graduates are not better prepared in this area. This course is intended to introduce students to basic skills in this area and interest them in continuing to learn more.

h. How does this General Education course fit in the current state of General Education courses? Include Arkansas educational institution comparisons.

This course is a new, innovative offering in the current state of General Education courses. There are no comparable general education courses at other Arkansas educational institutions.

ARKANSAS TECH
UNIVERSITY
College of Business
Management Marketing Department

Course: BDA 2023 Introduction to Visualization

Term:

Instructor:

E-mail:

Office Phone:

Office Hours:

Class Hours:

Prerequisites:

No previous knowledge of course material is expected.

Textbook:

The Visual Display of Quantitative Information, 2nd Edition, by Edward R. Tufte, Graphics Press, 2001m
ISBN: 978-1930824133. https://www.edwardtufte.com/tufte/books_vdqi

Data Visualisation: A Handbook for Data Driven Design by Andy Kirk, Sage Publications, 2016, ISBN:
978-1-4739-1214-4

Optional readings:

Few, S. (2012). *Show me the numbers: Designing tables and graphs to enlighten*. Burlingame, CA:
Analytics Press.

Few, S. (2006). *Information dashboard design: The effective visual communication of data*. Sebastopol:
O'Reilly.

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

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

Course Description:

This course introduces students to data visualization, including principles, concepts, and techniques. The goal of the course is to empower students to identify and illuminate important insights and skillfully display them to improve decision-making. This course covers basic quantitative analysis and software to create effective displays. The course will advance critical thinking skills because students will be better equipped to evaluate data and eliminate bias from the process of turning data into knowledge. Students will enhance their written and oral communication skills in written reports and presentations of their data visualizations.

Course Rationale:

The constant rapid developments of software and hardware have made it possible to collect data with ease, leading to new possibilities for creating insights and new problems with information overload. To take advantage of new possibilities and to address information overload, most leading universities in the world are now teaching data visualization. Data visualization can also help to engage more diverse audiences by using graphics. In this course, we will study various techniques, concepts, and algorithms for creating and developing effective visualizations that are based on the principles cognitive science, graphic design, visual arts, and the visual perception theories. The course is targeted to all students who have an interest in using visualizations in their daily work activities or to students who have interest in improving and developing existing visualization tools and systems.

Learning Outcomes:

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

General Education Objectives:

BDA 2023 aligns with the General Education Goal ‘Communicate Effectively’ by providing students with an opportunity to convey insights from simple data analysis in the form of a variety of charting methods. Students will also write reports and make presentations.

BDA 2023 aligns with the Scientific and Quantitative Reasoning by enabling students to present data in graphical format.

BDA 2023 aligns with the Scientific and Quantitative Reasoning by enabling students to perform a quantitative analysis of a situation and make a decision based on the outcome.

BDA 2023 aligns with the General Education Goal ‘Apply scientific and quantitative reasoning’ by providing students with an opportunity to learn to do simple mathematical analysis of data and to develop their quantitative reasoning by learning to create insights from basic descriptive measures of data sets.

The content of BDA 2023 can apply to any discipline that has quantitative measures.

Required software:

The main software applications we will be using in this course are Excel, PowerPoint, and Tableau. Students are encouraged to install both applications on their personal computers and to bring personal computers to class. Other open source software may be used.

- Microsoft Excel and PowerPoint are available to all students through Office 365 and in ATU computer labs.
- Tableau 9.0 (student version): <https://www.tableau.com/products/desktop/download> and a Tableau public account (FREE. Student access codes will be given in class)
- Vector Graphics Editor: Adobe Illustrator CS5 or later or you can use a free open source vector graphic tool such as Inkscape (<http://inkscape.org/>)

Optional software for advanced exercises:

- R and RStudio (additional libraries required): <http://www.r-project.org/> , <http://www.rstudio.com/> (FREE)
- Dreamweaver / HTML editor

Course topics:

1. Design principles for charts and graphs
2. Common tools for creating data visualizations
3. The process of creating visualizations and selecting the appropriate visual display
4. Hands on work with visualization tools
5. Designing effective digital presentations
6. Telling stories with data
7. Visualization as exploration
8. Visualizing categorical data
9. Visualizing time series data
10. Visualizing multiple variables
11. Visualizing geospatial data
12. Dashboard design
13. Web-based visualizations

Methods of Instruction:

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

Grading:

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

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

Grading will be on a straight scale as follows:

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

Assignments (40%)

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

Assignment 1: Due end of week #2

Assignment 2: Due end of week #4

Assignment 3: Due end of week #6

Assignment 4: Due end of week #8

Class Exercises/Attendance (15%)

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

Individual Project (15%)

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

Group Project (30%)

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

General Policies:

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

Course Assessment:

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

Course Schedule**Week 1: Introduction to Visualization**

- What is Data Visualization?
- What can you learn from graphic designers and why does it matter?
- Examples of bad graphics and good graphics in numerous situations

Week 2: Graphical Excellence

- Finding relationships in multivariate datasets
- How 2 and 2 together can tell the story of 5
- Organization and juxtaposition

Homework:

- Search the Internet for two excellent infographics / visualizations and turn them in with a sentence or two each about what makes them effective.

Week 3: Data-Ink

- The essential, un-erasable portions of graphics
- Edward Tufte's "Data-Ink Ratio" equation
- Erasure, symmetry, and redundancy

Week 4: Communication Design

- Affordances
- Symbolism and cultural constraints
- Consistency in design
- Feedback and clarity

Homework:

- Design three pictographs that could be used to explain to someone who does not speak your language how to complete a simple task. These tasks should be basic, such as opening blinds or fluffing a pillow.

Week 5: Chart Junk

- Beautiful design vs. useful design
- Paring down designs to make visuals more efficient
- Cognitive Load theory

Week 6: Graphical Integrity

- How graphics are used to skew data
- Chart junk and data obfuscation
- Omission, sampling, and graphic bias
- Edward Tufte's "Lie Factor" equation

Homework:

- Try to fool the class! Use a statistic to produce a chart or visual that you believe obfuscates information or even misleads its audience. If possible, calculate your own lie factor.

Week 7: Spatial Arrangement and Graph Evaluation

- Spatial layout and its affect on perception of information
- Edward Tufte's "Data Density" equation
- "Small Multiples"
- Chart evaluation and extraneous cognitive load

Homework:

- Look back on the graphics you chose to review during week 2. Write a short response on whether you still agree with their quality given your current knowledge of data graphics. Is there anything that is particularly effective? Is there anything that you would change?

Week 8: Welcome to Vector Graphics and Raphaël

- Shapes and paths, the vector graphic building blocks
- How to use Raphaël to draw vector graphics to the "Paper"
- Vector graphic attributes

Homework:

- Install Google Chrome and download the Raphaël library. Draw a few basic shapes and then try to write your name as a vector graphic.

Week 9: JavaScript Basics and Raphaël

- Weakly typed variables: "var"
- Prototypes in place of classes
- Functions as first-class objects

Homework:

- Write a function that will draw a box given a size variable. Now write a function that will draw n boxes of a particular size. Give the n boxes one varied attribute such as opacity, color, or line weight.

Week 10: Interactivity and Animation in Raphaël

- How to use Raphaël Element functions that enable interactivity
- Using the Animation class to make vector graphics visually responsive
- Using first-class functions make a shape with an attribute that animates when clicked. Now try making a shape disappear and reappear given some sort of input.
- Propose a final project concept for implementation as an interactive data visualization.

Week 11: Moving from Table to Visual

- Modulating vector graphics using actual data
- Automating the process of data dense image generation

Homework:

- Make a series of shapes with an attribute that is dependent upon some data set. Arrange them in some meaningful manner that helps display the data.
- Begin working on Final Project

Week 12: A Short Crash Course in Aesthetics

- Line weight
- Color schemes
- Typography
- Scale and juxtaposition

Homework:

- Continue working on Final Project, be prepared to discuss during next meeting.

Week 13: Final Project Workshop

- Share final project progress and discuss improvements

Homework:

- Continue working on Final Project.

Weeks 14/15/16: Final Project Presentations – Visualization Conference

- Present final projects to peers and guests

Reading Schedule

Course readings are entirely optional. Those who want a more in-depth look at course topics are encouraged to follow the following reading schedule from the course text:

- Weeks 1 – 2: Chapter 1 (Graphical Excellence)
- Weeks 3 – 4: Chapter 4 (Data-Ink and Graphical Redesign)
- Weeks 5 – 6: Chapter 5 (Chartjunk: Vibrations, Grids, and Ducks)
- Week 6: Chapter 2 (Graphical Integrity)
- Week 7: Chapter 7 (Multifunctioning Graphical Elements)
- Weeks 11 – 12: Chapter 9 (Aesthetics and Technique in Data Graphical Design)

Special Provisions:

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

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

Notices and Warnings:

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

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

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

COURSE POLICIES**Attendance:**

Attendance, promptness, and class participation are required to reinforce good business habits and facilitate learning. You need to be there and the class needs your contributions. *If you have more than five (5) unexcused absences you may be dropped from the course with an F.*

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

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

Arriving late or leaving early without an excuse twice is equivalent to one absence. Students who miss class, arrive late, or leave early are responsible for getting the instructions, assignments, and announcements on their own.

Class Etiquette:

Stay engaged and focused on the topic. The following conduct will result in a significant loss of participation or assignment points and may result in dismissal from the class: using a cell phone, text or instant messaging, e-mail or work on assignments unrelated to the current class activities, work for other classes, web surfing unrelated to class activities.

Turn OFF all cell phones, tablets, and other such devices (except translators) during class meetings. *It is not appropriate for you to leave the classroom to take a phone or text message except in the event of a serious emergency.* Notify me before class if an on-going emergency situation requires that you leave your cell phone on (turn it to silent/vibrate mode).

Come to class prepared and contribute to the class discussion. If no one responds to my in-class questions to trigger class discussion, I'll assume you are not prepared and deserve either to lose participation points or early termination of the class session (learn the material for the exams on your own).

Communication:

Email, face-to-face, and Blackboard are my preferred methods for communication (I seldom check phone messages). We may also use the Discussion Board or chat feature at Blackboard. *Check your email and Blackboard frequently.* In email, use a professional communication style (proper grammar and spelling; no text/instant messaging abbreviations; full electronic signature). I generally respond to 98% of my email within 24 hours with an acknowledgment or an answer (except on weekends or holidays). Unfortunately, spam filters occasionally divert email. Follow up if you don't hear back from me in that time period.

I may not respond to your email at all if your email does not follow class guidelines. Your message goes to the bottom of the stack if you don't follow these two guidelines:

(1) *Put an abbreviation for the class and a brief topic in the subject line.*

The abbreviation for the class is **VIS**.

(2) *Make sure that there is an electronic signature at the bottom of your email message.* (This requirement does not refer to a digital signature, which is something else entirely.) Your ATU email electronic signature should contain the following information on separate lines:

Your first and last name (or substitute preferred name for first name)

Your major (or department or school; Ex: Management and Marketing or College of Business
Arkansas Tech University)

Activate the automatic electronic signature option in your email software options so that it will be appended to every email message you send. (Ask if you need to learn how to do this.) Add it manually whenever you email directly from Blackboard.

When sending email from work, a professional electronic signature should include business card information (full name, position or title, name of company, and offline contact information, such as mailing address, office phone, and fax number).

Offline contact information such as a phone number and mailing address is optional in school or private email. Consider putting your phone number in the message if it's ok for me to call you (sometimes a few minutes of voice discussion is faster than an exchange of several email messages).

NOTE: If you use Blackboard's email function, you must add an electronic signature by hand every time.

Academic Honesty:

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

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

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

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

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

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

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

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

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

Computing Policies:

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

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

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

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

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

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

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

WARNING: *Practice safe computing!*

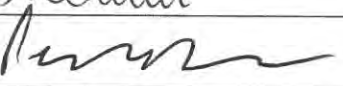
A penalty of 10% may be deducted from a student's final overall average for the class if transmission of a virus is detected, at the discretion of the professor. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU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

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

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

Arkansas Tech University
REQUEST FOR COURSE ADDITION

CC 11/28/17
FS 12/13/17

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Management and Marketing		
DATE SUBMITTED:	11/13/17		
Title	Signature	Date	
Department Head: Dr. Stephen Jones		11/13/17	
Dean: Dr. Lisa Toms		11/13/17	
Teacher Education Council (if applicable)			
Graduate Council (if applicable)			
Registrar		11/14/17	
Vice President for Academic Affairs		11/25/17	

Course Subject: (e.g., ACCT, ENGL) MKT	Course Number: (e.g., 1003) 3063	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Social Media Marketing		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Social Media Marketing		
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 checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type:					
<input checked="" type="checkbox"/> Elective		<input checked="" type="checkbox"/> Major		<input type="checkbox"/> Minor	
(If major or minor course, you must complete the Request for Program Change form to add course to program.)					
If course is required by major/minor, how frequently will course be offered?					
Course will 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 <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)? Yes, it will require a 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 .					

Arkansas Tech University

Course Addition

Assessment Form

Our Mission	MKT 3063 Social Media Marketing
<p>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.</p>	
<p>Provide an answer for each question. Your answers are to be typed single spaced.</p>	
a.	<p>How does this course fit with the university mission? The newly configured marketing major will have two tracks available in it: digital marketing and marketing strategy. This corresponds with our mission providing for student success, as well as “embracing and expanding upon (its) technological traditions.” This course is required for the digital marketing track, which will be the only undergraduate program of its kind in the state of Arkansas. It is also available as an elective in the Marketing Strategy track and in the Entrepreneurship track of the new Management major.</p>
b.	<p>If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable</p>
c.	<p>Provide up to three student learning outcomes students will achieve after completing this course? 1. Discuss the advantages and appropriate uses for different Social Media platforms, such as Facebook, Twitter, YouTube, Instagram, etc. 2. Evaluate the importance of the integration of social content into a comprehensive marketing campaign. 3. Use social media analytics to judge effectiveness of existing campaigns and craft future strategy</p>
d.	<p>What assessment tool or measure will you use to assess student learning? Assessment of student learning will be provided through exams, cases graded with rubrics, and a course project that will also be graded with a rubric.</p>
e.	<p>What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate an understanding of the Social Media Marketing and its importance and place in the Promotion element of the marketing mix. They will also produce a social media marketing plan for an existing or fictional business.</p>
f.	<p>Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ETS Major Field Test scores in marketing will be used to judge the effect of this course on marketing students’ overall understanding of marketing.</p>
g.	<p>How does this course fit in the current state of the discipline? Social Media Marketing is a huge element in the promotional element of the marketing mix. CMO.com’s “2016 State of Digital Marketing”, reported that digital ad spending for both the media and entertainment industries saw double-digit year-over-year growth (almost 19%) from 2015 to 2016. This spending was triggered by the fact that, among millennial consumers, 47% used social media during a shopping journey, and 37% of those consumers spent more due to their digital use. Digital interactions influenced about 64 cents of every dollar spent in retail stores. That percentage is predicted to continue. Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. ASU has a program titled “Marketing Analytics”. It has some content related to social media marketing, including a course with that name. SAU and UCA have marketing courses with the words “Social Media” in the title. Henderson State University as a coursed named “Digital Marketing” in which the subject of Social Media is included. UAFS has a course titled “E-business Marketing” but the course description does not contain a reference to Social Media.</p>

Course Syllabus	MKT 3063 Social Media Marketing
Course Description	<p>This course examines the force of Social Media Marketing and its place in the Marketing Process. The advantages and use of particular platforms will be explored, and the use of social media analytics to craft strategy will be examined.</p> <p>Prerequisites: MKT 3043</p>
Course Goals & Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the history and uses of Social Media in the marketing process. • Understand the advantages and appropriate uses for different Social Media platforms, such as Facebook, Twitter, YouTube, Instagram, etc. • Determine appropriate content for individual platforms • Understand the integration of social content into the integrated marketing campaign • Use social media analytics to judge the effectiveness of existing campaigns and to craft future strategy
Course Outline	<ol style="list-style-type: none"> 1. <u>Introduction to Social Media</u>, its history and uses in marketing 2. <u>Content</u>: How to create appropriate content to reach the target market and achieve organizational marketing objectives 3. <u>Platforms</u> The strengths and advantages of existing platforms. How to choose the appropriate platform given the marketing objective and the content 4. <u>Integration</u>: How to integrate Social Media Marketing in a comprehensive marketing campaign, as well as how to craft stand-alone social marketing 5. <u>Analytics</u>: How to use the “back-side” analytics to determine the effectiveness of social media marketing, as well as to craft future strategy.
Student Performance Assessment & Evaluation	<ul style="list-style-type: none"> • Course embedded assessments will be used. • Assessments will include exams, homework assignments, case studies, and a final project. • Homework assignments will assess students' ability to think about Social Media from a marketer's perspective, not as a user. • Exams will assess students' understanding of the theoretical material. • The final project will be to develop a social media campaign for a real or fictitious company.
Grading Scale	<p>The grading scale for the course will be: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, < 60% = F.</p>

Bibliography, Reading Material, Etc.	Potential Textbooks: Social Media Marketing: A Strategic Approach, 2e , Barker, M, Barer, D, Borman, Zahay, and Roberts, 2017, Cengage Publishing
Course Rationale	Social Media Marketing is a huge element in the promotional element of the marketing mix. In CMO.com's "2016 State of Digital Marketing", it was reported that digital ad spending for both the media and entertainment industries saw double-digit year-over-year growth (almost 19%) from 2015 to 2016. This spending was triggered by the fact that, among millennial consumers, 47% used social media during a shopping journey, and 37% of those consumers spent more due to their digital use. Digital interactions influenced about 64 cents of every dollar spent in retail stores. That percentage is predicted to continue growing.
Attendance, and Academic Dishonesty, and ADA Policy	<p><u>Attendance and Preparation:</u> Attendance is extremely important in this class so it will be taken and recorded. Three (3) absences (excused or unexcused) are allowed before points are deducted. There is a grade reduction (10 points) for every absence over three. If you miss more than five (5) classes, you will be administratively dropped from the class for excessive absences. You are expected to attend every class session and participate in class discussions; you are responsible for the material covered whether or not you attend class.</p> <p>Lectures and class discussions will be based upon the assumption that all reading and out-of-class assignments have been completed prior to class. Lectures on the assigned material are for the purpose of emphasizing the main points and to add to, or clarify, the material when necessary. Free discussion is encouraged so please ask your questions! It is the instructor's responsibility to assign and discuss the material but it is <i>YOUR RESPONSIBILITY TO LEARN AND APPLY IT!</i></p> <p><u>Academic Integrity:</u> Academic dishonesty will not be tolerated and will result in a grade of zero on the assignment or test involved. Dismissal from the course and/or the institution can occur in severe cases. School policy will be followed. You are responsible for knowing and obeying the school policy. Academic dishonesty descriptions provided in the Arkansas Tech University handbook address the following issues:</p> <ol style="list-style-type: none"> <i>1. Academic Dishonesty.</i> Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. <i>2. Cheating</i> on an examination, quiz, or assignment involves a number of categories of dishonest activity. Examples include: a) copying from the exam or quiz of another

student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, that were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam; e) bribing any other person to obtain exam or quiz questions; f) submitting an assignment completed by someone else, whether the assignment was taken from an internet site, purchased, or obtained from any other source; and g) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

A student caught cheating on a quiz or exam will receive a zero (0). The Dean will be notified and a memo will be placed in the student's file. If the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

3. ***Plagiarism*** is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement of the true author. Note that electronically copying text from a source document, such as a web page, and pasting that into one's own document without putting the borrowed language in quotation marks is plagiarism, even if the source of that language is included in an in-text citation and reference list. Simply put, borrowed language must be set off in quotation marks. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized; plagiarism also includes recasting a phrase or passage in your own words of another's ideas that are considered common knowledge. Acknowledgment of the source of all ideas which are not your own must be made through a recognized footnote or citation format.

If a student plagiarizes any writing assignment (first offense), the student will receive a zero on the assignment and the Dean will be notified. A memo will be placed in the student's file. In the event the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

Further, students are expressly prohibited from using or relying upon any materials (either in hard copy or electronic formats) related to a prior delivery of this course at this university or any other institution. Examples include, but are not limited to, financial statements, worksheets, exams, quizzes, projects, research assignments, or other exercises, problems, cases, or any solutions to such assignments. Any work submitted that is not deemed to be original work of the student completed during the current semester will be considered a violation of the university's academic integrity policy and will be subject to the appropriate provisions and procedures for such offenses.





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

Americans with Disabilities Act: 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
REQUEST FOR COURSE ADDITION

CC 11/28/17
FS 12/13/17

TO:	Select Appropriate Committee
FROM (Initiating Department):	Management and Marketing
DATE SUBMITTED:	11/13/17

Title	Signature	Date
Department Head: Dr. Stephen Jones		11/13/17
Dean: Dr. Lisa Toms		11/13/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL) MKT	Course Number: (e.g., 1003) 3083	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)
Retailing and the Virtual Marketplace

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

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

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

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other _____

Mode of Instruction (check appropriate box):

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

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

Arkansas Tech University
Course Addition
Assessment Form

Our Mission	MKT 3083 Retailing and the Virtual Market Place
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? The newly configured marketing major will have two tracks available in it, digital marketing and marketing strategy. This corresponds with our mission providing for student success, as well as “embracing and expanding upon (its) technological traditions.” This course is required for the digital marketing track, which will be the only undergraduate program of its kind in the state of Arkansas. This course is also available as an elective in the Marketing Strategy Track and is required in the Entrepreneurship track in the newly created Management major.
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. Determine the appropriate target market and how to draw those customer into the retail environment. 2. Establish the appropriate product mix and assortment. 3. Identify the unique characteristics of virtual retailing and how to maximize their effectiveness.
d.	What assessment tool or measure will you use to assess student learning? Assessment of student learning will be provided through exams, cases graded with rubrics, and a course project that will also be graded with a rubric
e.	What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate an understanding of the Retail Environment, both traditional and virtual. They will produce a course project (create a business plan) for a traditional or virtual retail business.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ETS Major Field Test scores in marketing will be used to judge the effect of this course on marketing students’ overall understanding of marketing.
g.	How does this course fit in the current state of the discipline? Retailing is a multibillion dollar business and is a necessary component of an education in marketing. Online or virtual retailing has become a large part of how customers buy. According to www.bigcommerce.com, 30% of Americans shop online at least monthly and 30% of Americans shop online at least weekly. Fifty-one percent (51%) of Americans think shopping online is the best way to shop, with 49% preferring shopping in a store. Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University at Arkansas at Fayetteville offers a major in Retail and therefore has several courses in the area. SAU, Henderson State, and UCA, UAPB, and UALR have courses with the word “Retailing” in the title.

Course Syllabus	MKT 3083 Retailing and the Virtual Marketplace
Course Description	<p>This course examines the strategies needed to be success in retailing, both traditional and virtual. Retail location, layout, merchandising, and product selection, as well as security, product and placement selection, and the use of websites and social media in the virtual environment will be examined.</p> <p>Prerequisite: MKT 3043</p>
Course Goals & Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Determine the appropriate target market and how to draw those customers into the retail environment • Establish the appropriate product mix and assortment. • Managing the supply chain for both traditional and virtual retailing • Understand pricing models and their effect on revenue and profit • Grasp the unique characteristics of virtual retailing and how to maximize their effectiveness
Course Outline	<ol style="list-style-type: none"> 1. Intro to Retailing 2. The Retailing Environment 3. Retail Customers 4. Managing the Supply Chain 5. Legal and Ethical Behavior 6. Market Selection and Location/Placement Analysis 7. Merchandise Buying 8. Pricing 9. Store Layout and Design/Website Layout and Design 10. Managing for profit
Student Performance Assessment & Evaluation	<ul style="list-style-type: none"> • Course embedded assessments will be used. • Assessments will include exams, homework assignments, case studies, and a final project. • Homework assignments will assess students' ability to understand retailing from the customer's perspective, including customer service and pricing • Exams will assess students' understanding of the material. • The final project will be to develop a brief business plan for either a traditional or online retail business
Grading Scale	<p>The grading scale for the course will be: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, < 60% = F.</p>
Bibliography, Reading Material, Etc.	<p>Potential Textbooks:</p> <p>Retail Marketing Strategy, Berkhout, 2016</p> <p>Retailing, 8e Dunne, Lusch, and Carver, 2014</p> <p>The New Rules of Retail, Lewis and Dart, 2014</p>

Course Rational	<p>Retailing is a major component of marketing, and a course in the subject is necessary for a marketing student to have a complete understanding of the discipline. Online or virtual retailing has become a large part of how customers buy. According to bigcommerce.com, 80% of Americans shop online at least monthly, and 30% of Americans shop online at least weekly. Millennials and Gen Xers are nearly three times as likely as the older colleagues to shop online. Fifty-one Percent (51%) of Americans think shopping online is the best way to shop, with 49% preferring shopping in store.</p>
Attendance, and Academic Dishonesty, and ADA Policy	<p><u>Attendance and Preparation:</u> Attendance is extremely important in this class so it will be taken and recorded. Three (3) absences (excused or unexcused) are allowed before points are deducted. There will be a grade reduction (10 points) for every absence over three. If you miss more than five (5) classes, you will be administratively dropped from the class for excessive absences. You are expected to attend every class session and participate in class discussions; you are responsible for the material covered whether or not you attend class.</p> <p>Lectures and class discussions will be based upon the assumption that all reading and out-of-class assignments have been completed prior to class. I will lecture on the assigned material for the purpose of emphasizing the main points and add to, or clarify, the material when necessary. Free discussion is encouraged so please ask your questions! It is the instructor's responsibility to assign and discuss the material but it is <i>YOUR RESPONSIBILITY TO LEARN AND APPLY IT!</i></p> <p><u>Academic Integrity:</u> Academic dishonesty will not be tolerated and will result in a grade of zero on the assignment or test involved. Dismissal from the course and/or the institution can occur in severe cases. School policy will be followed. You are responsible for knowing and obeying the school policy. Academic dishonesty descriptions provided in the Arkansas Tech University handbook address the following issues:</p> <ol style="list-style-type: none"> <i>1. Academic Dishonesty.</i> Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. <i>2. Cheating</i> on an examination, quiz, or assignment involves a number of categories of dishonest activity. Examples include: a) copying from the exam or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, that were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to

take an exam; e) bribing any other person to obtain exam or quiz questions; f) submitting an assignment completed by someone else, whether the assignment was taken from an internet site, purchased, or obtained from any other source; and g) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

A student caught cheating on a quiz or exam will receive a zero (0). The Dean will be notified and a memo will be placed in the student's file. If the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

3. **Plagiarism** is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement of the true author. Note that electronically copying text from a source document, such as a web page, and pasting that into one's own document without putting the borrowed language in quotation marks is plagiarism, even if the source of that language is included in an in-text citation and reference list. Simply put, borrowed language must be set off in quotation marks. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized; plagiarism also includes recasting a phrase or passage in your own words of another's ideas that are considered common knowledge. Acknowledgment of the source of all ideas which are not your own must be made through a recognized footnote or citation format.

If a student plagiarizes any writing assignment (first offense), the student will receive a zero on the assignment and the Dean will be notified. A memo will be placed in the student's file. In the event the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

Further, students are expressly prohibited from using or relying upon any materials (either in hard copy or electronic formats) related to a prior delivery of this course at this university or any other institution. Examples include, but are

not limited to, financial statements, worksheets, exams, quizzes, projects, research assignments, or other exercises, problems, cases, or any solutions to such assignments. Any work submitted that is not deemed to be original work of the student completed during the current semester will be considered a violation of the university's academic integrity policy and will be subject to the appropriate provisions and procedures for such offenses.

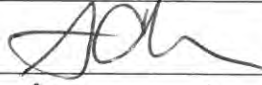



Title IX Compliance: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form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

Americans with Disabilities Act: 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
REQUEST FOR COURSE ADDITION

EC 11/28/17
FS 12/13/17

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Management and Marketing	
DATE SUBMITTED:	11/13/17	

Title	Signature	Date
Department Head: Dr. Stephen Jones		11/13/17
Dean: Dr. Lisa Toms		11/13/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		4/25/18

Course Subject: (e.g., ACCT, ENGL) MKT	Course Number: (e.g., 1003) 3103	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) Selling & Sales Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Selling & Sales Management		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 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 style="width: 100px;" type="text"/>	Select Fee Type <input style="width: 100px;" type="text"/>
If selected other list fee type: <input style="width: 200px;" type="text"/>			
<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor			
(If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered?			
<input style="width: 100%;" type="text" value="Course will 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 <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)?			
This course must be taught in classroom with a computer and projector.			
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

Our Mission	MKT 3103 Selling & Sales Management
<p>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.</p>	
<p>Provide an answer for each question. Your answers are to be typed single spaced.</p>	
<p>a. How does this course fit with the university mission? The newly configured marketing major will have two tracks available in it: digital marketing and marketing strategy. This corresponds with our mission providing for student success, as well as “embracing and expanding upon (its) technological traditions.” This course is an elective in both tracks.</p>	
<p>b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable</p>	
<p>c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Analyze customer profiles and perform a needs analysis. 2. Identify different sales presentation methods, including negotiation. 3. Discuss the legalities and practicalities of recruiting and managing a professional sales staff for maximum effectiveness.</p>	
<p>d. What assessment tool or measure will you use to assess student learning? 1. Assessments will include exams, assignments related to product knowledge, competitor analysis, customer analysis, mock sales presentations, and negotiations. 2. Homework assignments will walk students through the research required to be an effective salesperson as well as manage a sales force effectively. Rubrics will be used to assess the competitor analysis, customer analysis, and mock sales presentation. 3. Exams will assess students’ understanding of the material.</p>	
<p>e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate an understanding of the Sales Process and its place in the marketing process and in marketing strategy. They will produce a customer analysis, competitor analysis, and evidence of product knowledge. They will give a mock sales presentation and take part in mock negotiations.</p>	
<p>f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ETS Major Field Test scores in marketing will be used to judge the effect of this course on marketing students’ overall understanding of marketing.</p>	
<p>g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. All public four year universities in Arkansas have at least one selling and/or sales management course in their marketing curriculum, indicating the importance of the content in a marketing program of study.</p>	

Course Syllabus	MKT 3103 Selling & Sales Management
Course Description	This course examines the theories and practices of effective selling, including customer needs analysis, competitor analysis, product knowledge and sales interaction and presentation skills. The fundamentals of hiring, training, retaining, and managing a professional sales staff will be explored. Prerequisite: MKT 3043
Course Goals & Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of product knowledge to the sales process • Analyze customer profiles and perform a needs analysis • Be familiar with different sales presentation methods, including negotiation • Understand the legalities and practicalities of recruiting and managing a professional sales staff for maximum effectiveness.
Course Outline	<ol style="list-style-type: none"> 1. Intro to Selling 2. Ethics in the sales environment 3. Understanding Buyers 4. Customer Prospecting and preparing for sales dialog 5. Planning a needs analysis and corresponding presentation 6. Communication and customer disposition 7. Building Trust and Customer relationships 8. Recruiting effective sales people 9. The importance of professional training 10. Managing the professional salesperson
Student Performance Assessment & Evaluation	<ul style="list-style-type: none"> • Course embedded assessments will be used. • Assessments will include exams, assignments related to product knowledge, competitor analysis, customer analysis, mock sales presentations and negotiations. • Homework assignments will walk students through the research required to be an effective salesperson as well as managing a salesforce effectively. Rubrics will be used to assess the competitor analysis, customer analysis, and mock sales presentation. • Exams will assess students' understanding of the material.
Grading Policy	The grading scale for the course will be: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, < 60% = F.
Bibliography, Reading Material, Etc.	Sell, 6e , Ingram, LaForge, Avila, Schwepker, and Williams, 2019.
Course Rational	Several secondary sources list sales and sales management as jobs that show high growth. The Bureau of Labor Statistics predicts a 9.6% increase in the number of sales representatives from 2016 to 2017. Careercast.com lists an online sales manager as the #4 fastest growing job category in

	<p>2017. Money/U.S. News lists Insurance Sales Agent (77) and Sales Manager (79) as two of the best 100 jobs of 2017.</p>
<p>Attendance, and Academic Dishonesty, and ADA Policy</p>	<p><u>Attendance and Preparation:</u> Attendance is extremely important in this class so it will be taken and recorded. Three (3) absences (excused or unexcused) are allowed before points are deducted. There will be a grade reduction (10 points) for every absence over three. If you miss more than five (5) classes, you will be administratively dropped from the class for excessive absences. You are expected to attend every class session and participate in class discussions; you are responsible for the material covered whether or not you attend class.</p> <p>Lectures and class discussions will be based upon the assumption that all reading and out-of-class assignments have been completed prior to class. I will lecture on the assigned material for the purpose of emphasizing the main points and add to, or clarify, the material when necessary. Free discussion is encouraged so please ask your questions! It is the instructor's responsibility to assign and discuss the material but it is <i>YOUR RESPONSIBILITY TO LEARN AND APPLY IT!</i></p> <p><u>Academic Integrity:</u> Academic dishonesty will not be tolerated and will result in a grade of zero on the assignment or test involved. Dismissal from the course and/or the institution can occur in severe cases. School policy will be followed. You are responsible for knowing and obeying the school policy. Academic dishonesty descriptions provided in the Arkansas Tech University handbook address the following issues:</p> <ol style="list-style-type: none"> <i>1. Academic Dishonesty.</i> Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. <i>2. Cheating</i> on an examination, quiz, or assignment involves a number of categories of dishonest activity. Examples include: a) copying from the exam or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, that were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam; e) bribing any other person to obtain exam or quiz questions; f) submitting an assignment completed by someone else, whether the assignment was taken from an internet site, purchased, or obtained from any other source; and g) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes. <p><i>A student caught cheating on a quiz or exam will receive a zero (0). In addition, the Dean will be notified</i></p>

and a memo will be placed in the student's file. If the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

- 3. *Plagiarism*** is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement of the true author. Note that electronically copying text from a source document, such as a web page, and pasting that into one's own document without putting the borrowed language in quotation marks is plagiarism, even if the source of that language is included in an in-text citation and reference list. Simply put, borrowed language must be set off in quotation marks. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized; plagiarism also includes recasting a phrase or passage in your own words of another's ideas that are considered common knowledge. *Acknowledgment of the source of all ideas which are not your own must be made through a recognized footnote or citation format.*

If a student plagiarizes any writing assignment (first offense), the student will receive a zero on the assignment and the Dean will be notified. A memo will be placed in the student's file. In the event the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.


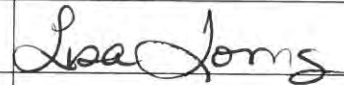

Further, students are expressly prohibited from using or relying upon any materials (either in hard copy or electronic formats) related to a prior delivery of this course at this university or any other institution. Examples include, but are not limited to, financial statements, worksheets, exams, quizzes, projects, research assignments, or other exercises, problems, cases, or any solutions to such assignments. Any work submitted that is not deemed to be original work of the student completed during the current semester will be considered a violation of the university's academic integrity policy and will be subject to the appropriate provisions and procedures for such offenses.

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

Americans with Disabilities Act: 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
REQUEST FOR COURSE ADDITION

CC 11/28/17
FS 11/13/17

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Management and Marketing		
DATE SUBMITTED:	11/13/17		
Title	Signature	Date	
Department Head: Dr. Stephen Jones		11/13/17	
Dean: Dr. Lisa Toms		11/13/17	
Teacher Education Council (if applicable)			
Graduate Council (if applicable)			
Registrar		11/14/17	
Vice President for Academic Affairs		4/25/18	

Course Subject: (e.g., ACCT, ENGL) MKT	Course Number: (e.g., 1003) 4013	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) Digital Metrics		
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?

Course will 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)?

This course must be taught in classroom with a computer and projector.

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

Our Mission	MKT 4013 Digital Metrics
<p>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.</p>	
<p>Provide an answer for each question. Your answers are to be typed single spaced.</p>	
a.	<p>How does this course fit with the university mission? The newly configured marketing major will have two tracks available in it, digital marketing and marketing strategy. This corresponds with our mission providing for student success, as well as “embracing and expanding upon (its) technological traditions. This course is a requirement in the Digital Marketing track and an elective in the Marketing Strategy track.</p>
b.	<p>If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable</p>
c.	<p>Provide up to three student learning outcomes students will achieve after completing this course?</p> <ol style="list-style-type: none"> 1. Apply basic design and uses of database marketing, including shopper marketing 2. Use advanced marketing research techniques to gather primary and secondary data 3. Interpret results of all forms of data analytics to form marketing strategy
d.	<p>What assessment tool or measure will you use to assess student learning? 1. Tools used include exams, research & analytical techniques assignments, and case studies. 2. Rubrics will be used to assess homework and case analyses. 3. Exams will assess students’ understanding of the material.</p>
e.	<p>What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate an understanding of production and analysis of data as it relates to marketing decisions.</p>
f.	<p>Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ETS Major Field Test scores in marketing will be used to judge the effect of this course on marketing students’ overall understanding of marketing.</p>
g.	<p>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. Of the public four year universities in Arkansas, only ASU has a course with this name; they also have a major in “Marketing Analytics”. UCA has a course titled “Marketing Research and Data Management,” with a course description with some commonalities with this course.</p>

Course Syllabus	MKT 4013 Digital Metrics
Course Description	<p>This course contains advanced methods of collecting and using data, including search engine optimization using analytics, the design and uses of databases in marketing, advanced marketing research techniques, and interpreting all forms of data analytics to form marketing strategy.</p> <p>Prerequisites, MKT 3043 and MKT 3153</p>
Course Goals & Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Plan appropriate techniques and utilization of search engine optimization • Understand basic design and uses of database marketing, including shopper marketing • Utilize advanced marketing research techniques to gather primary and secondary data • Interpret results of all forms of data analytics to form marketing strategy
Course Outline	<ol style="list-style-type: none"> 1. Intro to Digital Metrics 2. Search Engine Optimization as a marketing tool 3. Database Marketing: Design and utilization 4. Advanced Marketing Research Techniques 5. Turning data into decisions
Student Performance Assessment & Evaluation	<ul style="list-style-type: none"> • Course embedded assessments will be used. • Assessments will include exams, assignments related to research and analytical techniques, and case studies. • Rubrics will be used to assess homework and case analyses. • Exams will assess students' understanding of the material.
Grading Policy	<p>The grading scale for the course will be: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, < 60% = F.</p>
Bibliography, Reading Material, Etc.	<p>Digital Analytics for Marketing; Sponder and Khan (2018)</p>
Course Rational	<p>Several secondary sources list marketing research analysts as one of the fastest growing career fields. The Bureau of Labor Statistics predicts a 22.8% increase in the number positions in the field from 2016-2026. Money/U.S. News lists marketing research analyst in the top 100 best jobs in 2017..</p>
Attendance, and Academic Dishonesty, and ADA Policy	<p>Attendance and Preparation: Attendance is extremely important in this class so it will be taken and recorded. Three (3) absences (excused or unexcused) are allowed before points are deducted. There will be a grade reduction of 10 points for every absence over three. If you miss more than five (5) classes, you will be administratively dropped from the</p>

class for excessive absences. You are expected to attend every class session and participate in class discussions; you are responsible for the material covered whether or not you attend class.

Lectures and class discussions will be based upon the assumption that all reading and out-of-class assignments have been completed prior to class. I will lecture on the assigned material for the purpose of emphasizing the main points and add to, or clarify, the material when necessary. Free discussion is encouraged so please ask your questions! It is the instructor's responsibility to assign and discuss the material but it is **YOUR RESPONSIBILITY TO LEARN AND APPLY IT!**

Academic Integrity: Academic dishonesty will not be tolerated and will result in a grade of zero on the assignment or test involved. Dismissal from the course and/or the institution can occur in severe cases. School policy will be followed. You are responsible for knowing and obeying the school policy. Academic dishonesty descriptions provided in the Arkansas Tech University handbook address the following issues:

1. **Academic Dishonesty.** Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.
2. **Cheating** on an examination, quiz, or assignment involves a number of categories of dishonest activity. Examples include: a) copying from the exam or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, that were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam; e) bribing any other person to obtain exam or quiz questions; f) submitting an assignment completed by someone else, whether the assignment was taken from an internet site, purchased, or obtained from any other source; and g) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

A student caught cheating on a quiz or exam will receive a zero (0). In addition, the Dean will be notified and a memo will be placed in the student's file. If the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

3. **Plagiarism** is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement of the true author. Note that electronically copying text from a source document, such as a web page, and pasting that into one's own document without putting the borrowed language in quotation marks is plagiarism, even if the source of that language is included in an in-text citation and reference list. Simply put, borrowed language must be set off in quotation marks. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized; plagiarism also includes recasting a phrase or passage in your own words of another's ideas that are considered common knowledge. Acknowledgment of the source of all ideas which are not your own must be made through a recognized footnote or citation format.

If a student plagiarizes any writing assignment (first offense), the student will receive a zero on the assignment and the Dean will be notified. A memo will be placed in the student's file. In the event the student commits another act of academic dishonesty, the student will automatically fail the class and this will be noted in the student's file. The student may then be subject to additional penalties imposed by the university, up to and including dismissal from the College of Business and/or the university.

Further, students are expressly prohibited from using or relying upon any materials (either in hard copy or electronic formats) related to a prior delivery of this course at this university or any other institution. Examples include, but are not limited to, financial statements, worksheets, exams, quizzes, projects, research assignments, or other exercises, problems, cases, or any solutions to such assignments. Any work submitted that is not deemed to be original work of the student completed during the current semester will be considered a violation of the university's academic integrity policy and will be subject to the appropriate provisions and procedures for such offenses.

Title IX Compliance: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the




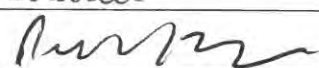
institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of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

Americans with Disabilities Act: 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>

CO 11/26/17
FS 12/13/17

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Management and Marketing		
DATE SUBMITTED:	11/13/17		
Title	Signature	Date	
Department Head: Dr. Stephen Jones		11/13/17	
Dean: Dr. Lisa Toms		11/13/17	
Teacher Education Council (if applicable)			
Graduate Council (if applicable)			
Registrar		11/14/17	
Vice President for Academic Affairs		11/25/17	

Course Subject: (e.g., ACCT, ENGL) MGMT	Course Number: (e.g., 1003) 4103	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) Supply Chain Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Supply Chain Management		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Select Fee Type _____		

If selected other list fee type:
<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered? <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Course will be offered each semester </div>
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)
<ol style="list-style-type: none"> 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)?
This course must be taught in classroom with a computer and projector.
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

Our Mission	MGMT 4103 Supply Chain Management
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? The newly configured marketing major will have two tracks available in it, digital marketing and marketing strategy. This corresponds with our mission providing for student success, as well as “embracing and expanding upon (its) technological traditions.” This course is a requirement in the Business Management track (Management Major), an elective in the Entrepreneurship track, and is an elective in both tracks in the Marketing Major.
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) To give students the opportunity, both orally and in writing, to critically describe, analyze, and recommend improvements in logistics and supply chain operations. 2) For students to analytically solve problems related to inventory management, facility location, and supply chain optimization. 3) To utilize computer resources to research and analyze supply chain operations.
d.	What assessment tool or measure will you use to assess student learning? Assessments will include exams, homework in supply chain/logistics data analysis, and a project analyzing the supply chain of a real or fictitious organization
e.	What will students demonstrate, represent, or produce to provide evidence of their learning? Students will produce data analysis to judge the effectiveness of a supply chain.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ETS Major Field Test scores in management will be used to judge the effect of this course on marketing students’ overall understanding of management.
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. Of the four year public universities in Arkansas, ASU, UAF, UCA, and SAU have programs in Supply Chain Management. Students with degrees in this discipline are heavily recruited.

MGMT 4103: SUPPLY CHAIN MANAGEMENT

WELCOME!

This course covers basic principles of supply chain management and provides techniques used to analyze various aspects of logistics systems. Key concepts such as inventory management, communication, warehousing, distribution, and facility location are examined as an integral part of modern business. The course addresses insights, concepts, practical tools, and decision support systems that are important for the effective management of the supply chain.

A supply chain is defined as a set of three or more companies directly linked by one or more of the upstream and downstream flows of products, services, finances, and information from a source to a consumer. Supply chain management is the systemic, strategic coordination of the traditional business functions within a particular company and across businesses within a supply chain, for the purpose of improving the long-term performance of the individual companies and the supply chain as a whole. The major supply chain processes include planning, sourcing, making or converting, fulfillment, and relationships management. The major dimensions for evaluating the performance of supply chain processes and activities are time, cost, quality and compliance. This course covers the major activities of companies involved in profitably coordinating supply and demand in the marketplace to deliver consumer value.

Textbook Information

***Principles of Supply Chain Management:
A Balanced Approach / Edition 4***
Authors: by J. Wisner, K. Tan, G. Leong
Published 2015
ISBN 9781285428314



On the following pages, several ATU required and suggested statements appear. In addition, the Learning Goals and Objectives for this course are identified and aligned with the expectations of our accreditation organizations.

Instructional Faculty

Dr. Loretta Cochran
Associate
Professor of
Management



CONTACT:

Rothwell 442 - office
lcochran@atu.edu - email
479-964-3250 - voicemail
501-613-7749 - text

CLASS:

Thursdays 9:30-10:50 am in
RTH 312

OFFICE:

Thursdays 8:30 – 9:30 am
and 11 am - 2 pm.
Available at other times by
appointment.

Some classic readings for more detail on the topics addressed in Supply Chain Management:

1. Essentials of Supply Chain Management by Michael H. Hugos
2. Logistics and Supply Chain Management by Martin Christopher
3. Strategic Supply Chain Management: The Five Core Disciplines for Top Performance by Shoshanah Cohen and Joseph Roussel
4. Supply Chain Management: Strategy, Planning, and Operation by Sunil Chopra and Peter Meindl
5. Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies by David Simchi-Levi et al
6. Integral Logistics Management: Operations and Supply Chain Management Within and Across Companies by Paul Schönsleben
7. Logistics Management and Strategy: Competing through the Supply Chain by Alan Harrison and Remko Van Hoek
8. Manufacturing Planning and Control for Supply Chain Management by F. Robert Jacobs et al
9. Supply Chain Logistics Management by Donald Bowersox et al
10. The Handbook of Logistics and Distribution Management: Understanding the Supply Chain by Alan Rushton et al

ATU STATEMENT OF NON-DISCRIMINATION

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of 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>.

COURSE REQUIREMENTS

Students are responsible for reading and studying assigned textbook chapters, monitor email daily, and log into Blackboard daily as an active online class participant. Lecture and supplementary videos assigned must be watched and additional readings studied in order to be prepared for examinations. Chapter assignments and quizzes come strictly from the assigned textbook chapters. The project will have instructions forthcoming.

SPECIAL PROVISIONS

If you have special needs for accommodations due to a disability, contact PRIOR to the first exam:

University Testing and Disability Services

Phone: 479-968-0302

TTY Services: (479) 964-3290

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

Opportunities to Earn Points

There are several ways to demonstrate mastery of the subject matter and earn points this term. The following table lists the activities, frequency, and points possible. Course grades are assigned using the traditional 10-point scale.

Activities (Number Offered)	Points each worth	Activity Total:
Exams (4)	150	600
Unit Quizzes (10/13)	10	100
Unit Assignments (10/13)	15	150
Project (1)	150	150
Course Total		1,000

COURSE OUTLINE

Week of:	Topics Covered/Readings Prior to Tuesday:	Major Activity:
Jan. 16	Ch. 1: Introduction to Supply Chain Management	
Jan. 23	Ch. 2: Purchasing Management	
Jan. 30	Ch. 3: Creating and Managing Supplier Relationships	Exam One (Ch. 1-3)
Feb. 6	Ch. 4: Ethical and Sustainable Sourcing	
Feb. 13	Ch. 5: Demand Forecasting	
Feb. 20	Ch. 6: Resource Planning Systems	Exam Two (Ch. 4-6)
Feb. 27	Ch. 7: Inventory Management	
Mar. 6	Ch. 8: Process Management – Lean & Six Sigma	
Mar. 13	Ch. 9: Domestic US & Global Logistics	Exam Three (Ch. 7, 8, 9)
Mar. 20	SPRING BREAK	
Mar. 27	Ch. 10: Customer Relationship Management	
Apr. 3	Ch. 11: Global Location Decisions	
Apr. 10	Ch. 12: Service Response Logistics	Project Due
Apr. 17	Ch. 13: Supply Chain Process Integration	
Apr. 24	Ch. 14: Supply Chain Performance Management	
May 1	READING DAY MAY 3rd	Exam Four/Final (Ch. 10-14)

Examinations: Four examinations will be due by the posted time. You will have a 4-day window to complete the exam.

Chapter Assignments and Quizzes: There are reading quizzes as well as short discussion due for major concepts. These are designed to help deepen your understanding of the chapter content.

Project: The course project is an applied exercise drawing from the concepts presented in the course. Details will be posted in Blackboard.

COURSE REQUIREMENTS

Your success as a managerial leader depends on your ability to generate energy and commitment among people within your organization, and to channel that energy and commitment toward organizational goals. Doing so requires a thorough understanding of the key concepts including inventory management, communication, warehousing, distribution, and facility location are examined as an integral part of modern business.

COURSE LEARNING OBJECTIVES

1. To introduce and study logistics/supply chain operations.
2. To give students the opportunity, both orally and in writing, to critically describe, analyze, and recommend improvements in logistics and supply chain operations.
3. For students to analytically solve problems related to inventory management, facility location, and supply chain optimization.
4. To utilize computer resources to research and analyze supply chain operations.
5. To understand the global environment and strategic alliances in modern business and their impact on supply chain management.

GENERAL EDUCATION LEARNING OBJECTIVES

The General Education Goals of Arkansas Tech University includes the priority of critical thinking, which is addressed in MGMT 4103. In addition, the course complements the liberal arts background by applying concepts from other fields such as the humanities and social sciences.

COLLEGE OF BUSINESS LEARNING OBJECTIVES FOR MANAGEMENT – MARKETING:

The objectives addressed directly in MGMT 4103 are in *italics*.

- ✓ *Students will be able to effectively apply quantitative techniques as a problem-solving tool in management and marketing contexts.*
- ✓ *Students will be able to critically evaluate management and marketing problems.*
- ✓ *Students will be able to effectively apply technology as a problem solving tool in management and marketing contexts.*
- ✓ Students will be able to identify and evaluate ethical issues related to management and marketing problems.
- ✓ Students will develop effective communication skills.
- ✓ Students will demonstrate proficiency in the foundation principles of Management and Marketing.

AACSB PROGRAM LEARNING OBJECTIVES

The objectives addressed directly in MGMT 4103 are in *italics*.

- ✓ Ability to use technology to support business decisions.
- ✓ Overall communication skills in a business context.
- ✓ *Ability to think critically and reason effectively about business problems.*
- ✓ Ethical awareness and ethical decision-making framework in a business context.
- ✓ Foundation knowledge for conducting business in a diverse, global environment.

CLASS PROCEDURES:

Just so everyone is on the same page, the following points are required to be included on the course syllabus per the ATU Faculty Handbook:

Attendance. Active participation is integral to effective learning. "Attendance" in the online course will be measured predominately by your completion of assignments in a timely manner. You are strongly urged to log into Blackboard daily to check for posted work and updates. "Attendance" in the face to face course will be measured by your attendance as marked by the instructor.

Assignment Completion. Work is to be submitted for grading in Blackboard by 6 pm on the due date. Assignments will be monitored for originality and authorship using Turnitin.com. You will be able to view the originality report and revise/resubmit your work if necessary. If your originality report is "in the red zone," fix it! (This is an indicator of serious citation problems). Late work is not accepted.

Missed Assignments. In general, all examinations, quizzes, and other class work must be completed as scheduled/assigned. The web format allows you to complete assignments ahead of time if you have anticipated absences. BY THEIR VERY NATURE, University Events are PLANNED events and any assignments during that time must be completed in advance. You are welcome to work ahead but note that deadlines are strictly enforced.

Academic Dishonesty / Misconduct.

Academic Dishonesty will be addressed swiftly and with penalties up to and including a failing grade for the course with distinction for academic dishonesty. The Arkansas Tech University Campuses have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. ATU administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the ATU Student Handbook. Copies of these rules and regulations are available at www.atu.edu and an excerpt appears on the right. A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as university rules and regulations. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

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

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class, c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

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

The faculty and administration of the College of Business expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success. The ATU Student Handbook website addresses academic dishonesty, cheating, plagiarism, and academic misconduct.

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course can use the resources of <https://turnitin.com>, which searches the web for plagiarized content and is over 90% effective.

During classroom tests/quizzes, students in this section are not allowed to use any electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, multi-function timepieces or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work. Exams will be monitored for any communication/signaling between students by talking, whispering, making sounds or by using your hands, feet, other body movements, the test paper itself or your writing implement.

During online course tests/quizzes, students are required to use Respondus Lockdown Browser and Monitor Video Capture. Student behavior during the exams should mirror acceptable testing behavior in the classroom as defined above. For technical assistance with Blackboard or Respondus, contact the ATU Help Desk at 479-968-0646 PRIOR to the testing deadline.

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NOV 14 2017

Registrar's Office

CC 11/28/17
FS 12/13/17Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Management and Marketing
DATE SUBMITTED:	11/13/2017

Title	Signature	Date
Department Head	<i>ACH</i>	11/14/17
Dean	<i>Lea Jones</i>	11/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Shreanu</i>	11/14/17
Vice President for Academic Affairs	<i>[Signature]</i>	11/25/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MKT	4063
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: Advertising	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Course Description	
<input type="checkbox"/> Co-requisite	

NOV 14 2017

Registrar's Office

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

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

Integrated Marketing Communication in a Digital Age

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

INTEGRATED MKT COM DIGITAL AGE

New Course Description:

The study of every element of promotion within the marketing mix, including the importance of a unified message, as well as understanding of the strengths and weaknesses of all available media.

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.

NOV 14 2017

Office of Assessment and Institutional Effectiveness (2016)

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

MKT 4063: Advertising

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. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. Provide an example or examples of student learning assessment evidence which supports the course change. **This change is to reflect updated terminology and methodology of the promotional element of the marketing process.**

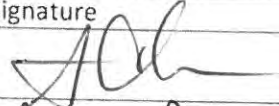
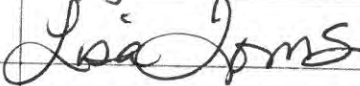
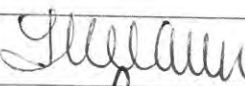
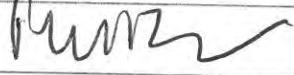
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NOV 14 2017

Registrar's Office

CC 11/28/17
FS 11/13/17Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Management and Marketing
DATE SUBMITTED:	11/13/2017

Title	Signature	Date
Department Head		11/14/17
Dean		11/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		11/14/17

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MKT	4143
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: Marketing Management	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
<input type="checkbox"/> Course Description	
<input type="checkbox"/> Co-requisite	

NOV 14 2017

Registrar's Office

New Course Number: (e.g., 1003)
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Marketing Strategy
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)
MARKETING STRATEGY
New Course Description:
New Cross List:
<input type="checkbox"/> Adding Cross-Listing <input type="checkbox"/> Changing Cross-Listing <input type="checkbox"/> 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):
<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.)
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

MKT 4143: Marketing Management

Our Mission

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

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. Provide an example or examples of student learning assessment evidence which supports the course change. **The new course change more accurately reflects the intention and content of the course.**

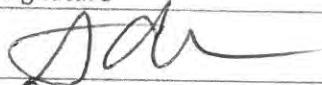

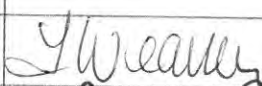
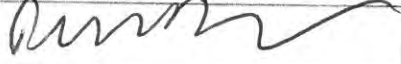
RECEIVED

NOV 14 2017

Registrar's Office

CC 11/28/17
FS 12/13/17Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Management and Marketing
DATE SUBMITTED:	11/13/2017

Title	Signature	Date
Department Head		11/14/17
Dean		11/14/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		11/20/18

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MKT	4153
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: Research Methods	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Course Description
	<input type="checkbox"/> Co-requisite

NOV 14 2017

Registrar's Office

New Course Number: (e.g., 1003)		
4153		
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Marketing Research and Analysis		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)		
MARKETING RESEARCH/ANALYSIS		
New Course Description:		
A study of the use of data needed to make marketing decisions, including design, collection and analysis of both primary and secondary data.		
New Cross List:		
<input type="checkbox"/> Adding Cross-Listing	<input type="checkbox"/> Changing Cross-Listing	<input type="checkbox"/> 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):		
<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.)		
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 .		

NOV 14 2017

Office of Assessment and Institutional Effectiveness (2016)

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

MKT 4153 Research Methods

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.

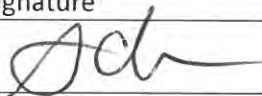

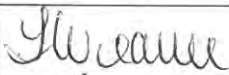

Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. Provide an example or examples of student learning assessment evidence which supports the course change. **This course has been taught at the senior level as a stand-alone course. It is being moved to the junior level, and an additional senior level course, MKT 4043: Digital Metrics, is being added. These changes are required because of the increasing availability and importance of data analysis in the marketing process.**

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

CO 11/28/17
 FS 12/13/17

TO:	Select Appropriate Committee
FROM (Initiating Department):	Management & Marketing
DATE SUBMITTED:	11/7/17

Title	Signature	Date
Department Head Dr. Stephen Jones		11/13/17
Dean Dr. Lisa Toms		11/13/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		11/14/17
Vice President for Academic Affairs		4/25/18

Program Title: B.S.B.A Business Data Analytics Major	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Change required course number and title from MKT 4153 Research Methods to MKT 3153: Marketing Research and Analytics	
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/ Not Applicable	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php . No effect on other departments.	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog	
Curriculum in <u>B.S.B.A Business Data Analytics Major</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>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: MKT 3153</p> <p>Delete: MKT 4153</p> <p>Total Hours:</p>

LETTER OF NOTIFICATION – 11

RECONFIGURATION OF EXISTING DEGREE PROGRAMS (Consolidation or Separation of Degrees to Create New Degree)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title:
3. Title(s) of degree programs to be consolidated/reconfigured: BSBA with major in Management and Marketing
4. Current CIP Code(s)/Current Degree Code(s):
5. Proposed title of consolidated/reconfigured program:

BSBA with major in management
And
BSBA with major in marketing
6. Proposed CIP Code for new program:
7. Proposed Effective Date:
Fall 2018
8. Reason for proposed program consolidation/reconfiguration:
[Indicate student demand, (projected enrollment) for the proposed program and document that the program meets employer needs]

The current combined management/marketing major does not adequately prepare students for careers in either field. With a limited number of electives offered in each field and 21 hours of free electives allowed in the degree program, students are not given the depth of knowledge needed for even entry level jobs. While researching this change, the dean spoke with several alums who graduated with the combined major. Each of them stated, "I wanted to get a job in marketing but I just didn't have enough hours in it for companies to consider me."

The College of Business proposes to split the existing major into two majors containing multiple tracks. The management major will have an entrepreneurship track, a human resources track and a general management track. The marketing major will have a digital marketing track and a general marketing track. These options will allow students to either specialize or be generalists. Even as generalists they will have 27 hours in their field that will give them the depth of knowledge needed to be employable at graduation, yet offer enough flexibility to finish the degree in a timely manner. Of the five tracks, only the general management track will be available completely online.

EMPLOYER NEEDS

The following information has been gathered related to each specialized track.

Management: Human Resource Management track -

A survey of area employers resulted in the following information:

List names of employers responding to survey

Friendship Community Care
Beall Barclay & Company
Arkansas Tech University
Denali Water Solutions
Arvest
Signature MD
GreenSource Recycling

List current job titles for the proposed degree/certificate program

Compliance Director
Director, Human Resources
Firm Administrator
HR Administrator
HR Analyst
HR Generalist
HR Manager
HR Onboarding Coordinator
HR Support
Human Resources Assistant
Human Resources Program Representative
Patient Liaison Coordinator
Payroll Administrator
Recruiter

List the degree/certificate required for each job title
All reported a 4 year degree

Indicate number of current positions for each job title
17 positions total

Indicate number of future positions for each job title
9 positions total

Indicate salary for each job title
None given. However median pay for HR Specialists according to the Bureau of Labor Statistics is \$59,180 per year (using 2016 data).

Management: Entrepreneurship track

The U.S. Small Business Administration reports that "small businesses continue to be incubators for innovation and employment growth during the (recent) recovery". They also report that small businesses make up 99.7% of U.S. employer firms, 64% of net new private-sector jobs, 49.2% of private-sector employment, and 42.9% of private-sector payroll. Given that economic development is required by state law to be a part of the mission of every four year college and university in Arkansas, it stands to reason that an entrepreneurship program would help fulfill that requirement.

Marketing: Digital Marketing track:

Research in both the popular business press and academic journals report that employment in digital marketing will continue to grow.

According to the U.S. Bureau of Labor Statistics, the amount of market research analysts and marketing specialists is expected to increase 32% from 2012-2022 – which is faster than the national average of 11% for all occupations. While that sounds promising for anyone pursuing a career in digital marketing, the education required for these skills seems to be lacking. This isn't exactly a new development. Marketers have been discussing this topic for several years now. Take, for example, John Rampton, who shared on Inc.com that "79 percent of

business leaders polled say there are ‘noticeable skill gaps’ on their teams—primarily in data, customer insight, and digital marketing techniques,” according to Circle Marketing’s 2013 B2B Leaders report. Stuart Draper, CEO and founder of Stukent, informed John that “Out of the 200 business schools we contacted in 2013, a surprisingly high 64 still weren’t offering a dedicated class on digital marketing.” (From www.searchenginejournal.com/15 colleges offer digital marketing classes/127112/)

In CMO.com’s “2016 State of Digital Marketing”, it was reported that digital ad spending for both the media and entertainment industries saw double-digit year-over-year growth (almost 19%) from 2015 to 2016. This spending was triggered by the fact that, among millennial consumers, 47% used social media during a shopping journal, and 37% of those consumers spent more due to their digital use. Digital interactions influenced about 64 cents of every dollar spent in retail stores. That percentage is predicted to continue growing. Additionally, an examination of other state colleges and universities indicates that while some business programs have a course or two in digital marketing or “e-commerce”, none has a complete program. Therefore, the Digital Marketing program would join the Business Data Analytics major as being the only undergraduate program of its type in the state and the region.

Student Interest

The College of Business surveyed the existing management/marketing majors. Of the 47 who responded, 13 were juniors and 34 were seniors. Thirty-five have no concentration, eight had a marketing concentration, three reported a management concentration, and one reported an entrepreneurship concentration.

When asked “If the management/marketing (MGMK) major were split into two separate majors (management and marketing), would you:” the students responded

Major in only management	13
Major in only marketing	10
Double major in both	23
Choose neither major	1

Based on the answer to the previous question, students were asked to indicate their interest in specific topics within the major, with **1 being very interested and 4 being not interested**.

For those who chose they were interested in a **management major** only, the following topics had a score of

Human Resource management:	1.69
Small Business management	1.62
Supply Chain management	2.15
Industrial and Production mgmt.	1.85
Retail Management	1.69
Entrepreneurship	1.62

For those who chose they were interested in a **marketing major** only, the following topics had a score of

Social Media marketing	1.20
Web Design	1.70
Selling/sales management	2.00
Marketing research	2.00
Retailing (both traditional and online)	1.90
Advertising and promotion (both traditional and online)	1.60
Consumer Behavior	1.50
Supply Chain Management	2.40

For those who chose to double major in management and marketing, the following topics had a score of

Human Resource management:	1.83
Small Business management	1.30
Supply Chain management	1.91
Industrial and Production mgmt.	2.17
Retail Management	1.39
Entrepreneurship	1.35
Social Media marketing	1.17
Web Design	1.91
Selling/sales management	1.26
Marketing research	1.78
Retailing (both traditional and online)	1.39
Advertising and promotion (both traditional and online)	1.22
Consumer Behavior	1.48
Supply Chain Management	2.04

The lower scores on all majors correspond with the tracks available in each major. For management, small business management and entrepreneurship were the areas where students had the most interest, with human resource management as the area with the second highest interest. For marketing, social media marketing (which we believe is synonymous with digital marketing in students' minds) had the most interest. As well, some of the other scores indicate that we have added courses of great interest in selling and sales management, retailing and the virtual marketplace, and integrated marketing communication (advertising and promotion).

Demand for the Human Resource Management track in management was determined through two surveys of ATU students, one in the College of Business and one in other Colleges. Of the business students surveyed, 79 completed the survey. Of those, 48.25 % indicated that they were interested or might be interested in a major in Human Resource Management, and 27% indicated that they were unsure or might be interested. The students in non-business majors also indicated that they are interested in HRM as a major, with 48.1% stating that they were interested.

Data Related to the Job Market

The following are statistics from the U.S. Bureau of Labor Statistics:

- ▶ General and operations managers, accountants and auditors, management analysts, sales representatives, and market research analysts and marketing specialists are listed in the top occupations with the most job growth, projected from 2014 to 2024.
- ▶ Marketing managers are listed in the top 20 highest paying occupations, as are chief executives.
- ▶ Operations research analysts are on the list of top 20 occupations with the highest percentage change of employment.
- ▶ General and operations managers, first-line supervisors of office and administrative support workers are among the top 20 occupations with the most projected new jobs (numeric, not percentage change).
- ▶ Median annual wages for business and financial occupations was \$66,530 in May 2016, while the median annual wage for all occupations was \$37,040.
- ▶ Employment in management occupations is projected to grow at 6%, which is about the same rate as all occupations.
- ▶ Median annual wage for management occupations was \$100,790 in May 2016, which was the highest wage of all the major occupation groups.

Projected Enrollments for the First Three Years

The historical enrollment for the current management/marketing major and the four concentrations available within it is:

Fall 2017	487
Fall 2016	494
Fall 2015	468
Fall 2014	396

Therefore, the College of Business predicts the following enrollments. These numbers are totals and include the existing management/marketing majors who don't update to the new curriculum, those who do update and incoming students who choose the new majors.

2018-19	Management:	250
	Marketing:	250 (with some double majors)
2019-20	Management:	260
	Marketing:	260
2020-21	Management:	265
	Marketing:	265

9. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. Underline new courses and provide new course descriptions. (If existing courses have been modified to create new courses, provide the course name/description for the current/existing courses and indicate the related new/modified courses.) Identify required general education core courses with an asterisk.

See attached

10. Provide program budget. Indicate amount of funds available for reallocation.
11. Provide current and proposed organizational chart.
12. Institutional curriculum committee review/approval date:

13. Are the existing degrees offered off-campus or via distance delivery

Yes, the existing management and marketing major is offered online. Under the new configuration, the Management major with a track in Business Management will be offered online.

14. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery.

Both of the new programs will be offered on campus. Under the new configuration, the Management major with a track in Business Management will be offered online.

15. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A program offered for teacher/education administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form also must be submitted to ADHE along with the Letter of Notification).

16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.

17. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.

18. Provide scheduled program review date (within 10 years of program implementation).

The College of Business at ATU will have its next Peer Review Team visit in the 2019-2020 academic year.

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission	Split Management and Marketing Major into separate majors
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 the program change fit with the university mission? The newly configured marketing major will have two tracks available in it, digital marketing and marketing strategy. This corresponds with our mission providing for student success, as well as “embracing and expanding upon (its) technological traditions.” The new management major will have three tracks available in it, entrepreneurship, human resource management and business management. This corresponds with the portion of our mission that reads “Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation and the world.”
b.	If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
c.	How will the program change impact learning for students enrolled in this program? This program change will allow students to choose a specific discipline – either management or marketing – and gain depth of knowledge not previously available. Within the discipline, the student will be able to specialize further by choosing a track that will prepare the students for either a specific career path (the Entrepreneurship and Human Resources Management tracks of the Management major and the Digital Marketing track of the Marketing major) or will provide a broad knowledge in a specific discipline (through the Business Management track of Management or the Marketing Strategy track of Marketing).
d.	What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students <u>completing the Entrepreneurship track</u> of the management major will have completed a business plan that is lender-ready or have an online business launched. Students <u>completing the HRM track</u> will be ready to sit for the first SHRM exam. Students <u>completing the Digital Marketing track</u> of the Marketing major will be able to produce an integrated marketing plan that includes the appropriate digital media. Students in the <u>Business Management track</u> will be able to demonstrate abilities in a broad array of management skills. Students in the <u>Marketing Strategy track</u> will be able to produce a comprehensive marketing plan and be able to demonstrate abilities in a broad array of marketing skills. Also, students will be encouraged or even required to participate in experiential learning experiences such as internships and consulting projects for real organizations. These experiences will be assessed in courses using appropriate grading rubrics that correspond with the learning goals of the program and/or the course.
e.	Provide an example or examples of student learning assessment evidence which supports the changes in the program. Students will demonstrate proficiency in their chosen major and track through the ETS major field exam.

- 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. **All four year public universities in Arkansas have some form of majors in management and marketing. Arkansas State University has a marketing program named Marketing Analytics, which is similar but not identical to the Digital Marketing track in Marketing. UALR, UAF, UCA and SAU have programs with the word Entrepreneurship in them; ASU, UAF, and UALR have programs in Human Resource Management.**
- 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**

ATU College of Business
Marketing Major
Assessment Plan

Learning Goal	Measurable Objective	Course where Assessed	Artifact	Assessment Instrument
1. Demonstrate understanding of the marketing process and its place in the organization's strategy.	<ol style="list-style-type: none"> 1. Demonstrate comprehension of the marketing process. Benchmark: 70% of students will score at least 70% on this part of the project. 2. Demonstrate awareness of the marketing plan within the organization's strategic plan. Benchmark: 70% of students will score at least 70% on this part of the project. 	MKT 4143 Marketing Strategy	Comprehensive marketing plan that corresponds with an organization strategic plan	Rubric
2. Utilize the analytical tools and research methods needed to analyze the environment, assess the abilities of the organization, and determine the needs of customers and other stakeholders.	<ol style="list-style-type: none"> 1. Students demonstrate a comprehension of appropriate measurement techniques. Benchmark: 70% of students will produce a research instrument that contains appropriate scales 2. Students complete an environmental scale that identifies key factors in the marketing arena in which the organization operates. Benchmark: 70% of students prepare an environmental scan that scores at least 70% on the rubric. 3. Students make appropriate representations of data and applicable representations. Benchmark: 70% of students identify key outcomes and recommendations. 	MKT 3153 Marketing Research and analytics	Actual marketing research project that identifies issues, creates measurement instruments, collects data, analyses it and makes recommendations.	Rubric

3. Use insights provided by data analysis to determine appropriate metrics to formulate and implement marketing plans, using various marketing strategies.	<p>1. Students can use data to formulate marketing strategy. Benchmark: 70% of students can appropriately interpret results of data analysis</p> <p>2. Students can implement strategy by designing and implementing a promotional plan. Benchmark: 70% of students score at least 70% on prepared promotional plan.</p>	MKT 4063 Integrated Marketing Communication in a Digital Age	Case study: (actual or fictional) in which data is presented and students must recommend a promotional plan	Rubric
4. Demonstrate understanding of marketing strategies related both to the traditional and the virtual marketplace using every media available to accomplish organization goals.	<p>1. Students can identify consumer buyer behavior in appropriate distribution channels, both traditional and online. Benchmark: 70% of students provide appropriate answers on exam 70% of time.</p> <p>2. Students can identify appropriate target markets given the organization's goals. Benchmark: 70% of students can provide appropriate answers on exam 70% of the time.</p>	MKT 3163 Consumer Behavior	Comprehensive Final Exam	Answers on key questions

ATU College of Business
Management Major
Assessment Plan

Learning Goal Management students will be able to:	Measurable Objective	Course where Assessed	Artifact	Assessment Instrument
1. Identify an ethical dilemma, be able to systematically evaluate all possible solutions, and be competent to choose a solution and justify it with ethical reasoning.	1. Identify an ethical dilemma. Benchmark: 70% of students will accurately identify the nature of the dilemma. 2. Evaluate all possible solutions: Benchmark: 70% of students will identify 80% of possible alternatives 3. Adequately justify chosen solution with ethical reasoning. Benchmark: 70% of students will provide adequate justification.	MGMT 3163 Business Ethics	Case	Rubric
2. Create a shared vision and mobilize energy toward goal achievement; manage organizational change and communication; overcome resistance to change.	1. Students will identify different styles of leadership. Benchmark: 70% of students will identify 70% of leadership styles correctly. 2. Students will identify organizational change elements. Benchmark: 70% of students will correctly identify all elements.	MGMT 4123 Leadership in Business	case	rubric
3. Develop an operations management plan that integrates and coordinates businesses process throughout the operation in order to satisfy the final customer.	1. Students will demonstrate the effect of sustainable operations management on business performance. Benchmark: 75% of students will score 70% on data analysis 2. Students will demonstrate the relationship between marketing orientation and Operations Management. Benchmark: 75% of students will score 70% on data analysis.	MGMT 3103 Operations Management	Data Analysis	Graded results
4. Apply management principles and law to effectively apply the four pillars of management to business processes to improve business performance.	1. Students will apply management principles. Benchmark: 70% of students will answer at least 70% of questions correctly 2. Students will conduct process analyses. Benchmark: 70% of students will score at least 70% on assignment	MGMT 3003 Principles of Management	1. Exam 2. Process Analysis exercise	1. Graded answers 2. Rubric

Proposed Management Curriculum
Arkansas Tech University
2017

Management major split in tracks

All management majors take:

MGMT 3123 Ethics

MGMT 4213 Leadership

PSY 2003 General Psychology

Entrepreneurship track

MGMT 4053 Small Business Management

MGMT 4063 Entrepreneurial Development

MKT 4063: Integrated Marketing Communication in a Digital Age

Plus 9 hours selected from:

MGMT 4033 Internship I

MGMT 4023 Personnel/HRM

COMS 1333: Web Publishing I

COMS 2333: Web Publishing II

MKT 3063: Social Media Marketing

MKT 3083: Retailing and the Virtual Market Place

MGMT 4103: Supply Chain Management

MGMT 4203: Project Management

Human Resources track

MGMT 3023 Principles of Human Resource Management

MGMT 4093 Organizational Behavior

MGMT 3323 Employment Law

MGMT 4323 Compensation and Benefits

MGMT 4033 Internship I in Management

Plus 6 hours selected from:

PSY 3093 Industrial Psychology

Any upper level management course

Business Management Track

MGMT 3023 Principles of Human Resource Management

MGMT 4053 Small Business Management

MGMT 4103 Supply Chain Management

Plus:

6 hours of management electives

3 hours of upper level business elective

Proposed Marketing Curriculum
Arkansas Tech University
2017

Marketing Major Core Curriculum taken by all marketing majors(12 hours):

MKT 3163: Consumer Behavior

MKT 3153: Marketing Research and Analytics (cosmetic change: course number and name – old MKTG 4153 Research Methods)

MKTG 4143: Marketing Strategy (name change)

MKTG 4063: Integrated Marketing Communication in a Digital Age (name change)

Digital Marketing Track:

COMS 1333: Web Publishing I

MKT 3063: Social Media Marketing (new course)

MKTG 4043: Digital Metrics (new course includes search engine optimization, database marketing, and advanced marketing research and analytics)

MKT 3083: Retailing and the Virtual Market Place (new course)

Plus 3 hours selected from:

COMS 2333: Web Publishing II

JOUR 3173: Public Relations Principles

MKT 4053: Sport and Event Marketing

MKT 4033: Internship in Marketing I

MKT 4093: International Marketing

MKT 3103: Selling and Sales Management (new course)

MGMT/MKT 4103: Supply Chain Management (new course)

MGMT 4113 Managerial Issues in Electronic Commerce

Marketing Strategy Track:

12 hours of Marketing Core

Plus 15 hours selected from:

MKTG 4053: Sports and Event Marketing

MKTG 3063: Social Media Marketing

MKTG 3103: Selling and Sales Management

MKT 3083: Retailing and the Virtual Market Place (new course)

JOUR 3173: Public Relations Principles

MKT 4053: Sport and Event Marketing

MKT 4033: Internship in Marketing I

MKT 4093: International Marketing

MGMT/MKT 4103: Supply Chain Management (new course)

Marketing Major

2018-19

Student Name _____

Track _____

General Education			Business Core		
			ACCT	2003/2013	6
ENGL	1013/1043	6	ECON	2003/2013	6
SCIENCE		4	BLAW	2033	3
SCIENCE		4	BUAD	1111/2003	4
US HIST/GOVT		3	BUAD	2053	3
SOC SCI		0	BDA	2003	3
FINE ART/HUM		3	BUAD	3023	3
FINE ART/HUM		3	ACCT	3063	3
COMM		0	ECON	3003	3
TECH 1001		0	FIN	3063	3
			MKT	3043	3
Math Requirement			MGMT	3003	3
MATH	1113	3	MGMT	3103	3
MATH	2223	3	MGMT	4013	3
		29	MGMT	4083	3
Electives		9	COMM	2173	3
Total		38			55
MARKETING MAJOR (27 HOURS)					
Marketing Core (taken by all marketing majors)					
MKT	3163	Consumer Behavior			
MKT	3153	Marketing Research and Analytics			
MKT	4143	Marketing Strategy			
MKT	4063	IMC in a Digital Age			
Digital Marketing Track			Marketing Strategy Track		
COMS	1333		15 hours selected from:		
MKT	3063	SOCIAL MEDIA MARKETING (new course)	MKT 4053: Sports and Event Marketing		
MKT	4013	Digital Metrics (new course)	MKT 3063: Social Media Marketing		
MKT	3083	Retailing and the Virtual Market Place (new)	MKT 3103: Selling and Sales Management		
			MKT 3083: Retailing and the Virtual Market place (new course)		
3 hrs selected from			JOUR 3173: Public Relations Principles		
COMS 2333: Web Publishing II			MKT 4053: Sport and Event Marketing		
JOUR 3173: Public Relations Principles			MKT 4033: Internship in Marketing I		
MKT 4053: Sport and Event Marketing			MKT 4093: International Marketing		
MKT 4033: Internship in Marketing I			MGMT 4103: SCM		
MKT 4093: International Marketing			MKT 4013: Digital Metrics		
MKT 3103: Selling and Sales Management (new course)					
MGMT 4103: Supply Chain Management (new course)					
MGMT 4113 Managerial Issues in Electronic Commerce					

Arkansas Tech University
BSBA – Marketing Major with a track in Marketing Strategy
Eight semester Degree Plan

Year One Fall Semester	Year One Spring Semester
ENGL 1013 Composition I	ENGL 1023 Composition II
MATH 1113 College Algebra	MATH 2223 Quantitative Business Analysis
BUAD 1111 Introduction to Business	COMM 2173 Business and Professional Speaking
BUAD 2003 Business Information Systems	US History/Government
FINE ART/ HUMANITIES	FINE ART/HUMANITIES
COMS 1333 Web Publishing I	
TOTAL 16 HOURS	TOTAL 15 HOURS

Year Two Fall Semester	Year Two Spring Semester
ACCT 2003 Prin of Accounting I	ACCT 2013 Prin of Accounting II
ECON 2003 Prin of Economics I	ECON 2013 Prin of Economics II
Science with Lab	Science with Lab
BDA 2003 Business Program Solving	BUAD 2053 Business Statistics
BLAW 2033 Legal Environment of Business	MKT 3043 Principles of Marketing
TOTAL 16 HOURS	TOTAL 16 HOURS

Year Three Fall Semester	Year Three Spring Semester
BUAD 3023 Business Communication	ACCT 3063 Managerial Accounting
ECON 3003 Money and Banking	FIN 3063 Business Finance
MGMT 3003 Management & Org. Behavior	MKT 3153 Marketing Research and Analytics
Marketing Elective	MKT 3163 Consumer Behavior
Marketing Elective	MGMT 3103 Operations Management
TOTAL 15 HOURS	TOTAL 15 HOURS

Year Four Fall Semester	Year Four Spring Semester
MGMT 4013 Management Information Systems	MGMT 4083 Business Policy
MKT 4063 IMC in a Digital AGE	MKT 4143 Marketing Strategy
Marketing elective	Marketing elective
Marketing elective	General elective
General elective	
TOTAL 15 HOURS	TOTAL 12 HOURS

Arkansas Tech University
BSBA – Marketing Major with a track in Digital Marketing
Eight semester Degree Plan

Year One Fall Semester	Year One Spring Semester
ENGL 1013 Composition I	ENGL 1023 Composition II
MATH 1113 College Algebra	MATH 2223 Quantitative Business Analysis
BUAD 1111 Introduction to Business	COMM 2173 Business and Professional Speaking
BUAD 2003 Business Information Systems	US History/Government
FINE ART/ HUMANITIES	FINE ART/HUMANITIES
COMS 1333 Web Publishing I	
TOTAL 16 HOURS	TOTAL 15 HOURS

Year Two Fall Semester	Year Two Spring Semester
ACCT 2003 Prin of Accounting I	ACCT 2013 Prin of Accounting II
ECON 2003 Prin of Economics I	ECON 2013 Prin of Economics II
Science with Lab	Science with Lab
BDA 2003 Business Program Solving	BUAD 2053 Business Statistics
BLAW 2033 Legal Environment of Business	MKT 3043 Principles of Marketing
TOTAL 16 HOURS	TOTAL 16 HOURS

Year Three Fall Semester	Year Three Spring Semester
BUAD 3023 Business Communication	ACCT 3063 Managerial Accounting
ECON 3003 Money and Banking	FIN 3063 Business Finance
MGMT 3003 Management & Org. Behavior	MKT 3153 Marketing Research and Analytics
MKT 3083 Retailing and the Virtual Marketplace	MKT 3163 Consumer Behavior
MKT 3063 Social Media Marketing	MGMT 3103 Operations Management
TOTAL 15 HOURS	TOTAL 15 HOURS

Year Four Fall Semester	Year Four Spring Semester
MGMT 4013 Management Information Systems	MGMT 4083 Business Policy
MKT 4063 IMC in a Digital AGE	MKT 4143 Marketing Strategy
MKT 4013 Digital Metrics	General elective
UL MKT elective	General elective
General elective	
TOTAL 15 HOURS	TOTAL 12 HOURS

2018-19

Track

General Education			Business Core		
			ACCT	2003/2013	6
ENGL	1013/1043	6	ECON	2003/2013	6
SCIENCE		4	BLAW	2033	3
SCIENCE		4	BUAD	1111/2003	4
US HIST/GOVT		3	BUAD	2053	3
SOC SCI		0	BDA	2003	3
FINE ART/HUM		3	BUAD	3023	3
FINE ART/HUM		3	ACCT	3063	3
COMM		0	ECON	3003	3
TECH 1001		0	FIN	3063	3
			MKT	3043	3
Math Requirement			MGMT	3003	3
MATH	1113	3	MGMT	3103	3
MATH	2223	3	MGMT	4013	3
		29	MGMT	4083	3
Electives		9	COMM	2173	3
Total		38			55
MANAGEMENT MAJOR (27 HOURS)					
Management Core (taken by all management majors)					
MGMT	3123 Business Ethics				
MGMT	4213 Business Leadership				
PSY	2003 General Psych				
Entrepreneurship Track		Human Resources MGMT track		Business Management Track	
MGMT	4053 SBM	MGMT	3023 Prin of HRM	15 hours selected from:	
MGMT	4063 Entrepreneurial Dev.	MGMT	4093 Org Behavior	MGMT	3023 Prin of HRM
MKT	4063 IMC in a Digital Age	MGMT	3323 Employment Law	MGMT	4053 SBM
		MGMT	4323 Comp and Benefits	MGMT	4103 SCM
Plus 9 hrs selected from		MGMT	4033 Internship	Plus:	
MGMT	4033 Internship			6 hours of upper level mgmt electives	
MGMT	4023 Personnel/HRM	Plus 6 hrs selected from		3 hours of upper level business electives	
COMS	1333 Web Pub I	PSY	3093		
COMS	2333 Web Pub II	any UL MGMT course			
MKTG	3063 social media (new course)				
MKTG	3083 retailing & virtual marketplace (new course)				
MGMT	4103 SCM (new course)				
MGMT					

Arkansas Tech University
BSBA – Management Major with a track in Human Resource Management
Eight semester Degree Plan

Year One Fall Semester	Year One Spring Semester
ENGL 1013 Composition I	ENGL 1023 Composition II
MATH 1113 College Algebra	MATH 2223 Quantitative Business Analysis
BUAD 1111 Introduction to Business	COMM 2173 Business and Professional Speaking
BUAD 2003 Business Information Systems	US History/Government
FINE ART/ HUMANITIES	FINE ART/HUMANITIES
PSY 2003 General Psychology	
TOTAL 16 HOURS	TOTAL 15 HOURS

Year Two Fall Semester	Year Two Spring Semester
ACCT 2003 Prin of Accounting I	ACCT 2013 Prin of Accounting II
ECON 2003 Prin of Economics I	ECON 2013 Prin of Economics II
Science with Lab	Science with Lab
BDA 2003 Business Program Solving	BUAD 2053 Business Statistics
BLAW 2033 Legal Environment of Business	MGMT 3003 Management & Org. Behavior
TOTAL 16 HOURS	TOTAL 16 HOURS

Year Three Fall Semester	Year Three Spring Semester
BUAD 3023 Business Communication	ACCT 3063 Managerial Accounting
ECON 3003 Money and Banking	FIN 3063 Business Finance
MKT 3043 Principles of Marketing	MGMT 3103 Operations Management
MGMT 3123 Business Ethics	MGMT 3323 Employment Law
MGMT 3023 Principles of HRM	General Elective
TOTAL 15 HOURS	TOTAL 15 HOURS

Year Four Fall Semester	Year Four Spring Semester
MGMT 4013 Management Information Systems	MGMT 4083 Business Policy
MGMT 4213 Business Leadership	MGMT 4033 Internship in Management
MGMT 4093 Organizational Behavior	PSYC 3093 or upper level management elective
MGMT 4323 Compensation and Benefits	General Elective
General Elective	
TOTAL 15 HOURS	TOTAL 12 HOURS

Arkansas Tech University
BSBA – Management Major with a track in Entrepreneurship
Eight semester Degree Plan

Year One Fall Semester	Year One Spring Semester
ENGL 1013 Composition I	ENGL 1023 Composition II
MATH 1113 College Algebra	MATH 2223 Quantitative Business Analysis
BUAD 1111 Introduction to Business	COMM 2173 Business and Professional Speaking
BUAD 2003 Business Information Systems	US History/Government
FINE ART/ HUMANITIES	FINE ART/HUMANITIES
PSY 2003 General Psychology	
TOTAL 16 HOURS	TOTAL 15 HOURS

Year Two Fall Semester	Year Two Spring Semester
ACCT 2003 Prin of Accounting I	ACCT 2013 Prin of Accounting II
ECON 2003 Prin of Economics I	ECON 2013 Prin of Economics II
Science with Lab	Science with Lab
BDA 2003 Business Program Solving	BUAD 2053 Business Statistics
BLAW 2033 Legal Environment of Business	MGMT 3003 Management & Org. Behavior
TOTAL 16 HOURS	TOTAL 16 HOURS

Year Three Fall Semester	Year Three Spring Semester
BUAD 3023 Business Communication	ACCT 3063 Managerial Accounting
ECON 3003 Money and Banking	FIN 3063 Business Finance
MKT 3043 Principles of Marketing	MGMT 3103 Operations Management
MGMT 3123 Business Ethics	General Elective
UL Entrepreneurship Elective	UL Entrepreneurship Elective
TOTAL 15 HOURS	TOTAL 15 HOURS

Year Four Fall Semester	Year Four Spring Semester
MGMT 4013 Management Information Systems	MGMT 4083 Business Policy
MGMT 4053 Small Business Management	MGMT 4063 Entrepreneurial Development
MGMT 4213 Business Leadership	UL Entrepreneurship Elective
MKT 4063 IMC in a Digital Age	General elective
General elective	
TOTAL 15 HOURS	TOTAL 12 HOURS

Arkansas Tech University
BSBA – Management Major with a track in Business Management
Eight semester Degree Plan

Year One Fall Semester	Year One Spring Semester
ENGL 1013 Composition I	ENGL 1023 Composition II
MATH 1113 College Algebra	MATH 2223 Quantitative Business Analysis
BUAD 1111 Introduction to Business	COMM 2173 Business and Professional Speaking
BUAD 2003 Business Information Systems	US History/Government
FINE ART/ HUMANITIES	FINE ART/HUMANITIES
PSY 2003 General Psychology	
TOTAL 16 HOURS	TOTAL 15 HOURS

Year Two Fall Semester	Year Two Spring Semester
ACCT 2003 Prin of Accounting I	ACCT 2013 Prin of Accounting II
ECON 2003 Prin of Economics I	ECON 2013 Prin of Economics II
Science with Lab	Science with Lab
BDA 2003 Business Program Solving	BUAD 2053 Business Statistics
BLAW 2033 Legal Environment of Business	MGMT 3003 Management & Org. Behavior
TOTAL 16 HOURS	TOTAL 16 HOURS

Year Three Fall Semester	Year Three Spring Semester
BUAD 3023 Business Communication	ACCT 3063 Managerial Accounting
ECON 3003 Money and Banking	FIN 3063 Business Finance
MKT 3043 Principles of Marketing	MGMT 3103 Operations Management
MGMT 3123 Business Ethics	UL Management elective
MGMT 3023 Principles of HRM	General Elective
TOTAL 15 HOURS	TOTAL 15 HOURS

Year Four Fall Semester	Year Four Spring Semester
MGMT 4013 Management Information Systems	MGMT 4083 Business Policy
MGMT 4053 Small Business Management	MGMT 4103 Supply Chain Management
MGMT 4213 Business Leadership	UL Management or business elective
UL Management or business elective	General Elective
General Elective	
TOTAL 15 HOURS	TOTAL 12 HOURS



Arkansas Department of Higher Education

423 Main Street, STE 400 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

June 19, 2018

TO: Dr. Phillip B. Bridgmon
Associate Vice President, Academic Affairs

FROM: Jessie J. Walker, Ph.D. *Jessie Walker*
Senior Associate Director for Academic Affairs/Research & Analytics

RE: Program Approval

On April 20, 2018, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Advanced Certificate in Human Resources Management (DC 0306; CIP 52.0201; 21 credit hours; Fall 2018)

Reconfiguration of Existing Degree Program

Bachelor of Arts in Fine Arts (DC 1251; CIP 50.0701; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Fine Arts (DC 1250; CIP 50.0702; 120 credit hours; Fall 2018)

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Graphic Design (DC 2670; CIP 50.0409; 120 credit hours; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours) reconfigured to create the Bachelor of Fine Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Management with Tracks in Entrepreneurship; Human Resource Management; and Business Management (DC 3530; CIP 52.0201; 120 credit hours; Fall 2018)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Bachelor of Science in Business Administration in Marketing and Tracks in Marketing Strategy and Digital Marketing (DC 3590; CIP 52.1401; 120 credit hours; Fall 2018)

Option in Computer Engineering in the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 120 credit hours) reconfigured to create the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 120 credit hours; Summer 2018)

Reconfiguration of Existing Degree Program to Create New Degree Program and Offered by Distance Technology

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; 100% online) reconfigured to create the Associate of Business Administration in Business Administration (DC 0301; CIP 52.0201; 60 credit hours; Fall 2018; 70% online)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Arts in Graphic Design (DC 2661; CIP 50.0409; Fall 2018)

Bachelor of Arts in Game and Interactive Media Design (DC 5500; CIP 50.0411; Fall 2018)

Contact Lillian Williams at (501) 371-2038 if you have questions.

DC – Degree Code