

Curriculum Committee
AGENDA
Monday, August 19, 2019
West Dining Room
Noon

I. Call to Order

II. New Business

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

2019-20 Curriculum Committee members include:

Completing Last Year of 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway, Chair (ED)

Dr. Dong Soo Lee (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cindy Jacobs (NHS)

Newly Elected for 2 Year Term:

Dr. Jason Ulsperger (AH)

Dr. Efosa Idemudia (BA)

Dr. Mohamed Ibrahim (ED)

Dr. David Hoelzeman (EAS)

Ms. Jennifer Saxton (SN)

Dr. Jessica Young (NHS)

Dr. Robert Stevens (at large; 1 year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. 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 Behavioral Sciences

1. Add the Undergraduate Certificate of Proficiency in Psychology.

College of Arts and Humanities – Department of Music

1. Add the Undergraduate Certificate of Proficiency in Performance.

College of Natural and Health Sciences – Department of Mathematics

1. Add the following courses to the course descriptions:
 - a. MATH 1001: Orientation to Mathematics;
 - b. STAT 2000: Statistical Packages Lab;
 - c. STAT 2303: Statistical Methods;
 - d. STAT 3113: Regression Analysis;
 - e. STAT 3183: Statistical Process Control;
 - f. STAT 3203: Actuarial Probability I;
 - g. STAT 3213: Actuarial Probability II;
 - h. STAT 4113: Categorical Data Analysis;
 - i. STAT 4283: Financial Mathematics I;
 - j. STAT 4293: Financial Mathematics II; and
 - k. STAT 4393: Statistical Learning;
2. Change the title for STAT 3153: Applied Statistics I, TO: Applied Statistics;
3. Change the title for STAT 4153: Applied Statistics II, TO: Experimental Design and Analysis, modify the prerequisite FROM: Prerequisite: STAT 3153: Applied Statistics I, TO: Prerequisite: STAT 2303: Statistical Methods; and modify the course description;
4. Change the course number for STAT 4263: Mathematical Statistics, TO: 4163;
5. Modify the Curriculum in Mathematics, as follows: delete TECH 1001: Orientation to the University; and add MATH 1001: Orientation to Mathematics;
6. Add the Bachelor of Science in Applied Statistics with the Actuarial Science Option and Computer Science Option.

C. Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 356

Tuesday, September 24, 2019

Tuesday, October 22, 2019

Tuesday, November 26, 2019

Tuesday, December 3, 2019 (Last Day of Class) or Wednesday, December 4, 2019 (Reading Day)

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 19, 2019, at noon in West Dining Room. The following are members of the committee:

2019-20 Curriculum Committee members include:

Completing Last Year of 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

Dr. Dong Soo Lee (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cynthia Jacobs (NHS)

Newly Elected for 2 Year Term:

Dr. Jason Ulsperger (AH)

Dr. Efosa Idemundia (BA)

Dr. Mohamed Ibrahim (ED)

Dr. David Hoelzeman (EAS)

Ms. Jennifer Saxton (SN)

Dr. Jessica Young (NHS)

Dr. Robert Stevens (at large; 1 year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sheryle Tinerella, Library (ex officio)

Vacant SGA members (ex officio)

Vacant SGA members (ex officio)

All committee members were present. The following were present to answer questions regarding curriculum proposals: Dr. Wayne Powell, Dr. Jeff Bright, Dr. Jeanine Myers, and Dr. Weijia Jia. Dr. Barbara Johnson, Vice President for Academic Affairs, was present. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

After introductions, Dr. Callaway called the meeting to order and asked for nominations for the chair elect and secretary positions. Dr. Ward nominated Dr. Young to the chair elect position. Dr. Idemundia seconded the nomination. Dr. Young was approved to the chair elect position. Ms. Weaver nominated Dr. Lasker-Scott to the secretary position. Ms. Saxton seconded the nomination. Dr. Lasker-Scott was approved to the secretary position.

OLD BUSINESS: No old business

NEW BUSINESS:

CURRICULAR ITEMS

Motion by Dr. Goza, seconded by Ms. Saxton, to consider all proposals from the College of Arts and Humanities – Department of Behavioral Sciences and Department of Music. Motion approved. After discussion and questions, motion by Dr. Jacobs, seconded by Dr. Lasker-Scott, to approve the below proposals. Motion approved.

College of Arts and Humanities – Department of Behavioral Sciences

1. Add the Undergraduate Certificate of Proficiency in Psychology.

College of Arts and Humanities – Department of Music

1. Add the Undergraduate Certificate of Proficiency in Performance.

Motion by Dr. Hoelzeman, seconded by Dr. Goza, to consider all proposal from the College of Natural and Health Sciences – Department of Mathematics. After discussion and questions, motion by Dr. Hoelzeman, seconded by Dr. Goza, to approve the below proposals. Motion approved.

College of Natural and Health Sciences – Department of Mathematics

1. Add the following courses to the course descriptions:
 - a. MATH 1001: Orientation to Mathematics;
 - b. STAT 2000: Statistical Packages Lab;
 - c. STAT 2303: Statistical Methods;
 - d. STAT 3113: Regression Analysis;
 - e. STAT 3183: Statistical Process Control;
 - f. STAT 3203: Actuarial Probability I;
 - g. STAT 3213: Actuarial Probability II;
 - h. STAT 4113: Categorical Data Analysis;
 - i. STAT 4283: Financial Mathematics I;
 - j. STAT 4293: Financial Mathematics II; and
 - k. STAT 4393: Statistical Learning;
2. Change the title for STAT 3153: Applied Statistics I, TO: Applied Statistics;
3. Change the title for STAT 4153: Applied Statistics II, TO: Experimental Design and Analysis, modify the prerequisite FROM: Prerequisite: STAT 3153: Applied Statistics I, TO: Prerequisite: STAT 2303: Statistical Methods; and modify the course description;
4. Change the course number for STAT 4263: Mathematical Statistics, TO: 4163;
5. Modify the Curriculum in Mathematics, as follows: delete TECH 1001: Orientation to the University; and add MATH 1001: Orientation to Mathematics;
6. Add the Bachelor of Science in Applied Statistics with the Actuarial Science Option and Computer Science Option.

ANNOUNCEMENTS AND INFORMATION ITEMS

- A. Ms. Weaver announced the Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 356
Tuesday, September 24, 2019
Tuesday, October 22, 2019
Tuesday, November 26, 2019
Tuesday, December 3, 2019 (Last Day of Class) or Wednesday, December 4, 2019 (Reading Day)
- B. Ms. Weaver explained proposals requiring ADHE approval were considered at this August meeting to ensure all committee approvals are received in time to meet the catalog deadline. August proposals approved by the Curriculum Committee would be submitted for approval to the September Faculty Senate and October Board of Trustees. After approval, the proposals would be sent to ADHE by their November 1 deadline. The ADHE Coordinating Board meets in January. The catalog goes live March 1. All other proposals would be submitted to the September Curriculum Committee except for teacher licensure proposals. The Teacher Education Council will consider proposals involving teacher licensure in September so the Curriculum Committee would consider the proposals for approval in October Curriculum Committee. Ms. Weaver indicated new or current programs requesting substantive change would require approval from HLC.

ADJOURNMENT

Motion by Dr. Lasker-Scott, seconded by Dr. Hoelzeman, to adjourn. Motion approved. Adjourned at 12:45 p.m.

AGENDA
FACULTY SENATE
Tuesday, September 10, 2019
3:00 p.m., Rothwell 456

- I. Call to Order
 - A. Approval of the minutes of the August 20, 2019, meeting
 - B. VPAA update

- II. New Business
 - A. Curricular items (page 2)
 - B. Human Resources --- Bob Freeman
 - C. University Counsel --- Thomas Pennington
 - D. Salary compression proposal
 - E. Alternative Credentials Policy

- III. Old Business
 - A. Policy website (Pennington)
 - B. Medical marijuana policy (Pennington)
 - C. Class length (Tucci)
 - D. Degree audits (Schwehm, Lockyer, Davis)
 - E. Promotion and Tenure Committee (Schwehm)

- IV. Open Forum

- V. Announcements and Information Items

- VI. Adjournment

Curricular Items (see the following website for the proposals):
https://www.atu.edu/registrar/curriculum_current_proposals.php

Please note that bookmarks have been set up on the PDF file to help you navigate the proposals. Bookmarks are very easy to open with Chrome, Firefox, and older versions of Explorer. If you are using the Chrome browser, you will have to disable plugins to use the bookmarks.

See the following instructions for opening bookmarks using the new Explorer 10: Open Acrobat or Acrobat Reader. In the Preferences dialog box, choose General in the Categories list, and then select the Enable PDF thumbnail previews in Windows Explorer check box. Click OK. Wait for a few seconds while Acrobat is configured to show thumbnail previews in Windows Explorer.

College of Arts and Humanities – Department of Behavioral Sciences

1. Add the Undergraduate Certificate of Proficiency in Psychology.

College of Arts and Humanities – Department of Music

1. Add the Undergraduate Certificate of Proficiency in Performance.

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6. Add the Bachelor of Science in Applied Statistics with the Actuarial Science Option and Computer Science Option.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The organizational meeting of the 2019-20 Faculty Senate was held at 12:30 p.m. on Tuesday, September 10, 2019 in Rothwell 456. The following members were present:

Dr. Glen Bishop	Dr. Carey Ellis Laffoon
Dr. Pam Carr	Dr. Joshua Lockyer
Dr. Alejandra Carballo	Dr. Jeremy Schwehm
Dr. Jon Clements	Dr. Asim Shrestha
Dr. Michael Davis	Dr. Jamie Stacy
Dr. Pam Dixon	Dr. Brendan Toner
Dr. David Eshelman	Dr. Jack Tucci
Ms. Holly Ruth Gale	Dr. Alaric Williams
Dr. Newt Hilliard	

Absent: Dr. Joe Stoeckel; Dr. Scott Jordan; Dr. Shellie Hanna

Visitors: Dr. Robin Bowen; Dr. Barbara Johnson; Dr. Jeff Bright; Dr. Jeanine Myers; Dr. David Ward; Ms. Kayla Chambliss; Ms. Pat Chronister; Ms. Lou Ann Reeves

- I. CALL TO ORDER Dr. Eshelman called the meeting to order and requested a motion to approve the August meeting minutes.
- APPROVAL OF MINUTES **Motion by Dr. Tucci, seconded by Dr. Carballo to approve the minutes. Motion carried.**
- Dr. Eshelman requested a motion to adjust the agenda to include an update from the University President.
- Motion by Dr. Lockyer, seconded by Dr. Stacy to adjust the agenda. Motion carried.**
- REPORT BY PRESIDENT Dr. Bowen, University President, thanked everyone for a good start to the semester. She reported a record freshman enrollment at ATU for the Fall 2019 term. Freshman enrollment on the Russellville campus is up 21% with 1,726 freshman; Ozark campus is up 20% with 372 freshman. Paid student semester credit hours was up .2%, which allowed ATU to meet the fall budget.
- Dr. Bowen reported a decrease of 2% in overall enrollment with 11,831 students after the 11th class day. The decrease in overall enrollment was attributed to various factors. Students are graduating closer to the four-year timeframe. The university saw a decrease in both graduate student enrollment and concurrent students. There is more competition for concurrent students as more universities are offering concurrent enrollment. International student enrollment has remained flat. There remains difficulty in securing visas for both international students, faculty, and staff.
- Dr. Bowen stressed that student success is a top priority at ATU. Graduation rates are up over a three-year period (35.63% - 38.95% - 40.91%). Retention rates have fallen over the same period (71.36% - 70.33% - 69.31%). Dr. Bowen said she would be working closely with the VPAA, Dr. Johnson, on improving student retention.

Dr. Bowen discussed faculty compensation. The university has spent approximately 6 million dollars over the last five years toward CUPA pay increases. We currently stand at 94.6% of CUPA median. The goal is to get to 100%.

Dr. Bowen discussed progress toward the strategic plan goals and shared information on the university Master Plan. She passed around picture boards depicting current and planned projects, including a map of the new entrance and the Hull renovation. Dr. Bowen expressed her appreciation to the Arkansas Department of Transportation and the City of Russellville for working with the university on the new entrance. The 404 building acquired on El Paso currently houses the Department of Parks, Recreation, and Hospitality. The university has worked out an agreement with St. Mary's Hospital to continue use of South Hall.

Dr. Bowen mentioned the Tech Futures Plan. The deans and faculty will be working on the development of innovative programs. She noted the Arkansas Secretary of Education (Johnny Key) and the Arkansas Secretary of Commerce (Mike Preston) are interested in pilot programs. Based on population trends, Tech will focus on enrolling non-traditional students. This will include evaluating how and where we offer courses, including hybrid programs or using faculty and/or adjuncts to teach at satellite locations.

The Shared Governance Committee has been established. It will include Dr. Barbara Johnson, Dr. Mary Gunter, Dr. David Eshelman, Dr. Sean Huss, Dr. Carey Ellis Laffoon, Dr. Tennille Lasker-Scott, Dr. Pat Buford, and Dr. Rockie Pederson.

Dr. Bowen notified the Senate that the current search and hiring policy would remain the same. All job searches will require an open search. In recent job searches, 338 applicants were internal and 135 internal applicants were hired for vacant positions (40%). Dr. Bowen shared data from the USC Race and Equity Center "Black Students at Public Colleges and Universities: A 50-State Report Card" study, in which Tech is rated last among universities in Arkansas based on the metrics used in the study. Some metrics used include the amount of diverse faculty and staff employed at the university. Dr. Bowen believes that open searches will increase minority representation on the campus. She shared institutional data over a 10-year period on total African American student enrollment, total number of African American faculty, total number of African American employees, total minority student enrollment, total number of minority faculty, and total number of minority employees. Based on institutional data, the percentage of African American students, faculty, and staff has increased, but overall numbers remain low in comparison to institutions within the state.

Dr. Bowen will be working with Just Communities, the Jewish Federation of Arkansas, and the mayor of Russellville to discuss concerns over white supremacy in the community.

Dr. Bowen asked that we treat each other respectfully and professionally, even when we disagree on important issues.

Dr. Eshelman opened the floor for questions. Dr. Lockyer asked Dr. Bowen if the hiring freeze was still in effect. Dr. Bowen asked for questions about faculty hiring to be directed to Academic Affairs. Dr. Johnson stated she is working with the deans on faculty hires.

REPORT BY VICE
PRESIDENT

Dr. Barbara Johnson, Vice President of Academic Affairs, reiterated that student success is a top priority at Tech. She discussed the importance of academic advising and the role of the faculty advisor.

Dr. Johnson discussed continued progress on the development of memorandums of understanding (MOUs) with two-year institutions. She announced two new MOUs with UACCM and Black River Technical College.

II. NEW BUSINESS:

CURRICULAR ITEMS

Dr. Eshelman explained to Senate that curricular items could be voted on individually or as a block.

Motion by Dr. Hilliard, seconded by Dr. Stacy to approve curricular items as a block. Motion carried.

HUMAN RESOURCES

Mr. Robert Freeman, Director of Human Resources, will be invited to the next Senate meeting.

UNIVERSITY COUNSEL

Mr. Thomas Pennington, University Counsel, was out of town. The Freedom of Expression Policy was distributed to Senate. Dr. Eshelman notified Senate of the time constraints in considering and approving the policy.

Motion made by Dr. Bishop, seconded by Dr. Shrestha to approve the policy. Motion carried.

SALARY COMPRESSION PROPOSAL

Dr. Eshelman distributed the salary compression policy approved by the Salary and Benefits committee. He stated the policy has a two-pronged approach. One, to move toward salary increases for faculty at higher ranks with more years of service and two, to review/rectify issues with compression historically. Dr. Tucci mentioned adjunct pay had not increased in 10 years and Tech adjuncts are not compensated at the same rate as adjuncts at peer institutions. He also stressed that we have discussed adjunct pay over the years, but nothing has been done. Ms. Chambliss stated she has the data to support increases in adjunct pay. Dr. Eshelman requested senators review the policy with their constituents.

ALTERNATIVE CREDENTIALS POLICY

Dr. Eshelman stated an alternative credentials policy is needed under HLC guidelines to formalize a process that is already in place to allow for individuals without a terminal degree to teach specific courses. The formalized process/policy will allow us to provide documentation of alternative credentials and potentially lead to a database of faculty credentials. Dr. Eshelman asked for volunteers to serve on a ad hoc committee to develop an alternative credentials policy. Drs. Stacy, Williams, and Hilliard volunteered.

III. OLD BUSINESS:

POLICY WEBSITE

Mr. Pennington was out of town.

MEDICAL MARIJUANA POLICY

Dr. Shrestha stated that current University policy covers medical marijuana and there is no need to create a separate policy.

Motion made by Dr. Tucci, seconded by Ms. Gale to remove item from the Senate agenda. Motion carried.

- CLASS LENGTH** Dr. Tucci requested lab/class options be available on a Monday-Wednesday-Friday schedule with 1 hour 20 minute time blocks. Current practice only allows for longer time blocks on Tuesday and Thursday. Under current practice, courses that cannot be held on Tuesday/Thursday have difficulty in delivering content, specifically courses with a lab component, in the 50 minutes allotted on a Monday-Wednesday-Friday schedule. Dr. Tucci stated that the restrictions were in place because of space limitations, but that was before Tech opened the Brown building. Ms. Chronister said she has not received complaints about space recently. The Office of the Registrar will have to work with Academic Affairs to adjust the policy.
- DEGREE AUDITS** Dr. Schwehm discussed the use of DegreeWorks as a way to reduce paperwork associated with completing degree audits. Currently, there are multiple departments utilizing DegreeWorks and not completing paper degree audits. Dr. Ellis Laffoon stated that Nursing no longer submits degree audits. Dr. Williams stated College Student Personnel does not submit degree audits as well. Dr. Schwehm mentioned the continued need for paperwork for course substitutions, but that there may be a way to use workflows in Banner to eliminate the need for paper submissions all together. It was noted that there is not consistency across the campus in how DegreeWorks is used. A request will be made for a representative from the Registrar's office to speak to faculty Senate about this issue and for Mr. Ken Wester to be invited to talk about the possibility of using Banner to eliminate paperwork.
- PROMOTION AND TENURE COMMITTEE** Dr. Schwehm reported that the committee to review implementation of the DPTC met to discuss how to proceed. The committee, made up of Dr. Schwehm, Dr. Ellis Laffoon, Mr. Futterer, Dr. Huss and Dr. Kellner, will review the current guidelines for clarity and remove ambiguity. The committee will also review differences in implementation across the departments. Dr. Davis requested the committee review language that allows faculty to opt out of the process, or to submit a portfolio only when applying for promotion/tenure. Dr. Schwehm stated the committee would also look into different interpretations of the DPTC offering written recommendations.. Drs. Schwehm and Ellis Laffoon requested departments to share the rubrics they use as part of the DPTC process.
- IV. OPEN FORUM** Dr. Eshelman notified Senate that the Faculty Survey administered in May 2019 was not included in the May 2019 minutes. He requested that Senate consider if the survey should be included in the May 2019 minutes or added to the minutes at the next meeting of Faculty Senate. Dr. Clements suggested the survey results should be included in the May 2019 minutes to reflect the concerns of faculty at that time. Dr. Eshelman also inquired about the dissemination of the survey; it was mentioned that the survey results were emailed to ATU faculty. Dr. Schwehm requested that at the next meeting of Senate, a process should be established for a survey to be administered annually.
- Dr. Lockyer asked Dr. Johnson on the status of Excellence Award for Non-Tenured Faculty and the Outstanding Adjunct Award. Senate approved the awards in consultation with Academic Affairs the previous academic year with a target start date of May 2020. Dr. Johnson requested the committee that worked on creating the award forward her information on the procedures and award amounts. Dr. Schwehm said he would forward the information to Dr. Johnson.
- Dr. Ellis Laffoon asked for information about healthcare costs because open enrollment is approaching. Dr. Eshelman mentioned that Mr. Bob Freeman, Director of Human Resources, can discuss healthcare pricing at the next Senate meeting. Alternatives to the current pricing were discussed, including a reevaluation of the levels designated for tiered pricing. It was mentioned that insurance prices were increasing because of Tech's obligations to cover insurance for retired employees. Dr. Davis, a member of the Insurance Committee, said

Tech's obligations to provide insurance to retired employees is not to blame for rising insurance costs, but the general trend in insurance rates and that our current insurance provider has paid out more claims than it has taken in premium.

Dr. Schwehm noted he had reached out to Dr. Jeff Robertson, Interim Dean of the Graduate College, about changing the handbook to allow for a member of the faculty to chair the Graduate Council. Dr. Schwehm will work with Dr. Robertson and report to Senate.

V.
ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Dr. Schwehm reminded everyone that September is Childhood Cancer Awareness month. He asked everyone to be aware of any activities or fundraisers going on in the community.

Dr. Clements announced the Parent's Day concerts.

Dr. Bishop announced a golf tournament to support the Dr. Theresa Herrick scholarship at Arkansas Tech.


Dr. Ellis Laffoon notified Senate of the Stop the Bleed initiative. This initiative is for everyone to learn how to apply a tourniquet. Ask Dr. Ellis Laffoon if you are interested in having someone visit your class.

Dr. Stacy announced that September is also preparedness month. Students in EAM are participating in a Penny War as part of preparedness month activities.

VI. ADJOURNMENT

Motion made by Dr. Stacy, seconded by Dr. Tucci to adjourn. Motion carried.

Respectfully submitted,



David Eshelman, Ph.D., President



Jeremy Schwehm, Ph.D., Secretary

Total African American Student Enrollment, Fall of:											Fall 2009 %	Fall 2018 %	10 Year Change in
Inst.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	African American Enrollment	African American Enrollment	% of African American Enrollment
ASUJ	1,918	2,130	2,133	2,108	1,923	1,834	1,788	1,836	1,831	1,737	15.8%	12.7%	-3.1%
ATU	413	529	604	778	811	919	999	921	870	761	4.7%	6.3%	1.6%
HSU	695	708	815	840	822	846	826	824	715	774	19.5%	19.5%	0.1%
SAUM	927	1,007	1,002	923	909	945	962	976	1,061	1,033	28.7%	23.1%	-5.6%
UAF	1,040	1,128	1,246	1,278	1,284	1,330	1,334	1,308	1,268	1,217	5.2%	4.4%	-0.9%
UALR	3,364	3,060	2,990	2,879	2,787	2,625	2,599	2,534	2,603	2,408	25.6%	22.9%	-2.7%
UAM	1,066	1,121	1,275	1,265	1,111	1,051	895	972	935	878	30.6%	28.2%	-2.4%
UAPB	3,572	3,225	2,973	2,639	2,394	2,295	2,422	2,546	2,376	2,313	94.2%	89.7%	-4.5%
UAMS	262	252	266	270	266	260	269	221	228	231	9.4%	8.4%	-1.1%
UAFS	287	352	314	297	316	300	260	250	278	250	3.9%	3.8%	-0.1%
UCA	1,711	1,780	1,689	1,797	1,942	2,011	1,913	1,788	1,722	1,689	14.5%	15.1%	0.6%

Total African American Faculty (full-time), Fall of:											Fall 2009 %	Fall 2018 %	10 Year Change in
Inst.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	African American Faculty	African American Faculty	% of African American Faculty
ASUJ	37	35	31		33	30	33	33	32	35	7.5%	6.7%	-0.8%
ATU	4	4	5	5	6	6	8	9	10	12	1.3%	3.2%	1.9%
HSU	9		7	10	10	8	10	8	6	6	5.2%	3.3%	-1.9%
SAUM	13		12		11		10	6	10	12	8.0%	7.2%	-0.8%
UAF	37	36	39	34	37	38	35	36	38	40	3.7%	3.3%	-0.4%
UALR	37		22	21	21	27	30	33	34	23	6.8%	5.3%	-1.5%
UAM	8	9	7	6	6	8	9	8	10	8	5.4%	4.9%	-0.5%
UAPB	109	107	114	107	98	93	96	99	95	85	63.0%	55.2%	-7.8%
UAMS	13		13		7		12	10	7	12	2.8%	5.8%	3.0%
UAFS	6	7	9	11	9	6	7	10	10	8	2.7%	3.5%	0.8%
UCA	18		18	19	24	24	23	25	23	24	3.5%	4.3%	0.8%

Total African American Employees (full-time), Fall of:											Fall 2009 %	Fall 2018 %	10 Year Change in
Inst.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	African American Employees	African American Employees	% of African American Employees
ASUJ	156	160	145		163	157	163	162	175	182	10.3%	11.5%	1.3%
ATU	12	12	12	14	16	18	25	27	26	29	1.6%	3.1%	1.5%
HSU	67		65	73	75	67	53	48	44	43	14.4%	10.1%	-4.3%
SAUM	45		45		43		38	36	37	48	13.0%	11.8%	-1.2%
UAF	260	264	274	265	268	310	326	328	324	307	5.9%	6.0%	0.2%
UALR	306		292	312	318	313	331	345	356	328	20.3%	23.8%	3.5%
UAM	55	54	56	52	55	58	58	61	76	72	14.4%	17.7%	3.3%
UAPB	523	523	527	535	513	486	484	511	524	514	81.7%	81.5%	-0.3%
UAMS	692		621		656		870	850	852	796	20.1%	18.3%	-1.8%
UAFS	21	22	27	27	27	19	23	29	29	27	3.8%	5.2%	1.4%
UCA	113		126	120	139	142	148	155	145	138	8.8%	9.5%	0.6%

Source: IPEDS

Missing data may be the result of a lack of institutional reporting to IPEDS

Total Minority Student Enrollment, Fall of:											Fall 2009 % Minority Enrollment	Fall 2018 % Minority Enrollment	10 Year Change in % of Minority Enrollment
Inst.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018			
ASUJ	3,757	3,956	3,874	3,805	3,557	3,400	3,414	3,637	3,549	3,428	30.9%	25.0%	-5.9%
ATU	1,330	1,621	1,808	2,061	2,432	2,688	2,876	2,803	2,820	2,857	15.1%	23.6%	8.5%
HSU	1,045	1,089	1,162	1,204	1,185	1,216	1,182	1,187	1,108	1,277	29.3%	32.2%	2.9%
SAUM	1,166	1,244	1,265	1,178	1,172	1,313	1,829	2,337	1,950	1,615	36.1%	36.1%	0.0%
UAF	4,177	4,592	5,101	5,552	5,966	6,424	6,691	6,841	7,043	7,174	21.0%	25.8%	4.8%
UALR	4,646	4,994	5,241	5,154	5,218	5,046	5,233	5,176	4,985	4,688	35.4%	44.6%	9.2%
UAM	1,155	1,276	1,484	1,493	1,405	1,369	1,181	1,277	1,294	1,187	33.2%	38.2%	5.0%
UAPB	3,664	3,310	3,055	2,718	2,493	2,395	2,530	2,688	2,511	2,473	96.6%	95.9%	-0.7%
UAMS	537	547	568	631	672	723	744	765	798	745	19.4%	27.0%	7.7%
UAFS	2,170	1,906	1,965	1,853	1,866	1,923	2,023	2,072	2,224	2,213	29.6%	33.8%	4.2%
UCA	3,659	3,450	3,468	3,461	3,642	3,783	3,757	3,686	3,609	3,547	31.1%	31.7%	0.7%

Total Minority Faculty (full-time), Fall of:											Fall 2009 % Minority Faculty	Fall 2018 % Minority Faculty	10 Year Change in % of Minority Faculty
Inst.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018			
ASUJ	108	102	96		106	111	107	102	137	133	21.8%	25.3%	3.5%
ATU	27	25	27	25	30	28	33	34	45	49	9.0%	13.2%	4.2%
HSU	29		23	31	29	29	35	36	36	39	16.7%	21.3%	4.6%
SAUM	32		27		23		28	29	30	28	19.8%	16.8%	-3.0%
UAF	185	203	224	206	223	251	270	294	313	350	18.4%	28.5%	10.1%
UALR	103		148	147	146	132	143	146	154	145	19.0%	33.6%	14.6%
UAM	15	16	14	14	16	18	19	19	20	16	10.1%	9.8%	-0.3%
UAPB	136	135	141	132	123	120	125	127	132	122	78.6%	79.2%	0.6%
UAMS	104		113		37		35	37	37	43	22.8%	20.8%	-2.0%
UAFS	29	40	47	48	42	45	49	48	49	47	13.0%	20.7%	7.7%
UCA	52		57	69	81	93	83	88	88	98	10.2%	17.6%	7.4%

Total Minority Employees (full-time), Fall of:											Fall 2009 % Minority Employees	Fall 2018 % Minority Employees	10 Year Change in % of Minority Employees
Inst.	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018			
ASUJ	283	277	264		316	289	293	287	357	355	18.6%	22.5%	3.9%
ATU	52	53	54	55	62	64	81	84	94	100	7.0%	10.7%	3.8%
HSU	101		94	105	104	97	88	87	87	91	21.8%	21.4%	-0.4%
SAUM	65		63		59		60	63	63	72	18.7%	17.7%	-1.0%
UAF	788	838	883	880	951	963	1052	1104	1194	1242	17.8%	24.5%	6.6%
UALR	409		540	538	538	514	529	534	569	538	27.1%	39.0%	11.9%
UAM	62	61	65	63	69	73	72	77	91	85	16.2%	20.9%	4.7%
UAPB	562	561	565	573	554	523	525	549	571	569	87.8%	90.2%	2.4%
UAMS	1046		973		1066		1426	1572	1561	1450	30.4%	33.4%	3.0%
UAFS	77	93	112	102	95	81	89	92	93	92	13.9%	17.8%	4.0%
UCA	177		209	215	250	275	268	277	273	276	13.8%	18.9%	5.1%

Source: IPEDS

Missing data may be the result of a lack of institutional reporting to IPEDS

ARIZONA

Statewide Equity Index Score
2.45



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY			GENDER EQUITY			COMPLETION EQUITY			BLACK STUDENT-TO-BLACK FACULTY RATIO			EQUITY INDEX				
	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016		RATIO	GRADE		
Arizona State University-Downtown Phoenix	5.8	5.4	0.4	A	69.7	30.3	13.4	D	60.1	61.5	-1.4	A	478	20	24:1	B	3.00
Arizona State University-Polytechnic	4.2	5.4	-1.2	B	31.9	68.1	24.4	F	34.9	58.5	-23.5	F	141	7	20:1	A	1.75
Arizona State University-Tempe	3.7	5.4	-1.7	B	49.0	51.0	7.3	C	49.3	63.8	-14.5	D	1441	46	31:1	B	2.25
Arizona State University-West	5.6	5.4	0.2	A	59.6	40.4	3.3	B	43.8	60.5	-16.6	D	151	8	19:1	A	3.00
Northern Arizona University	2.9	5.4	-2.5	B	57.6	42.4	1.3	A	43.3	51.7	-8.3	B	627	18	35:1	C	3.00
Northern Arizona University	3.6	5.4	-1.8	B	50.7	49.3	5.6	B	43.9	60.6	-16.7	D	1039	37	28:1	B	2.50
University of Arizona-South	4.2	5.4	-1.2	B	50.0	50.0	6.3	C	I	8	0	0	F	1.67

ARKANSAS

Statewide Equity Index Score
2.00



COLLEGE/UNIVERSITY	REPRESENTATION EQUITY			GENDER EQUITY			COMPLETION EQUITY			BLACK STUDENT-TO-BLACK FACULTY RATIO			EQUITY INDEX				
	BLACK STUDENTS %	BLACK 18-24 YR OLDS %	% DIFFERENCE	BLACK WOMEN %	BLACK MEN %	NATIONAL % DIFFERENCE	BLACK GRAD RATE %	OVERALL GRAD RATE %	% DIFFERENCE	GRADE	BLACK STUDENTS 2016	BLACK FACULTY 2016		RATIO	GRADE		
Arkansas State University	12.0	19.4	-7.4	D	57.1	42.9	0.8	A	26.0	38.9	-12.8	D	867	33	26:1	B	2.25
Arkansas Tech University	8.7	19.4	-10.7	D	44.2	55.8	12.1	D	20.8	42.1	-21.3	F	588	8	74:1	F	0.50
Henderson State University	23.3	19.4	3.9	A	54.3	45.7	2.0	A	23.2	32.9	-9.7	C	650	8	81:1	F	2.50
Southern Arkansas University	27.2	19.4	7.9	A	56.1	43.9	0.2	A	23.7	33.0	-9.4	C	767	6	128:1	F	2.50
University of Arkansas	4.6	19.4	-14.7	F	51.2	48.8	5.1	B	48.6	62.5	-13.9	D	916	36	25:1	B	1.75
University of Arkansas at Little Rock	25.1	19.4	5.7	A	66.0	34.0	9.7	D	13.6	24.9	-11.3	C	1110	30	37:1	C	2.25
University of Arkansas-Fort Smith	3.7	19.4	-15.6	F	60.8	39.2	4.5	B	20.3	25.5	-5.1	B	158	10	16:1	A	2.50
University of Central Arkansas	16.7	19.4	-2.6	B	63.2	36.8	6.9	C	26.5	42.3	-15.8	D	1330	25	53:1	D	1.75

PROPOSAL TO ADDRESS SALARY COMPRESSION

Salary compression among faculty arises when there are no systems in place to raise regularly the salaries for those who have achieved the highest rank within their instructor category. The university has promotion policies that allow for salary increases at select intervals (i.e., going from Assistant Professor / Instructor to Associate Professor / Senior Instructor or from Associate Professor / Senior Instructor to Professor / University Instructor). However, once an individual has reached the highest rank (Professor / University Instructor), there is no means for additional pay increase beyond cost of living allowances. This means that, for instance, within the same department, a faculty member who has served twenty years at the Professor rank could make the same salary as a faculty member who has served one year at the Professor rank. (Note: Adjunct faculty should be considered as having achieved the highest rank in their category, since ATU provides no means of promoting adjuncts.)

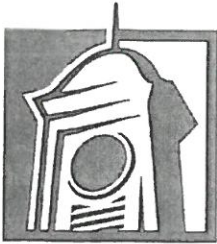
To alleviate salary compression, the Faculty Senate advises a two-pronged approach:

1. Eliminate compression in the future. Create a system that allows for yearly salary increases over and above the cost of living allowance and apply these increases to faculty serving at the level of Professor, University Instructor, or long-serving adjunct level (see below for more on adjuncts).
2. Address compression that is already in place. Find ways to adjust salaries to alleviate the compression that already exists (i.e., calculate what salary a long-serving faculty member would be earning if de-compression policies had been in place at the time when that faculty member achieved the highest rank; then find ways to raise the affected salary to this ideal level).

These two approaches do not need to be implemented simultaneously. #1 can be implemented now (simply add an additional percentage salary increase over and above the COLA to those serving in the highest rank). #2 can be addressed now or intermittently, as funds are available.

NOTE ON ADJUNCTS: As stated above, adjuncts should be considered to be serving at the highest rank, since no promotion structures exist at ATU for adjuncts. It is suggested that adjuncts receive decompression adjustments after having taught 54 hours, with additional adjustments made every 18 hours taught. Because of the nature of adjunct work, these hours need not be consecutive or bound by any yearly schedule.

NOTE ON SPECIAL CASES: This policy should not be used to reduce the salaries of those faculty members who, for instance, serve as Distinguished Professors or whose salaries swelled as a result of administrative work.



ARKANSAS TECH UNIVERSITY

UNDERGRADUATE CERTIFICATE OF PROFICIENCY (6-21 SEMESTER CREDIT HOURS)

Department Initiating Proposal	Date
Behavioral Sciences	6/25/2019

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	June 26, 2019
Dean Jeff Woods	<i>Jeff Woods</i>	6/27/19
Assessment Christine Austin	<i>Christine Austin</i>	7/17/19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/23/19
Graduate Dean (Graduate Proposals Only) N/A		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 <i>dw</i>
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Program Title:

Undergraduate Certificate of Proficiency in Psychology

Answer the following Assessment questions: (See table below)

1. Detail the student learning outcomes.
2. Provide tool or measure directly linked to each learning outcome. (How will student learning in this outcome be measured?)
3. What is the rationale for adding this course? What evidence demonstrates this need?
N/A. No courses added

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

Course	LO1	LO2	LO4	LO5
Basic Core	Specialized Knowledge	Research Design, Ethics/Critical Thinking	Written Expression	Broad Integrative Learning
PSY 2003	I – Psy topics/areas	I - Corr from other designs, research designs I – Training in Ethics		I –Levels of explanation of behavior
PSY 2053		R – Perform basic types of statistical analysis	I/R - Write Results Section/ Interpretation	
PSY 2063		I/R – Explain discipline standards. R - Training in Ethics R – Identify basic research designs APA Style Proposal	R - Write a Intro and Method Section APA Style Proposal	
PSY 3003	R – Knowledge of Content Area	R – Basics of stats/design	R – Write APA style paper	R – Mult Causes of Area’s Behavior
PSY 3063 or PSY 3813	R – Knowledge of Content Area	R – Basics of stats/design	R – Write APA style paper	R – Mult Causes of Area’s Behavior
PSY 3053	R – Knowledge of Content Area	R – Basics of stats/design		R – Mult Causes of Area’s Behavior
PSY 3073	R – Knowledge of Content Area	R – Basics of stats/design	R – Write APA style paper	R – Mult Causes of Area’s Behavior
PSY 3093	R – Knowledge of Content Area	R – Basics of stats/design		R – Mult Causes of Area’s Behavior
PSY 3153	R – Knowledge of Content Area	R – Basics of stats/design	R – Write APA style paper	R – Mult Causes of Area’s Behavior
PSY 4013	R – Knowledge of Content Area	R – Basics of stats/design		R – Mult Causes of Area’s Behavior
PSY 4033	R – Knowledge of Content Area	R – Basics of stats/design		R – Mult Causes of Area’s Behavior
PSY 4043	R – Knowledge of Content Area	R – Basics of stats/design	R – Write APA style paper	R – Mult Causes of Area’s Behavior
PSY 4073	R – Knowledge of Content Area	R – Basics of stats/design	R – Write APA style paper	R – Mult Causes of Area’s Behavior
PSY 4053	R – Knowledge of Content Area	R – Basics of stats/design		R – Mult Causes of Area’s Behavior
PSY 4133	R – Knowledge of Content Area	R – Basics of stats/design		R – Mult Causes of Area’s Behavior

**ADHE LETTER OF NOTIFICATION FOR
UNDERGRADUATE CERTIFICATE OF PROFICIENCY**

(6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request:

Arkansas Tech University

2. Contact person/title:

David Ward, Head of Dept of Behavioral Sciences

3. Phone number/e-mail address:

dwward@atu.edu; (479) 968-0305

4. Proposed effective date:

Fall 2020

5. Name of proposed Undergraduate Certificate of Proficiency (Program must consist of 6-21 semester credit hours):

Undergraduate Certificate of Proficiency in Psychology

6. Proposed CIP Code: 420101

7. Reason for proposed program implementation:

The Certificate of Proficiency in Psychology will provide students outside the psychology major with the opportunity to earn a certificate acknowledging their instruction in psychology. This certification enhances students' employment opportunity in a wide-range of areas from nursing to social work to criminal justice to human resources and integrates well with many majors and employment fields.

8. Provide the following:

- a. Curriculum outline - List of courses in new program – Underline required courses; asterisked are provided online.

Required:

PSY 2003 General Psychology*

PSY 2053 or PSY 2063 or, with approval, Research/Stats substitutes from other majors.

Choose 12 Hours from:

PSY 3003 – Abnormal Psychology
PSY 3063 or PSY 3813 – Developmental* or Lifespan Developmental*
PSY 3053 – Physiological Psychology
PSY 3073 – Psychology of Learning
PSY 3093 – Industrial Psychology*
PSY 3153 – Theories of Personality*
PSY 4013 – History of Psychology
PSY 4033 – Psychological Tests and Measurements
PSY 4043 – Social Psychology*
PSY 4073 – Cognitive Psychology*
PSY 4053 – Psychology of Perception
PSY 4133 – Psychopharmacology*

b. Total semester credit hours required for proposed program

18 hours

c. New courses and new course descriptions

None

d. Program goals and objectives

Employers in many occupational areas search for applicants with "soft" skills, and psychology helps students understand people and the causes of their behavior. This certificate will appeal to students and employers in a broad array of occupations including business, political science, pre-law, health care and pre-med, counseling, criminal justice and engineers working in areas like cybersecurity and artificial intelligence. This certificate will allow students to present to potential employees a credential which shows education in the basics of psychology while still earning a major in other areas.

e. Expected student learning outcomes

Course	LO1	LO2	LO4	LO5
<i>Basic Core</i>	Specialized Knowledge of the Contents of Psychology	Research and Ethics in Psychology	Written Expression; including APA Style	Broad and Integrative Learning of Causes of Behavior
PSY 2003	I			I
PSY 2053		I/R	I/R	
PSY 2063		I/R	I/R	
<i>Upper Division Choices</i>				
PSY 3003	R	R	R	R
PSY 3063 or PSY 3813	R	R	R	R
PSY 3053	R	R		R
PSY 3073	R	R	R	R
PSY 3093	R	R		R
PSY 3153	R	R	R	R
PSY 4013	R	R		R
PSY 4033	R	R		R
PSY 4043	R	R	R	R
PSY 4073	R	R	R	R
PSY 4053	R	R		R
PSY 4133	R	R		R

f. Student demand (projected enrollment) for proposed program

Currently (Feb 2019) there are 91 students with psychology minors enrolled at ATU. We estimate 60 to 80 of these would choose to pursue the certificate; this should translate into 10 to 20 students graduating with the certificate each year. Given the current enrollment in the minor, no additional marketing plan should be necessary

g. Program approval letter from licensure/certification entity, if required

N/A

h. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program

N/A

i. Scheduled program review date (within 10 years of program implementation)

2029 – 2030 academic year

9. Institutional curriculum committee review/approval date:

10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.

Yes. Distance courses are online courses; see question 8 for "*" courses

11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.

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

**Agenda Item Details**

Meeting Oct 17, 2019 - Agenda

Category 4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson

Subject 4.2 Letter of Notification: Certificate of Proficiency in Psychology

Type Action

Recommended Action Motion to approve the Certificate of Proficiency in Psychology effective fall, 2020.

Motion & Voting

Motion to approve the Certificate of Proficiency in Psychology effective fall, 2020.

Motion by Stephanie Duffield, second by Eric Burnett.
Final Resolution: Motion Passed
Aye: Fritz Kronberger, Eric Burnett, Stephanie Duffield



Division of Higher Education

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

Johnny Key
Secretary

Maria Markham, Ph.D.
Director

March 11, 2020

TO: Dr. Barbara Johnson
Vice President for Academic Affairs

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

RE: Program Approval

On January 31, 2020, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Certificate of Proficiency in Psychology (DC 1314; CIP 42.0101; 18 credit hours; Fall 2020)

Certificate of Proficiency in Performance (DC 1340; CIP 50.9999; 12 credit hours; Fall 2020)

Name Change of Existing Program/Concentration/Option/Organizational Unit

Department of College Student Personnel (Department Code 1235) changed to
Department of Student Affairs Administration (Summer 2020)

Master of Science in College Student Personnel Services (DC 5615; CIP 13.1102) changed
to Master of Science in Student Affairs Administration (Summer 2020)

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

DC – Degree Code



ARKANSAS TECH UNIVERSITY

UNDERGRADUATE CERTIFICATE OF PROFICIENCY (6-21 SEMESTER CREDIT HOURS)

Department Initiating Proposal	Date
Music	June 25, 2019

Title	Signature	Date
Department Head		6-28-19
Dean		6/28/19
Assessment		7/17/19
Registrar		7/23/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency in Performance

Answer the following Assessment questions:

1. Detail the student learning outcomes.
2. Provide tool or measure directly linked to each learning outcome. (How will student learning in this outcome be measured?)
3. What is the rationale for adding this course? What evidence demonstrates this need?

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

1. Students will be able to:

- Demonstrate knowledge of appropriate performance practices for the discipline in each of the courses the student elects to take in this certificate program.
- Employ communication strategies necessary for authentic performance(s) for the discipline in each of the courses the student elects to take in this certificate program.
- Develop collaboration and social skills by working with other members enrolled in the course to prepare and produce representative performances for that particular courses discipline.
- Evaluate and analyze the quality and effectiveness of a particular performance.
- Design an original performance representative of the discipline of the course.

2. Tool or measure for each outcome

While the tool or measure for each outcome will of course vary dependent on the course, discipline and instructor, it is understood that rubrics will be employed to evaluate students on their knowledge of performance practice, communication strategies, collaboration skills, evaluation and analyzation techniques as well as the development of original performances.

3. A search of recent job postings reveals a desire for applicants to have "strong communication skills" and an "ability to communicate with coworkers." In his book, "Grown Up Digital," Dan Tapscott highlights a concern about millennials from the Net-Generation. He argues that many are "poor communicators...net addicted" and are 'losing their social skills.' Completion of this degree sequence will help enhance the communication and social skills desired by current employers.

**ADHE LETTER OF NOTIFICATION FOR
UNDERGRADUATE CERTIFICATE OF PROFICIENCY**

(6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Dr. Jeff Bright / Head, ATU Department of Music
3. Phone number/e-mail address: 479-968-0369 / jbright6@atu.edu
4. Proposed effective date: Fall 2020
5. Name of proposed Undergraduate Certificate of Proficiency (Program must consist of 6-21 semester credit hours): Certificate of Proficiency in Performance
6. Proposed CIP Code: 50.9999
7. Reason for proposed program implementation:
The Certificate of Proficiency in Performance provides students with the opportunity to earn within the first four semesters of study, a certificate acknowledging their instruction in the art of performance. This stackable education sequence enhances a student's employment opportunity and augments any degree program with which it is paired.
8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses

Students need to complete 12 hours of credit from the following electives:

COMM 1111 – Individual Events Practicum
COMM 1121 – Individual Events Practicum
COMM 2003 – Public Speaking
COMM 2011 – Debate Practicum
COMM 2021 – Debate Practicum
COMM 2111 – Debate Practicum
COMM 2121 – Debate Practicum
COMM 2013 – Voice & Diction
COMM 2173 – Business & Professional Speaking

ENGL 2043 – Intro to Creative Writing

JOUR 1811 – Broadcast Practicum
JOUR 1821 – Broadcast Practicum
JOUR 2811 – Broadcast Practicum
JOUR 2821 – Broadcast Practicum

MUS 1XXX – Applied lessons (Maximum of 4 credits)

MUS 1301 – Opera Workshop

MUS 1311 – Jazz Ensemble

MUS 1501 – Band

MUS 1511 – Brass Choir

MUS 1521 – Woodwind Ensemble

MUS 1531 – Brass Ensemble

MUS 1541 – Percussion Ensemble

MUS 1551 – String Ensemble

MUS 1571 – University Choir

MUS 1581 – Chamber Choir (Choral Artists)

MUS 1611 – Music Theater Workshop

MUS 1631 – Symphonic Wind Ensemble

MUS 1681 – Concert Chorale

POLS 3433 – United Nations

SEED 2002 – Education as a Profession

TH 2273 – Intro to Theater

TH 2301 – Intro to Theatrical Dance

TH 2331 – Advanced Theatrical Dance

TH 2703 – Acting Theories and Techniques

TH 2711 – Acting Practicum

TH 2713 – Intermediate Acting

TH 2721 – Acting Practicum

- b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours) - 12 hours
- c. New courses and new course descriptions – no new courses proposed for this certificate
- d. Program goals and objectives-
Completion of this degree sequence will help enhance the communication and social skills desired by current employers.
- e. Expected student learning outcomes
Students will be able to:
 - Demonstrate knowledge of appropriate performance practices for the discipline in each of the courses the student elects to take in this certificate program.
 - Employ communication strategies necessary for authentic performance(s) for the discipline in each of the courses the student elects to take in this certificate program.
 - Develop collaboration and social skills by working with other members enrolled in the course to prepare and produce representative performances for that particular courses discipline.
 - Evaluate and analyze the quality and effectiveness of a particular performance.
 - Design an original performance representative of the discipline of the course.
- f. Documentation that program meets employer needs
A search of recent job postings reveals a desire for applicants to have "strong communication skills" and an "ability to communicate with coworkers." In his book, "Grown Up Digital," Dan Tapscott highlights a concern about millennials from the Net-Generation. He argues that many are "poor communicators...net addicted" and are "losing their social skills."
- g. Student demand (projected enrollment) for proposed program
Several sophomore music majors, actively participating non-majors in music, sophomore communication majors, speech education majors, and theater minors are already required take many of the classes needed for the certificate. Extrapolating

from enrollments in these areas, we estimate that at least 20 and as many as 60 current students will pursue the certificate each year.

- h. Program approval letter from licensure/certification entity, if required – not required. Review will take place at next accreditation comprehensive review in 2022-2023.
 - i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program – no institutions with similar programs at this time
 - j. Scheduled program review date (within 10 years of program implementation)
2022-2023 Academic Year - Reviewed by the National Association of the Schools of Music
9. Institutional curriculum committee review/approval date:
10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses. – On Campus
11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses. – Not offered off campus
12. Provide additional program information if requested by ADHE staff. – No knowledge of additional information requested at this time.

**Agenda Item Details**

Meeting	Oct 17, 2019 - Agenda
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.3 Letter of Notification: Certificate of Proficiency in Performance
Type	Action
Recommended Action	Motion to approve the Certificate of Proficiency in Performance effective fall, 2020.

Motion & Voting

Motion to approve the Certificate of Proficiency in Performance effective fall, 2020.

Motion by Eric Burnett, second by Stephanie Duffield.

Final Resolution: Motion Passed

Aye: Fritz Kronberger, Eric Burnett, Stephanie Duffield



Division of Higher Education

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

Johnny Key
Secretary

Maria Markham, Ph.D.
Director

March 11, 2020

TO: Dr. Barbara Johnson
Vice President for Academic Affairs

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

RE: Program Approval

On January 31, 2020, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Certificate of Proficiency in Psychology (DC 1314; CIP 42.0101; 18 credit hours; Fall 2020)

Certificate of Proficiency in Performance (DC 1340; CIP 50.9999; 12 credit hours; Fall 2020)

Name Change of Existing Program/Concentration/Option/Organizational Unit

Department of College Student Personnel (Department Code 1235) changed to
Department of Student Affairs Administration (Summer 2020)

Master of Science in College Student Personnel Services (DC 5615; CIP 13.1102) changed
to Master of Science in Student Affairs Administration (Summer 2020)

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

DC – Degree Code



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Joanna M. Meyer</i>	6/26/19
Dean	<i>Jeff W. Roth</i>	2019 Jun 27
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Sammy [Signature]</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MATH	1001	<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 Mathematics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
ORIENTATION TO MATHEMATICS		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes

No

How many total hours?

Grading: Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation

18 Activity Course

19 Seminar

98 Other

Does this course require a fee?

Yes

No

How Much?

Select Fee Type

If selected other list fee type:

Elective

Major

Minor

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

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

Every semester.

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

- **No special resources required.**

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

- **A classroom with SMART technologies will be required.**

Answer the following Assessment questions:

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

NA

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

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

PLO 6 – Professional Knowledge and Skills

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

Students in MATH 1001 will complete a group project in which they will give a 5 - 10 minute PowerPoint presentation on a prospective career path in the field of mathematics.

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

This course will provide students a place to develop scholarly interests in the field of mathematics and/or the field of mathematics education while they explore aspects of becoming a professional.

The course will also allow for greater and timelier interactions between our faculty and our prospective preservice teacher candidates with the dual aims of 1) improving retention and 2) increasing the 4-year graduation rate in our Mathematics for Teacher Licensure program.

Our department used the Sankey Diagram generator to track the movement of freshman entering the Mathematics for Teacher Licensure program over the course of 8 terms.

Semester Entered	Freshman Enrolled in Program	Candidates graduating the Program in 8 terms	Number of candidates lost in the 1 st semester	Number of candidates lost in the 2 nd semester
Fall 2012	16	1	4	5
Fall 2013	5	0	3	2
Fall 2014	12	3	7	2
Fall 2015	4	1	0	0

MATH 1001 Orientation to Mathematics will be structured so as to foster early and meaningful interactions between mathematics education faculty and preservice teacher candidates – providing detailed program guidelines, expectations, and resources. It is our expectation that the early access to our preservice teacher candidates provided by the proposed course will 1) improve retention for the program (the table illustrates that the majority of our program losses are occurring within the candidates' first two terms) and 2) increase our program's 4-year graduation rate (since the Fall of 2012 our program's 4-year graduation rate for has averaged about 14%).

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

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

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

Syllabus

- a. Course subject: MATH
- b. Course number: 1001
- c. Catalog course title: Orientation to Mathematics
- d. Catalog description:
MATH 1001: Orientation to Mathematics

This course is 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. Learning experiences also include exploration of career paths available in the field of mathematics.

- e. Instructor information:
Instructor:
Office:
Office hours:
Telephone:
Email:

f. Text(s) required: None.

g. Bibliography (supplemental reading list): None.

h. Justification/rationale for the course:

This course serves as an introduction to the university and to the career paths available in the field of mathematics. An aim of this course is to facilitate meaningful interactions between departmental faculty and students enrolled in programs in the field of mathematics.

i. Course objectives:

After the successful completion of this course students will have gained:

- Strategies to set and accomplish goals,
- Skills for successfully interacting with collegiate faculty, staff and others,
- Knowledge of information/resources on campus,
- Strategies for time and life management,
- Effective collegiate learning skills (note taking, textbook use, memory tools and test taking),
- Knowledge of campus technology (OneTech, Blackboard, College Scheduler and others),
- Knowledge of the career paths available in the field of mathematics,
- Insight into the career path(s) in the field of mathematics that align with their specific interests and strengths.

j. Description of how course meets general education objectives:

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

- Communicate effectively,
- Think critically,
- Understand wellness concepts.

k. Assessment methods:

- Attendance and Participation (10%)
- Homework Assignments (40%): 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. Late work will not be accepted unless prior arrangements have been made with the instructor. Most assignments will be in short answer format, discussion boards, and reflection papers.
- Group Project (20%): There will be one group project assigned at the beginning of the term. Groups will give a 5 - 10 minute PowerPoint presentation on a prospective career path in the field of mathematics. All students must attend presentation day(s). Further assignment details and a grading rubric will be distributed in class.
- Campus Networking Form (20%): Students who build a support network on campus are more likely to feel comfortable on campus, to have a higher GPA, and are more likely to graduate. There are many offices and clubs/organizations on campus focused solely on supporting student efforts to graduate and be successful in their future careers. To help students achieve this, they will be required to attend two appointments, meetings, or events with a support office, or club/organization at ATU during the current semester.
 - o Go to 2 campus support office appointments, events, meetings to receive help/support during the semester.
 - o Fill out a Campus Networking Form about your experience
 - Networking events could include:
 - Appointments with campus Support Services: APEX (Tutoring), English Writing Lab, Reference Librarian, Career Services, Student Support Services, Veterans Services, Biofeedback Lab (Counseling Services) or other student support services on campus.
 - Attendance at Events: Career Fairs, Conferences, Athletic Events, Clubs/Organization meetings or events, SAB events, or other events sponsored by campus groups.
 - See your Instructor for more clarification on qualifying events.
- Final Exam (10%): The final examination will consist of a cumulative assessment of the college resources, requirements and practical skills essential for college success presented throughout the semester.

Grading Scale: A 100-90%, B 89-80%, C 79-70%, D 69-60%, F < 60%

I. Policies:

Attendance and Participation

Class attendance is mandatory. If you must 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 points for each class in which they attend and contribute in the class discussions and activities. Excessive absences (more than 2) can result in you being dropped from the class with an FE for non-attendance.

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.

Other Services:

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

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

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

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

Students are responsible for information announced in class and conveyed by email. Any assignments announced in class or conveyed by email become the responsibility of the student.

m. Course content:

Week 1: Introduction to Department of Mathematics and Technology Overview

Week 2: Traditions and Expectations

Week 3: Campus Resources & Communication

Week 4: Success Strategies (additional focus on strategies for success in a math class)

Week 5: Managing Time & Stress

Weeks 6 & 7: Academic Planning: Catalog & College Scheduler

Weeks 8 – 10: Career development in the field of Mathematics (with special guest lecturers)

Week 11: Library Resources & Practicing Integrity

Week 12: Money Management

Weeks 13 & 14: Communication & Inclusion



ARKANSAS TECH UNIVERSITY

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JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Robertson</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 2000	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Statistical Packages Lab		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Mode of Instruction (check appropriate box):

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

Does this course require a fee? 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?
 Twice a Year - Fall & Spring

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
Software – University already has the options licensed.

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Implement professional statistical software packages for statistical computing and demonstrate competence in with database management
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Homework and quizzes
- What is the rationale for adding this course? What evidence demonstrates this need?
This lab is the co-requisites of STAT 2303 Statistical Methods. This lab is an introduction to the statistical software SAS and R, including its use for common statistical analyses. A practical

complement to the statistical methodology covered in STAT 2303.

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

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

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

Syllabus

Department of Mathematics and Statistics

STAT 2000 Statistical Packages Lab

Course subject: STAT

Course number: 2000

Catalog course title: Statistical Packages Lab

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**

None

5. **Co-requisites**

STAT 2303 Statistical Methods

6. **Description**

This lab is an introduction to the statistical software SAS and R, including its use for common statistical analyses. A practical complement to the statistical methodology covered in STAT 2303.

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)**

Lecture three hours, laboratory one hour.

9. **Fees (e.g., \$36 art fee)**

This section is all to be completed by faculty of record for the course.

Course Office: Corley Phone: Email:

Instructor: TBD

Office Hours: To be determined by the faculty of record for this course

Text required: None

Bibliography:

For SAS:

Online document <https://support.sas.com/en/documentation.html>

Delwiche, L.D. and Slaughter, S.J., The Little SAS Book: A Primer, Fifth Edition, The SAS Institute, 2012

For R:

Grolemund, G. and Wickham H., R for Data Science, available for free at <http://r4ds.had.co.nz/>

Justification/rationale for the course: As the demands for professionals with quantitative analytical skills grows, especially in industry, application of statistical software becomes a more crucial part of data analysis. Among the advanced analytics software, SAS and R are the most popular languages used in statistical analysis in both academia and industry.

Objectives: The main point of this lab is to give the student a working start with the covered software SAS and R for the basic statistical analyses from STAT 2303. The student can learn the use of these software in more depth in the subsequent statistical courses. Student can spend a lifetime using and mastering them.

General Education Requirements: This course does not meet any General Education requirements.

Assessment: The grade in this lab is incorporated into STAT 2303.

Attendance: Students are required to attend the lab regularly to learn and practice with SAS and R -- how they are implemented for the statistical analyses covered in STAT 2303.



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JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Ch Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 SW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 2303	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Statistical Methods		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? _____

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours? _____

Grading:

Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation Research

18 Activity Course

19 Seminar

98 Other

Does this course require a fee? Yes No

How Much? _____

Select Fee Type _____

If selected other list fee type: _____

Elective

Major

Minor

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

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

Twice a Year - Fall & Spring

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

Software – University already has the options licensed.

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

Computer Lab for the Lab Days

Answer the following Assessment questions:

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

Not applicable

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

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

Students will be able to (1) have good understanding of exploratory data analysis, basic statistical inference, and limitations of the procedures, (2) implement professional statistical software packages for statistical computing and demonstrate competence in with database management, (3) explain statistical ideas, methods, and results effectively to statistical and non-statistical audiences.

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

In-class participation/projects, homework, quizzes, and tests

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

The goal of this course is to introduce students to statistical methods for analyzing data. We will emphasize the basic principles and criteria for selecting the appropriate statistical technique. Students will get hands-on experience applying the topics covered to real datasets using R or SAS. From medical studies, research experiments, business information, polling organizations, and insurance, data are being collected everywhere, and all the time. Knowledge in statistics provides you with the necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

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
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- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

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

Syllabus

Department of Mathematics and Statistics

STAT 2303 Statistical Methods

Course Subject: STAT

Course Number: 2303

Catalog Course Title: Statistical Methods

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**
MATH 2914 Calculus I or permission of instructor
5. **Co-requisites**
STAT 2000 Statistical Packages Laboratory
6. **Description**
The goal of this course is to introduce students to statistical methods for analyzing data. Some of the topics included are: Describing Data, Basic Probability, Random Variables, Normal and Binomial Distributions, Sampling Distributions, Confidence Intervals, Hypothesis testing, Correlation and Regression, Contingency table, Comparing two populations, ANOVA.
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)**
Lecture three hours, laboratory one hour
9. **Fees (e.g., \$36 art fee)**

This section is all to be completed by faculty of record for the course.

Course Office: Corley Phone: Email:

Instructor: TBD

Office Hours: To be determined by the faculty of record for this course

Text required: Moore, David S., McCabe, George P., and Craig, Bruce A. Introduction to the Practice of Statistics, 7th ed., W.H. Freeman and Company, New York.

Bibliography: There is NO required supplemental reading list for this course.

Justification/rationale for the course: The goal of this course is to introduce students to statistical methods for analyzing data. We will emphasize the basic principles and criteria for selecting the appropriate statistical technique. Students will get hands-on experience applying the topics covered to real datasets using R or SAS. From medical studies, research experiments, business information, polling organizations, and insurance, data are being collected everywhere, and all the time. Knowledge in statistics provides you with the necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

Course objectives - By completing this course the student will learn to perform the following:

- 1) How to calculate and apply measures of location and measures of dispersion.
- 2) How to apply discrete and continuous probability distributions to various business problems.
- 3) Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases. Understand the concept of p-values.
- 5) Compute and interpret the results of Simple Linear Regression and Correlation Analysis, ANOVA and F-test.

Course Content:

- Descriptive statistics & data visualization
- Probability
- Point and interval estimation
- Hypothesis testing
- Inference for a single population
- Comparisons between two populations
- One-way analysis of variance
- Analysis of categorical data
- Simple linear regression

General Education Requirements: This course does not meet any General Education requirements.

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

In-Class Participation/Projects	15%
Homework/Quizzes	15%
3 Exams (20% each)	70%
	<hr/>
	100%

The following percentages will be used to assign scores:

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

Attendance: The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled. *In the event that you must miss, it is your responsibility to find out what material you missed and if any assignments are due.* I DO NOT take doctor's notes for absences.

No Make-Up exams will be given.

Expectations:

- Students must adhere to the rules set forth in the handbook.
- Students must do their own work.
- Consider your actions carefully: There will be no tolerance for conduct that even gives the appearance of cheating.
- Students are expected to respect the rights of others
- Students should not hesitate to clarify any questions regarding the policies of this course with the instructor.

Cheating/Plagiarism : Cheating or copying someone else's work may result in anything from a zero on the assignment (or test) to expulsion from the course with a course grade of F. Talking to others or using notes are NOT allowed during exams, either. *Please note that while I strongly encourage working together on assignments, copying someone else's work is cheating, and will not be tolerated.* Using apps, unapproved websites, etc are also considered cheating.



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 3113	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Regression Analysis		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

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

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? 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?
Twice a Year - Spring & Fall

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
Software – University already has the options licensed.

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
 - 1. Provide the program level learning outcome(s) it addresses.
Students will be able to apply appropriate statistical modeling tools to analyze data, interpret the results with proper scope of conclusions.
 - 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Homework assignments and tests
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Regression analysis is the most popularly used statistical technique with application in almost every imaginable field. Linear regression model, which relates an outcome to a set

of predictors of interest using linear assumptions, is the most important statistical analysis tool in a data scientist's toolkit.

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

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

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

Syllabus

Department of Mathematics and Statistics

Course subject: STAT

Course number: 3113

Catalog course title: Regression Analysis

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**

Any introductory statistics course or permission of instructor

5. **Co-requisites**

6. **Description**

This course introduces the methods for fitting and interpreting regression models. Topics include simple linear regression (SLR), multiple linear regression (MLR), model checking, variable selection methods, dummy variables, diagnostic measures, logistic regression, and time series analysis. Instruction will include the use of a statistical programming language.

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)**

INSTRUCTOR To be completed by the faculty of record for this course

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

COURSE **Office** **Phone:** **Email:**

TEXTBOOK Mendenhall, W., Sincich, T., A Second Course in Statistics Regression Analysis, 8th edition, Pearson.

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

JUSTIFICATION Regression analysis is the most popularly used statistical technique with application in almost every imaginable field. Linear regression model, which relates an outcome to a set of predictors of interest using linear assumptions, is the most important statistical analysis tool in a data scientist's toolkit. This course focus on regression models and associated methods of statistical inference, data analysis, interpretation of results, statistical computation and model building.

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

- understand regression model and model assumptions in SLR and MLR;
- Use SAS and/or R to get least square estimate, confidence interval, and do hypothesis for the parameters;
- do the estimation and prediction by using the linear regression model;
- do regression for the data with quantitative, qualitative predictors and both;
- do model selection by using SAS and/or R;
- check the model assumptions by residual plots and use some basic measures to remedy the model;
- apply logistic regression for the dependent variable with two discrete values.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	15%
3 Exams (20% each)	60%
Final Exam	25%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. Students missing more than 2 classes are to be dropped from the class with a grade of F. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

**COURSE
CONDUCT**

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

**PLAGIARISM &
CHEATING**

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Course overview, Review some basic concepts, Introduction to regression analysis	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Simple linear regression (SLR) definition, Least square method (LSE)	
3	SLR model assumptions, Estimation of , Interpretation & inference of the slope parameter	
4	Coefficient of correlation, Coefficient of determination, SLR estimation and prediction, Multiple linear regression (MLR) definition	

5	MLR: LSE, Model assumption, Estimation of ,		
6	MLR: Inference about the parameters, Multiple coefficients of determination, Estimation and prediction		
7	MLR: Interaction model, Curvilinear model, model with qualitative independent variable		
8	Model selection, Problems (misusing) with regressions		
9	Residual analysis		
10	Transformations and weighting to correct model inadequacies, Introduction to weighted least squares		
11	Introduction to piecewise linear regression, Introduction to logistic regression		
12	Introduction to ridge regression, Time series component		
13	Moving average method, Exponential smoothing		
14	Measures of forecast accuracy, Forecasting by regression approach		
15	Autocorrelation and autoregressive error models		



ARKANSAS TECH UNIVERSITY

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Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 3183	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Statistical Process Control		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) 		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? 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?
Once a Year - ~~Fall Semesters~~ **Spring see updated syllabus**

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
Software – University already has the options licensed.

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
The students will be able to apply appropriate statistical modeling tools to analyze data, interpret the results with proper scope of conclusions
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Homework, quizzes, projects, and tests
- What is the rationale for adding this course? What evidence demonstrates this need?
The goal of this course is to introduce students to statistical methods for analyzing data in which the response variables are categorical: either qualitative or quantitative and the

explanatory variables can be categorical or continuous. In the real world, often times we have data that require knowledge of how to handle categorical response variables as well as the mixed inputs. By learning categorical analysis, it further deepens knowledge in statistics that will provide necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

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

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

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

Syllabus

Department of Mathematics and Statistics

Course subject: STAT

Course number: 3183

Catalog course title: Statistical Process Control

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)**
Spring only
4. **Prerequisites**
Any introductory statistics course or permission of instructor
5. **Co-requisites**
6. **Description**
Statistical process control is an important topic for anyone interested in applying statistics in industry. This course focus on theory and methods of quality monitoring including process capability, control charts, acceptance sampling, quality engineering, and quality design.
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)**

INSTRUCTOR To be completed by the faculty of record for this course

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

COURSE **Office** **Phone:** **Email:**

TEXTBOOK Introduction to Statistical Quality Control, 7th edition, by D. Montgomery, Wiley, ISBN: 978-1118146811

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

JUSTIFICATION Controlling and improving quality has become an important business strategy for many organizations: manufacturers, distributors, transportation companies, financial services organizations, health care providers, and government agencies. Maintaining a high level of product or service quality provides a competitive advantage. A business that can delight customers by improving and controlling quality can dominate its competitors. This course introduces the technical methods for achieving success in quality control and improvement and offers guidance on how to successfully implement these methods.

OBJECTIVES

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

- Collect and analyze data with emphasis on basic concepts of quality control.
- Understand the importance of variability in statistical quality control.
- Understand the role of statistics in engineering and quality improvement.
- To learn various statistical tools of quality monitoring.
- To learn the statistical and economical design issues associated with quality control.
- To understand and implement various process capability analysis techniques.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. Students missing more than 5 classes are to be dropped from the class with a grade of F. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be

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

PLAGIARISM & CHEATING

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Course overview, Review some basic concepts, Introduction to Quality Management and Philosophy regression analysis	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2 & 3	Modeling Process Quality: Reviewing probability distributions associated with Quality Control	
4	Inferences about process quality	
5	Statistical Process Control: Methods and Philosophy of Statistical Process Control	
6 & 7	Control Charts for Variables	
8 & 9	Control Charts for Attributes	
10	Control Charts for Short Run Productions, Multiple-Stream Processes	
11&12	Process Capability Analysis	
13	Process Design and Improvement with Designed Experiments	
14&15	Acceptance Sampling	



ARKANSAS TECH UNIVERSITY

RECEIVED

REQUEST FOR COURSE ADDITION

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Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Robertson</i>	2019 Jun 28
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Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 3203	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Actuarial Probability I Probability		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

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

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
None

Answer the following Assessment questions:

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

Not applicable

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.

Students will demonstrate knowledge of fundamental probability tools for quantitatively assessing risk and basic financial mathematics.

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

- c. What is the rationale for adding this course? What evidence demonstrates this need?
STAT 3203 & STAT 3213 are required courses for BS in Applied Statistics with Actuarial Science option. This course is designed to develop knowledge of the fundamental probability tools for

quantitatively assessing risk and help the students to prepare for Exam P: Probability of the Society of Actuaries.

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

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

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

Syllabus

Department of Mathematics and Statistics

STAT 3203 **Actuarial Probability I**

Section # 001

OFFERED Fall

PRE-REQUISITE MATH 2934 Calculus III

CO-REQUISITES None

DESCRIPTION In this course we develop knowledge of the fundamental probability tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of the supporting calculus is assumed. A very basic knowledge of insurance and risk management is assumed.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Probability Course for the Actuaries: A Preparation for Exam P/1, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop knowledge of the fundamental probability tools for quantitatively assessing risk and help the students to prepare for Exam P: Probability of the Society of Actuaries.

OBJECTIVES Students successfully completing this course should be able to use and apply the following Concepts :

- Set functions including set notation and basic elements of probability
- Mutually exclusive events

- Addition and multiplication rules
- Independence of events
- Combinatorial probability
- Conditional probability
- Bayes Theorem / Law of total probability
- Commonly used discrete random variables

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100 %

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
CONDUCT**

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

If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week			Exercises
1	Syllabus, Set theory		The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Counting and combinatorics		
3	Probability: Definitions and properties		
4	Conditional Probability		
5	Bayes' formula		
6	Independent events, Odds and conditional probability		

7	Random variables		
8	Probability mass function and cumulative distribution function		
9	Expected value of a discrete random variable, Expected value of a function of a discrete random variable		
10	Variance and standard deviation of a discrete random variable		
11	Uniform discrete random variable, Bernoulli trials and binomial distribution		
12	The expected value and variance of the binomial distribution		
13	Poisson random variable Geometric random variable		
14	Negative binomial random Variable		
15	Hyper-geometric random variable		



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Robertson</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 3213	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Actuarial Probability II Probability		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours?

Grading:

Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation Research

18 Activity Course

19 Seminar

98 Other

Does this course require a fee?

Yes

No

How Much?

Select Fee Type

If selected other list fee type:

Elective

Major

Minor

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

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

Once a year - Spring semester

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

Answer the following Assessment questions:

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

Not applicable

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

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

Students will demonstrate knowledge of fundamental probability tools for quantitatively assessing risk and basic financial mathematics.

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

Homework and tests

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

STAT 3203 & STAT 3213 are required courses for BS in Applied Statistics with Actuarial Science option. This course is designed to develop knowledge of the fundamental probability tools for

quantitatively assessing risk and help the students to prepare for Exam P: Probability of the Society of Actuaries.

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

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

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

Syllabus

Department of Mathematics and Statistics

STAT 3213 **Actuarial Probability II**

Section # 001

OFFERED Spring

PRE-REQUISITE STAT 3203 Actuarial Probability I

CO-REQUISITES None

DESCRIPTION This course is a continuation to STAT 3203. At the end of this course, a student is prepared to take Exam P of the Society of Actuaries.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Probability Course for the Actuaries: A Preparation for Exam P/1, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop knowledge of the fundamental probability tools for quantitatively assessing risk and help the students to prepare for Exam P: Probability of the Society of Actuaries.

OBJECTIVES Students successfully completing this course should be able to use and apply the following Concepts :

- Probability functions and probability density functions Mutually exclusive events
- Cumulative distribution functions
- Mode, median, percentiles, and moments
- Variance and measures of dispersion
- Moment generating functions

- Transformations
- Joint probability functions and joint probability density functions
- Joint cumulative distribution functions
- Central Limit Theorem
- Conditional and marginal probability distributions
- Moments for joint, conditional, and marginal probability distributions
- Joint moment generating functions
- Variance and measures of dispersion for conditional and marginal probability distributions
- Covariance and correlation coefficients
- Transformations and order statistics
- Probabilities and moments for linear combinations of independent random variables

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

COURSE

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

CONDUCT

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

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week		Exercises
1	Syllabus, Cumulative and survival distribution function	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Review improper integrals from Calculus prerequisite I, Distribution functions	

3	Expectation and variance, Median, mode, and percentiles		
4	The continuous uniform distribution function, Normal random variables		
5	The normal approximation to the binomial distribution, Exponential random variable		
6	Gamma distribution, the distribution of a function of a continuous random variable		
7	Review graphing systems of inequalities in two variables and iterated double integrals from Calculus II		
8	Jointly distributed random variables, Independent random variables		
9	Sum of two independent random variables		
10	Conditional distribution		
11	Joint Probability distribution of functions of random variables, Expected value of a function of two random variables		
12	Covariance and variance of sums, The coefficient of correlation		
13	Conditional Expectation, Double Expectation		
14	Conditional variance, Moment generating functions		
15	Moment generating functions		

of sums of independent RVs, The central limit theorem		
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ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 4113	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Categorical Data Analysis		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Once a Year - Fall Semesters

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

Software – University already has the options licensed.

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

Computer lab

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
The students will be able to apply appropriate statistical modeling tools to analyze data, interpret the results with proper scope of conclusions
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Homework, quizzes, projects, and tests
- What is the rationale for adding this course? What evidence demonstrates this need?
The goal of this course is to introduce students to statistical methods for analyzing data in which the response variables are categorical: either qualitative or quantitative and the

explanatory variables can be categorical or continuous. In the real world, often times we have data that require knowledge of how to handle categorical response variables as well as the mixed inputs. By learning categorical analysis, it further deepens knowledge in statistics that will provide necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

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

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

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

Syllabus

Department of Mathematics and Statistics
STAT 4113 Categorical Analysis

Section: 001

Offered: Fall

Pre-Requisite: STAT 3113 Regression Analysis

Course Description: Statistical tools to analyze univariate and multivariate categorical responses. Emphasis is given to Generalized Linear Models, including logistic regression and loglinear models.

This section is all to be completed by faculty of record for the course.

Course Office: Corley Phone: Email:

Instructor: TBD

Office Hours: To be determined by the faculty of record for this course

Text required: An Introduction to Categorical Analysis. 2nd edition. Author: Alan Agresti. Publisher: John Wiley & Sons, Inc. ISBN: 9780471226185.

Bibliography: There is NO required supplemental reading list for this course.

Justification/rationale for the course: The goal of this course is to introduce students to statistical methods for analyzing data in which the response variables are categorical: either qualitative or quantitative and the explanatory variables can be categorical or continuous. In the real world, often times we have data that require knowledge of how to handle categorical response variables as well as the mixed inputs. By learning categorical analysis, it further deepens knowledge in statistics that will provide necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

Course objectives - By completing this course the student will be able to perform the following:

- Students will be able to select the appropriate statistical methodology for the analysis of categorical data.
- Justify the basic theoretical models for categorical data.
- Conduct and/or actively participate in the modeling and analyzing of categorical data.
- Interpret results from contingency tables or generalized linear models that evaluate relationships between categorical variables
- Communicate, both verbally and in writing, results with non-statisticians
- Analyze categorical data using statistical software

Course Content:

- | | | |
|-----|---|----------|
| • 1 | Overview & Intro. | |
| • 2 | Sampling models & Inference | 1.1-1.2 |
| • 3 | 2-way tables: structure and proportions | 1.3-1.5 |
| • 4 | 2-way tables: odds ratios | 2.1 |
| • 5 | Inference: Chi-square tests | 2.2, 2.4 |
| • 6 | Inference: ordinal data, exact tests | 3.1-3.3 |
| • 7 | 3-way tables: partial association | 3.4-3.6 |
| | | 2.3, 3.7 |

- 8 Generalized linear models (GLM) 4.1
- 9 GLMs for binary data 4.2
- 10 Poisson regression 4.3
- Inference and model checking 4.5-4.6
- 11 Logistic regression 5.1
- 12 Logistic regression: model checking 5.2
- 13 Logit models (categorical predictors) 5.3
- 15 Multiple logistic regression 5.4-5.5

General Education Requirements: This course does not meet any General Education requirements.

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

Homework/Quizzes	35%
Projects/Exams (20% each)	65%
	100%

The following percentages will be used to assign scores:

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

Attendance: The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled. *In the event that you must miss, it is your responsibility to find out what material you missed and if any assignments are due.* I DO NOT take doctor's notes for absences.

No Make-Up exams will be given.

Expectations:

- Students must adhere to the rules set forth in the handbook.
- Students must do their own work.
- Consider your actions carefully: There will be no tolerance for conduct that even gives the appearance of cheating.
- Students are expected to respect the rights of others
- Students should not hesitate to clarify any questions regarding the policies of this course with the instructor.

Cheating/Plagiarism : Cheating or copying someone else's work may result in anything from a zero on the assignment (or test) to expulsion from the course with a course grade of F. Talking to others or using notes are NOT allowed during exams, either. *Please note that while I strongly encourage working together on assignments, copying someone else's work is cheating, and will not be tolerated.* Using apps, unapproved websites, etc are also considered cheating.



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine Y. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 4283	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Financial Mathematics I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours?

Grading:

Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation Research

18 Activity Course

19 Seminar

98 Other

Does this course require a fee? Yes No

How Much?

Select Fee Type

If selected other list fee type:

Elective

Major

Minor

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

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

Once a year - Fall semester

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

Answer the following Assessment questions:

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

Not applicable

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

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

Students will demonstrate knowledge of fundamental probability tools for quantitatively assessing risk and basic financial mathematics.

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

Homework and tests

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

STAT 4283 & STAT 4293 are required courses for BS in Applied Statistics with Actuarial

Science option. This course is designed to develop the student's understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flow. The course can help the students to prepare for Exam FM: Financial Mathematics of the Society of Actuaries.

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

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

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

Syllabus

Department of Mathematics and Statistics

STAT 4283 **Financial Mathematics I**

Section # 001

OFFERED Fall

PRE-REQUISITE MATH 2914 Calculus I

CO-REQUISITES None

DESCRIPTION This is an introductory course in Financial Mathematics. The student will learn about the different types of interest (simple interest, discount interest, compound interest), annuities, debt retirement methods, investing in stocks and bonds.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Basic Course in the Theory of Interest: A Preparation for Exam FM/2, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop the student's understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flow. The course can help the students to prepare for Exam FM: Financial Mathematics of the Society of Actuaries.

OBJECTIVES Students successfully completing this course will be able to understand:

- and to perform calculations relating to present value, current value, and accumulated value
- and to calculate present value, current value, and accumulated value for sequences of non-contingent payments (annuities)
- key concepts concerning loans and how to perform related calculations
- key concepts concerning bonds, and how to perform related calculations

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a

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

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week		Exercises
1	Syllabus, interest, Accumulation and amount functions, EIR, Simple Interest, Date conventions under simple interest	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Compound interest, Present value and discount functions, Effective rate of discount, Nominal rate of interest and discount	
3	Continuous compounding,	

	Time varying interest rates, Equations of value and time diagrams, Solving for the unknown interest rate/time		
4	Present and accumulated values of an annuity-immediate, Annuity due, Deferred annuity		
5	Perpetuities, Solving for the unknown number of payments/rate of interest of an annuity, Varying interest of an annuity		
6	Annuities payable at a different/less/more frequency than interest is convertible, Continuous annuities		
7	Varying annuity (immediate/due/with payments at a different frequency than interest is convertible), Continuous varying annuities		
8	Discounted cash flow technique, Uniqueness of IRR, Interest reinvested at a different rate		
9	Dollar-weighted/time-weighted interest rate, Portfolio and investment year methods		
10	Yield rate in capital budgeting, Finding the loan balance with prospective and retrospective methods		
11	Amortization schedules, Sinking fund method		

12	Loans payable at a different frequency than interest is convertible, Amortization with varying series of payments		
13	Type of bonds, the various pricing formulas of a bond		
14	Amortization of premium or discount, Valuation of bonds between coupons payment dates		
15	Approximation methods of bonds' yield rates, Callable bonds and serial bonds		



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Robertson</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 4293	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Financial Mathematics II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours?

Grading: Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation Research

18 Activity Course

19 Seminar

98 Other

Does this course require a fee?

Yes

No

How Much?

Select Fee Type

If selected other list fee type:

Elective

Major

Minor

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

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

Once a year - Spring semester

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

Answer the following Assessment questions:

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

Not applicable

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

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

Students will demonstrate knowledge of fundamental probability tools for quantitatively assessing risk and basic financial mathematics.

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

Homework and tests

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

STAT 4283 & STAT 4293 are required courses for BS in Applied Statistics with Actuarial

Science option. This course is designed to develop the student's understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flow. The course can help the students to prepare for Exam FM: Financial Mathematics of the Society of Actuaries.

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

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

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

Syllabus

Department of Mathematics and Statistics

STAT 4293 **Financial Mathematics II**

Section # 001

OFFERED Spring

PRE-REQUISITE MATH 4283 Financial Mathematics I

CO-REQUISITES None

DESCRIPTION This is a continuation of STAT 4283. Topics include Loans, bonds, cash flow and portfolios, immunization, derivatives and options. At the end of this course, a student is prepared to take Exam FM of the Society of Actuaries.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Basic Course in the Theory of Interest: A Preparation for Exam FM/2, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop the student's understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flow. The course can help the students to prepare for Exam FM: Financial Mathematics of the Society of Actuaries.

OBJECTIVES Students successfully completing this course should be able to understand:

- key concepts concerning yield curves, rates of return, and measures of duration and convexity, and how to perform related calculations

- key concepts concerning cash flow matching and immunization, and how to perform related calculations
- key concepts concerning interest rate swaps, and how to perform related calculations
- key concepts concerning the determinants of interest rates, the components of interest, and how to perform related calculations.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100 %

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
CONDUCT**

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

you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week		Exercises
1	Syllabus, Review the key concepts of loans and the related calculation	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Review the key concepts of bonds and the related calculation, Preferred and common stocks	
3	Buying stocks, Short sales, Money market instruments	
4	The effect of inflation on interest rates, The term structure of interest rate and yield curves	

5	Macaulay and modified durations, Redington immunization and convexity		
6	Full immunization and dedication, Financial derivatives and related issues		
7	Derivatives markets and risk sharing, Payoff and profit diagrams		
8	Call options/put options: payoff and profit diagrams, stock options		
9	Floors and caps, Covered calls and covered puts		
10	Synthetic forward and put-call parity, Spread strategies		
11	Collars, Straddles, Strangles, and Butterfly spreads		
12	Equity linked CDs, Prepaid forward contracts on stock		
13	Forward contracts on stock		
14	Future contracts, A simple commodity swap		
15	Interest rate swaps, risk management		



ARKANSAS TECH UNIVERSITY

RECEIVED
JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 4393	Effective Term: Summer 2020 <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Statistical Learning		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? _____

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? 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? _____

Once a Year - Spring semester

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

Software – University already has the options licensed.

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

Computer lab

Answer the following Assessment questions:

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

Not applicable

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

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

Students will be able to (1) apply appropriate statistical modeling tools to analyze data, interpret the results with proper scope of conclusions, (2) implement professional statistical software packages for statistical computing and demonstrate competence in with database management.

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

Homework, group course project, and tests

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

Statistical learning has become a hot field in many scientific areas as well as marketing, finance, and other business disciplines. People with statistical learning skills are in high demand. This course provides hands-on opportunities for students to apply the advanced statistical methods to solve real-world problems.

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

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

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

Syllabus

Department of Mathematics and Statistics

Course subject: STAT

Course number: 4393

Catalog course title: Statistical Learning

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)**
Spring only
4. **Prerequisites**
STAT 3113 Regression Analysis
5. **Co-requisites**
6. **Description**

This course is directed towards advanced undergraduates or master's students in statistics or related quantitative fields. The focus of the course is an accessible overview of the field of statistical learning and provide the students with valuable hands-on experience by illustrating how to implement each of the statistical learning methods using R or other statistical programming language. Topics covered include: Regression Techniques, Classification Methods, Linear Model Selection and Regularization, Unsupervised Learning, and more.

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)**

COURSE

INSTRUCTOR: TBD

Email:

Office: Corley

Phone:

OFFICE HOURS:

TEXTBOOK

James, G., Witten, D., Hastie, T., and Tibshirani, R. An Introduction to Statistical Learning with Applications in R. New York: Springer. The book webpage is <http://www-bcf.usc.edu/~gareth/ISL/>.

BIBLIOGRAPHY

[Applied Data Mining and Statistical Learning](#): Very good online lecture notes on Statistical Learning.

JUSTIFICATION

Statistical learning has become a hot field in many scientific areas as well as marketing, finance, and other business disciplines. People with statistical learning skills are in high demand. This course provides hands-on opportunities for students to apply the advanced statistical methods to solve real-world problems.

OBJECTIVES

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

- Identify supervised (regression, classification) and unsupervised (clustering) learning problems.
- Understand the fundamental idea behind statistical learning methods, know the pros and cons of each method.
- Understand the limitations of linear models and understand the nonlinear alternatives.
- Explain the challenges with high dimensional data and have a basic understanding of linear model selection and regularization.
- Formulate a mathematical solution to the real-world problems and implement the statistical learning methods by using statistical computing package.

GENERAL EDUCATION REQUIREMENTS

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

ASSESSMENT

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

Homework	15%
Group Course Project	25%
3 Exams (including Final Exam, 20% each)	60%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. After 2 absences, a student's name may be reported to the advising center's Early Warning staff. After 4 absences, a student may be dropped from the course with an FE* if the grade is below 60%. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was

missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

COURSE CONDUCT

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

PLAGIARISM & CHEATING

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Introduction to Statistical Learning and statistical software package R	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Linear Regression	
3	Logistic Regression	
4	Linear Discriminant Analysis (LDA), K-Nearest Neighbors (KNN)	
5	A Comparison of Classification Methods, Cross-Validation	
6	Cross-Validation, Bootstrap	
7	Variable Selection, Shrinkage	

	Methods		
8	Dimension Reduction, Considerations in High Dimensions		
9	Polynomial Regression, Generalized Additive Models		
10	Decision Trees, Bagging		
11	Random Forests, Boosting		
12	Support Vector Classifiers		
13	Support Vector Machines		
14	Principal Components Analysis (PCA)		
15	PCA, Clustering		



ARKANSAS TECH UNIVERSITY

RECEIVED
JUN 27 2019
Registrar's Office

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Ch Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
STAT	3153
Official Catalog Title:	
Applied Statistics I	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|---|
| <input type="checkbox"/> Course Number | <input checked="" 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 | <input type="text"/> | |

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

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

3153

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

Applied Statistics

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

New Course Description:

Collection and analysis of data, probability models, random variables, confidence intervals, and hypothesis testing.

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):

MATH 2924 Calculus II

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.)

Answer the following Assessment questions:

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

Not applicable

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

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

The students will be able to understand the fundamentals of probability and statistical theory.

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

Homework and tests

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

STAT 3153 Applied Statistics is a core course of the Applied Statistics program. The purposes of this course are to facilitate student learning of basic probability concepts, statistical methods, and data analysis.

If this course will affect other departments, a Departmental Support Form for each 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

RECEIVED
JUN 27

Registrar's Office

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine L. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Robertson</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
STAT	4153
Official Catalog Title:	
Applied Statistics II	

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

Yes No

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

Yes No

Request to change: (check appropriate box):

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

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

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

4153

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

Experimental Design and Analysis

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

Exper. Design Anal.

New Course Description:

This course introduces students to both design and analysis of experiments as well as statistical computing. Emphasis is given to develop an understanding of experimental methods and major experimental designs. Students will be required to design and carry out an experiment, use a current statistical software package to analyze the data, and make inferences based upon the analysis.

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):

Any introductory statistics course or permission of instructor, and junior standing or above.

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.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
Demonstrate knowledge of efficient design and analysis of experiments

for standard situations

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

Homework, Course projects, and tests

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

Designing experiments to effectively address research questions, performing data analysis by using appropriate software and drawing statistical conclusions are the essential skills for statisticians. Experimental design is also an important tool for engineers and scientists to use for product design and development as well as process development and improvement.

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

Syllabus

Department of Mathematics and Statistics

Course subject: STAT

Course number: 4153

Catalog course title: Experimental Design and Analysis

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)**
Spring only
4. **Prerequisites**
An introductory statistics course or permission of instructor, and junior standing or above.
5. **Co-requisites**
6. **Description**
This course introduces students to both design and analysis of experiments as well as statistical computing. Emphasis is given to develop an understanding of experimental methods and major experimental designs. Students will be required to design and carry out an experiment, use a current statistical software package to analyze the data, and make inferences based upon the analysis.
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)**

INSTRUCTOR To be determined by faculty of record for this course

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

COURSE **Office:** Corley **Phone:** **Email:**

TEXTBOOK Montgomery, D. C., Design and Analysis of Experiments, 9th edition, Wiley.

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

JUSTIFICATION Designing experiments to effectively address research questions, performing data analysis by using appropriate software and drawing statistical conclusions are the essential skills for statisticians. Experimental design is also an important tool for engineers and scientists to use for product design and development as well as process development and improvement. Experimental design should be introduced early in the product cycle to substantially reduce development lead time and cost,

leading to processes and products that perform better in the field and have higher reliability than those developed using other approaches.

OBJECTIVES

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

- understand the principles, models and strategies commonly used for experimental design;
- construct appropriate experiments to effectively address research questions;
- use statistical software to correctly analyze data collected from designed experiments and draw appropriate statistical conclusions.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
Course Project	15%
2 Exams (20% each)	40%
Final Exam	25%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. After 2 absences, a student's name may be reported to the advising center's Early Warning staff. After 4 absences, a student may be dropped from the course with an FE* if the grade is below 60%. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was

missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

COURSE CONDUCT

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

PLAGIARISM & CHEATING

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Basic principles and guidelines for designing experiments	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Completely randomized experiment (CRD), Perform single-factor ANOVA for CRD	
3	Perform single-factor ANOVA for CRD, ANOVA model adequacy checking	
4	Practical interpretation of results, Interpret computer output from SAS/JMP, Determining sample size	

5	The regression approach to the ANOVA, Nonparametric methods in the ANOVA		
6	Randomized blocks, Latin squares, Complete and incomplete block designs		
7	Factorial design, Blocking in factorial design		
8	2k series of factorial designs, ANOVA for 2k factorial design		
9	Regression model for 2k factorial design, unreplicated 2k factorial design		
10	Blocking and confounding in 2k factorials		
11	Fractional factorial designs		
12	Blocking in fractional factorials		
13	Experiments with random factors		
14	Nested and split-plot designs		
15	Brief introduction of ANCOVA and repeated measures		



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Mathematics and Statistics	6/30/2019

Title	Signature	Date
Department Head Dr. Jeanine Myers	<i>Jeanine S. Myers</i>	6/27/19
Dean Dr. Jeff Robertson	<i>Jeff W. Roberts</i>	2019 Jun 28
Assessment Dr. Christine Austin	<i>Chris Austin</i>	6/28/19
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) STAT	Course Number: (e.g., 1003) 4263
Official Catalog Title: Mathematical Statistics	

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

Yes No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other

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

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

4163

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

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

New Course Description:

New Cross List:

- Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

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

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

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

- Elective Major Minor

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

Answer the following Assessment questions:

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

Not applicable

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

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

Demonstrate understanding of the fundamentals of probability and statistical theory

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

Homework assignments, tests

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

The course number is changed from STAT 4263 to STAT 4163. STAT 4163 Mathematical Statistics is a core course of the Applied Statistics program. The course is an introductory

course in mathematical statistics. This course is needed to provide the students background knowledge in probability and statistical theory.

If this course will affect other departments, a Departmental Support Form for each 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

RECEIVED

JUN 27 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeffrey L. Hayes</i>	6/26/19
Dean	<i>Jeff W. Reth</i>	2019 Jun 26
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Tommy [Signature]</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	



Program Title:

Mathematics

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

Delete TECH 1001; add MATH 1001 Orientation to Mathematics

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

No expected changes to staffing, other programs or space allocation.

Answer the following Assessment questions:

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

The mission statement for Arkansas Tech states that the university is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. As part of the “responsive campus community” of the university our mathematics department takes seriously the retention and success rates of our mathematics students. We believe that the program changes outlined in this form are reflective of our department’s dedication to “student success, access and excellence” and will provide further opportunities for “progressive intellectual development” for our program’s majors.

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

NA

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

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

The replacement of TECH 1001 with MATH 1001 will allow for greater and timelier interactions between our faculty and our mathematics majors with the dual aims of 1) improving retention and 2) increasing the 4-year graduation rate in mathematics program.

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

Our department used the Sankey Diagram generator to track the movement of freshman entering the mathematics program over the course of 8 terms.

Semester Entered	Freshman Enrolled in Program	Candidates graduating the Program in 8 terms	Number of candidates lost in the 1 st semester	Number of candidates lost in the 2 nd semester
Fall 2012	2	1	0	0
Fall 2013	3	1	0	2

Fall 2014	3	1	0	0
Fall 2015	4	1	0	2

MATH 1001 Orientation to Mathematics will be structured so as to foster early and meaningful interactions between mathematics faculty and mathematics students – providing detailed program guidelines, expectations, and resources. It is our expectation that the early access to our mathematics majors provided by the proposed course will 1) improve retention for the program (see table) and 2) increase our program’s 4-year graduation rate (since the Fall of 2012 our program’s 4-year graduation rate has averaged about 33%).

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

Many departments on campus have their own departmental version of TECH 1001.

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

The PLO’s are the same as the current mathematics program. Assessment/Curriculum mapping 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.

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

Curriculum Matrix for Catalog Curriculum in <u>Mathematics for Teacher Licensure</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: MATH 1001 Orientation to Mathematics 1 Delete: TECH 1001 Orientation to the University 1 Total Hours: 15	Freshman Spring Semester Add/Change: Delete: Total Hours: 15
Sophomore Fall Semester Add/Change: Delete:	Sophomore Spring Semester Add/Change: Delete:

Total Hours: 15	Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours: 15
Senior Fall Semester Add/Change: Delete: Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours: 15

B.S. in Mathematics Program Review Program Learning Outcomes/Assessment Mapping

2018-2020

Directions: Please indicate in each column which courses introduce the PLO (mark with “I”, which reinforce it (needs 2 reinforcements mark with “R”), and which courses the mastery of the PLO is assessed “M”.

PLOs/Assessment

PLOs	1. Students will have sufficient knowledge of mathematics and critical thinking/reasoning skills to be successful in the area below: a. Graduate degree in mathematics or related area	1. Students will have sufficient knowledge of mathematics and critical thinking/reasoning skills to be successful in the areas below: b. Working career in industry	2. Students will be able to effectively read, verbalize, understand and write mathematical and mathematical proofs.	3. Students will be able to identify and use appropriate technology and modeling methods to solve problems that arise in mathematics and other related disciplines.
COURSES				
Math 2914 Calculus I	I Test/Assignment/Problem: Grades			I Test/Assignment/Problem: Grades
Math 2924 Calculus II	R Test/Assignment/Problem: Grades			R Test/Assignment/Problem: Grades
Math 2703 Discrete Mathematics	R Test/Assignment/Problem: Grades	I Test/Assignment/Problem: Grades	I Test/Assignment/Problem: Grades	
Math 2934 Calculus III	R Test/Assignment/Problem:	R Test/Assignment/Problem:		R Test/Assignment/Problem:

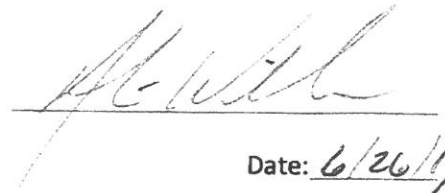
	Grades	Grades	Grades	Grades
Math 3003 Foundations of Number Systems	R Test/Assignment/Problem: Grades			R Test/Assignment/Problem: Grades
Math 3243 Differential Equations	R Test/Assignment/Problem: Grades	R Test/Assignment/Problem: Grades		R Test/Assignment/Problem: Grades
Math 3153 Applied Statistics I	R Test/Assignment/Problem: Grades	R Test/Assignment/Problem: Grades		R Test/Assignment/Problem: Grades
Math 4003 Linear Algebra	R Test/Assignment/Problem: Grades	R Test/Assignment/Problem: Grades		R Test/Assignment/Problem: Grades
Math 3203 Introduction to Analysis	M Test/Assignment/Problem: Grades			M Test/Assignment/Problem: Grades
Math 4123 Mathematical Modeling	R Test/Assignment/Problem: Grades	M Test/Assignment/Problem: Grades		M Test/Assignment/Problem: Grades
Math 4033 Abstract Algebra	M Test/Assignment/Problem: Grades			
Math 4971 Senior Seminar	M Scores	M Scores		

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Student Personnel	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The mathematics department is deleting TECH 1001 Orientation to the University and replacing it with MATH 1001 Orientation to Mathematics in both our Mathematics and Mathematics for Teacher Licensure programs. This is a similar change to other departments who have moved orientation to their departments for retention purposes.	

Department Head Signature: _____



Date: 6/26/19



ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM (Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Department of Mathematics	7/1/19

Title	Signature	Date
Department Head	<i>Debbie J. Myers</i>	7/1/19
Dean	<i>Jeff W. Katz</i>	2019 July 1
Assessment	<i>Chris E. ...</i>	7/1/19
Registrar	<i>Yammy Weaver</i>	7/24/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	N/A
Curriculum Committee (Undergraduate Proposals Only)	8/19/19 JW
Faculty Senate (Undergraduate Proposals Only)	9/10/19
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Science in Applied Statistics with Actuarial Science Option or Computer Science Option

LETTER OF INTENT – 1
(New Certificate or Degree Program)

1. Institution submitting request:
Arkansas Tech University

2. Education Program Contact person/title:

Dr. Jeanine Myers
Head, Department of Mathematics & Statistics
Arkansas Tech University

3. Telephone number/e-mail address:
jmyers32@atu.edu
479.968.0659

4. Proposed Name of Certificate or Degree Program:
Bachelor of Science in Applied Statistics with Actuarial Science Option or
Computer Science Option

5. Proposed Effective Date:
Summer 2020

6. Requested CIP Code:
27.0599

7. Program Description:

Demand for professionals with strong quantitative analytical skills is not new, but recent changes in the economy and the growing reliance of our businesses and governments on data have created an even greater need for workers who can manage data, produce informative visualizations of data, and are guided by fundamental statistical principles. The curriculum in Applied Statistics is tailored to professionals who may be working with data and statistics in any industry including natural resources, environmental agencies, non-profit organizations, healthcare, insurance, business and finance, or any industry where the analysis of data research results is required. The Applied Statistics degree includes courses in mathematical theory, statistical modeling, computer programming, economics, and business analytics.

Tammy Weaver

From: Barbara Johnson
Sent: Monday, September 23, 2019 5:30 PM
To: Tammy Weaver
Cc: Pat Chronister
Subject: RE: Statistics-Data Science

Definitely okay with the change and I have discussed with President so we are good to go on that end. Thank you.
Barbara

-----Original Message-----

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, September 23, 2019 10:24 AM
To: Barbara Johnson <bjohnson@atu.edu>
Cc: Pat Chronister <pchronister@atu.edu>
Subject: RE: Statistics-Data Science

Dr. Johnson

Dr. Myers and I had a conversation about the title change last week. If you are okay with the change, we have time to update the proposal that will go on the Board of Trustees agenda and on to ADHE. October 2 is the deadline for the October Board of Trustees agenda. November 1 is the deadline for the ADHE submission.

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

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

-----Original Message-----

From: Barbara Johnson
Sent: Monday, September 23, 2019 9:50 AM
To: Tammy Weaver <tweaver@atu.edu>
Subject: FW: Statistics-Data Science

Mrs. Weaver,

Please see this request below and let me know your thoughts on what we need to do to change the title of the degree program. Thank you. Barbara

-----Original Message-----

From: Jeff Robertson <jrobertson@atu.edu>
Sent: Monday, September 23, 2019 9:48 AM
To: Barbara Johnson <bjohnson@atu.edu>
Cc: Judy Cezeaux <jcezeaux@atu.edu>
Subject: RE: Statistics-Data Science

In discussing this with Dr. Myers the Math department head, the title change was the only thing she was advocating for (which only appears 7 times in the original proposal). The title is more appropriate and is reflective of the spirit of the degree program, the national trends in this field, and is more recognizable as to the content areas of the degree.

Jeff Robertson, Ph.D.

Dean, College of Natural & Health Sciences Interim Dean, Graduate College Professor of Astrophysics Arkansas Tech University
1701 N. Boulder Ave.
Russellville, AR 72801
(479) 964-0548
www.atu.edu/nhs

-----Original Message-----

From: Barbara Johnson <bjohnson@atu.edu>
Sent: Monday, September 23, 2019 9:24 AM
To: Jeff Robertson <jrobertson@atu.edu>
Cc: Judy Cezeaux <jcezeaux@atu.edu>
Subject: RE: Statistics-Data Science

I have no issues with this change in the degree name. Let me do some homework to see what we need to do since this has been through curriculum and is on the board agenda for October. I will also see if we need to have a new degree analysis done for ADHE. It would be helpful to give me any details relative to if anything in the degree proposal will change other than the name and perhaps another sentence or two about the name change. Thank you. Barbara

-----Original Message-----

From: Jeff Robertson <jrobertson@atu.edu>
Sent: Friday, September 20, 2019 1:54 PM
To: Barbara Johnson <bjohnson@atu.edu>
Cc: Judy Cezeaux <jcezeaux@atu.edu>
Subject: Statistics-Data Science

After Dr. Cezeaux and Dr. Myers attended the state-wide conference in Little Rock surroundings data analytics, consulting with those professionals in the field, looking at the curriculum and marketing etc, we feel the title of our newly proposed degree program in MATH, Statistics (computer science option) would be better served for students and the university as Statistics (data science option).

Jeff Robertson

Dean, College of Natural & Health Sciences Interim Dean of Graduate College Arkansas Tech University
479.964.0548

8. Mode of Delivery (mark all that apply):

On-Campus

Off-Campus Location

Provide address of off-campus location _____

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.

Submit copy of written notification to Higher Learning Commission (HLC) if notification required by HLC for a program offered at an off-campus location.

_____ Indicate distance of proposed site from main campus.

Distance Technology (50% of program offered by distance technology)

Submit copy of written notification to HLC if notification is required by HLC for a program offered by distance technology.

9. List existing certificate or degree programs that support the proposed program:

Mathematics
Business Administration
Business Data Analytics
Economics
Accounting
General Education
Computer Science

10. President/Chancellor Approval Date:

11. Academic Affairs Officer:

Date:

Jeff Robertson

From: Jeff Robertson
Sent: Tuesday, June 18, 2019 2:28 PM
To: caos4-year@adhe.edu
Cc: Jeff Robertson
Subject: Proposed program

Notifications and Responses

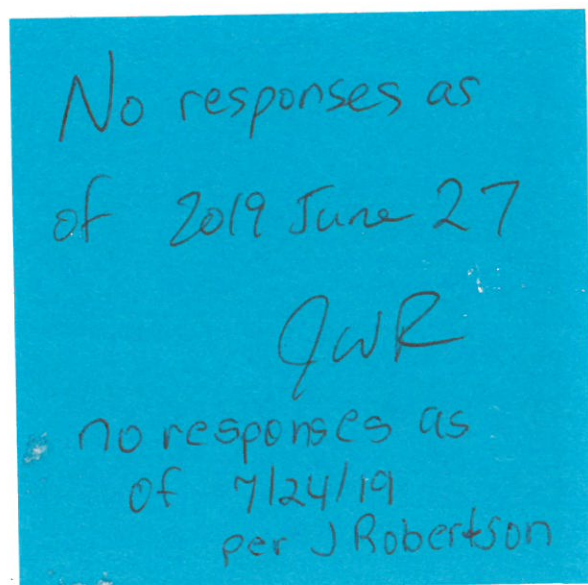
Notification

This email is notification that Arkansas Tech University will propose offering a Bachelor of Science in Applied Statistics with Actuary Science Option or Computer Science Option effective Summer 2020 and is interested in receiving comments or feedback about the program. This program will be offered in a campus-based format and is oriented toward preparing students to be data analysts. The Applied Statistics degree with actuarial science option includes courses in mathematics, data analysis, statistical software, business data analytics, economics, accounting, actuarial probability, financial mathematics, upper level electives in both statistics and mathematics, and an internship/capstone project. The Applied Statistics degree with computer science option includes courses in mathematics, data analysis, statistical software, experimental and modeling design, categorical analysis, computer programming, data structures, upper level electives in both statistics and computer science, and an internship/capstone project. The program, orientation and format are in response to student and employer demand. We respectfully request your support for this proposal.

*Please email any responses to Dr. Jeff Robertson at jrobertson@atu.edu
Thank you for your time and consideration.*

Sincerely,

*Jeff Robertson, Ph.D.
Dean, College of Natural & Health Sciences
Interim Dean of the Graduate College
Arkansas Tech University
1701 N. Boulder Ave.
Russellville, AR 72801
479.964.0548*



*No responses as
of 2019 June 27
JWR
no responses as
of 7/24/19
per J Robertson*

**Bachelor of Science in Applied Statistics with
Actuarial Science Option or
Computer Science Option**

ADHE New Program Proposal

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**PROPOSAL – 1
NEW DEGREE PROGRAM
BS Applied Statistics**

PROPOSED PROGRAM TITLE

Bachelor of Science in Applied Statistics with Actuarial Science Option or
Computer Science Option

CIP CODE REQUESTED

27.0599

PROPOSED STARTING DATE

Summer 2020

CONTACT PERSONS

*Dr. Barbara J. Johnson
VP of Academic Affairs
Arkansas Tech University
bjohnson@atu.edu
479.968.0319*

*Dr. Jeanine Myers
Head, Department of Mathematics & Statistics
Arkansas Tech University
jmyers32@atu.edu
479.968.0659*

PROGRAM SUMMARY

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)

Demand for professionals with strong quantitative analytical skills is not new, but recent changes in the economy and the growing reliance of our businesses and governments on data have created an even greater need for workers who can manage data, produce informative visualizations of data, and are guided by fundamental statistical principles.

The curriculum in Applied Statistics is tailored to professionals who may be working with data and statistics in any industry including natural resources, environmental agencies, non-profit organizations, healthcare, insurance, business and finance, or

any industry where the analysis of data research results is required. The Applied Statistics degree includes courses in mathematical theory, statistical modeling, computer programming, economics, and business analytics.

Applied statistics with actuarial science option graduates will be able to:

- * use mathematics, statistics, and financial theory to study the uncertainty of events.
- * analyze the financial consequences of risk.
- * evaluate the likelihood of future events & reduce the likelihood of undesirable events.
- * decrease the impact of undesirable events that do occur.
- * manage financial risk for an organization.
- * communicate concisely with other team members or the clients.

Applied statistics with computer science option graduates will be able to:

- * gather, view and analyze information to meet an organization's needs.
- * create visualizations and dashboards to help the team interpret the data collected.
- * measure and statistically analyze data.
- * translate data into digestible and accessible information.
- * communicate the findings to help make business decisions.

The proposed major will require ten new courses:

- STAT 2303 Statistical Methods
- STAT 3113 Regression Analysis
- STAT 3183 Statistical Process Control
- STAT 3203 Actuarial Probability I
- STAT 3213 Actuarial Probability II
- STAT 4113 Categorical Data Analysis
- STAT 4153 Experimental Design and Analysis
- STAT 4283 Financial Mathematics I
- STAT 4293 Financial Mathematics II
- STAT 4393 Statistical Learning

The only cost that is associated with this new program is in creating designated statistics faculty. We already have an assistant professor of statistics, an associate professor of statistics without any extra salary cost, and will need an instructor of statistics position which can result from converting an instructor of mathematics position with an increase in salary cost of at most \$7,750 according to CUPA numbers. There is no additional library resources or facilities and equipment required for this degree.

List degree programs or emphasis areas currently offered at the institution that support the proposed program.

Mathematics

*Business Administration
Business Data Analytics
Economics
Accounting
General Education
Computer Science*

NEED FOR THE PROGRAM

Demand for professionals with data analyzing skills are rapidly increasing. According to the well-known job site, Indeed.com, since December 2013, data science postings have rocketed 256%. Nearly all data scientists have some training in statistical modelling and machine learning, as well as programming.

<https://www.hiringlab.org/2019/01/17/data-scientist-job-outlook/>

The U. S. Bureau of Labor Statistics includes information that the applied statistics related occupations, e.g. Actuaries, Applied Statisticians, Operations Research Analysts, are all rapidly increasing in employment, much faster than the average.

<https://www.bls.gov/ooh/math/home.htm>

Bureau of Labor Statistics May 2018 State Occupational Employment and Wage Estimates for Arkansas also shows the same trends.

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

(See Occupational Employment Evidence in Appendix A)

Employer Needs Survey / Letter of Support

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.

Employer Needs Survey Form

Date May 10, 2019

Institution_ Arkansas Tech University__

Return this survey by email to contact Dr. Jeanine Myers (jmyers32@atu.edu) by date June 1, 2019
(Institution provide email address above)

Proposed Degree Program BS in Applied Statistics with Actuarial Science Option or Computer Science Option

Brief description of the program The Bachelor's level applied statistics program will be offered to meet the growing demand for professionals with data analytics skills statewide and nationwide. The program will be committed to providing training on mathematical theory, statistical modeling, and offering hands-on experience in analyzing data through popular statistical analysis software. The interdisciplinary nature of the program could prepare students to diversify their data analytics skill sets and to work across industries. Graduates could work as data analysts, corporate statisticians, or SPC specialists in the industry. The actuarial science related courses can prepare the potential actuates the critical things for an actuarial career.

Employer Arkansas Economic Development Commission Type of company State Government

Contact Person Phil Plyler Position Title Manager of Client Services

Email pplyler@arkansasedc.com Telephone number 501-683-4410

- List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program__ Research Analyst, Director of Research
- List the degree required for each job title listed in #1 __ BS/BA _____
- Indicate the certification/licensure required for each job title listed in #1 __ none _____
- How many positions do you currently have for each job title listed in #1? __ four _____
- How many position openings do you currently have for each job title listed in #1? __ two _____
- How many position openings will you have the next 2-5 years for each job title listed in #1? __ two-four _____
- What is the annual salary for each position listed in #4 & #5? __ \$56,547 to \$64,311 _____
- If no opening now, when do you anticipate having openings for the positions listed in #1? _____
- Would you give hiring preference to applicants with the proposed degree? __ probably _____
- Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? __ six _____ If yes, would you provide tuition assistance? __ no _____
- Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? __ yes _____ Indicate your preference _____ online/distance _____
- Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? __ none (maybe internship in future) _____
- Will you or a co-worker serve on the institution's program advisory committee? __ yes _____
(provide name of employee & email)
- Indicate the skills individuals would need for employment in the positions listed in #1.

<input checked="" type="checkbox"/> Interpersonal communications	<input type="checkbox"/> Supervision/Management	<input type="checkbox"/> Budgeting
<input checked="" type="checkbox"/> Written/oral communications	<input type="checkbox"/> Leadership/initiative	<input checked="" type="checkbox"/> Data analysis
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Planning/Organizing	<input type="checkbox"/> Public Speaking
<input checked="" type="checkbox"/> Independent worker	<input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Marketing
<input checked="" type="checkbox"/> Analytical reasoning	<input checked="" type="checkbox"/> Problem solver	<input type="checkbox"/> Teacher/Trainer
<input type="checkbox"/> Computer programming	<input checked="" type="checkbox"/> Computer applications	<input checked="" type="checkbox"/> PowerPoint presentations
<input checked="" type="checkbox"/> Foreign language (specify) not required but helpful (Spanish, German, Japanese, Chinese, French)		
<input type="checkbox"/> Other skills not listed (identify) _____		

15. How will this proposed degree program benefit your local community, the state, region or nation? Economic Development at the state level is becoming more competitive, and analytical research is critical to our mission. Having staff with a background including this degree would strengthen our position in recruiting and retaining industry. Also, many of the manufacturers in the state that my group interacts with daily are seeking candidates with strong analytical skills. Some of these companies would be well served by candidates with this type of degree.

16. Provide any additional comments about the proposed degree program. Appears to be a rigorous program. The inclusion of economics and accounting makes sense. From personal experience, many graduates of traditional engineering programs would have benefited at all levels of their careers from more undergraduate exposure to statistics and accounting than from their 3000-4000 level engineering electives. This degree program could prepare candidates for some of the many positions in industry that are currently filled or attempting to be filled by engineering grads.

Employer Needs Survey Form

Date _____ Institution _____

Return this survey by email to _____ by date _____
 (Institution provide email address above)

Proposed Degree Program BS in Applied Statistics with Actuarial Science Option or Computer Science Option

Brief description of the program The Bachelor's level applied statistics program will be offered to meet the growing demand for professionals with data analytics skills statewide and nationwide. The program will be committed to providing training on mathematical theory, statistical modeling, and offering hands-on experience in analyzing data through popular statistical analysis software. The interdisciplinary nature of the program could prepare students to diversify their data analytics skill sets and to work across industries. Graduates could work as data analysts, corporate statisticians, or SPC specialists in the industry. The actuarial science related courses can prepare the potential actuaries the critical things for an actuarial career.

Employer Arkansas Electric Coop Type of company Utility
 Contact Person Melissa Dunn Position Title Mgr - Employee Relations
 Email melissa.dunn@aecc.com Telephone number 501-570-2283

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Various Engineers Analyst level I-SR
2. List the degree required for each job title listed in #1 math, physics or related
3. Indicate the certification/licensure required for each job title listed in #1 N/A
4. How many positions do you currently have for each job title listed in #1? 1
5. How many position openings do you currently have for each job title listed in #1? 1
6. How many position openings will you have the next 2-5 years for each job title listed in #1? 8-10
7. What is the annual salary for each position listed in #4 & #5? \$51,000 - \$87,000
8. If no opening now, when do you anticipate having openings for the positions listed in #1? 6-12 mos.
9. Would you give hiring preference to applicants with the proposed degree? yes, pending other min. quals.
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? N/A If yes, would you provide tuition assistance? yes, if required.
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? yes Indicate your preference _____
12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? _____
13. Will you or a co-worker serve on the institution's program advisory committee? N/A

(provide name of employee & email)

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Interpersonal communications | <input type="checkbox"/> Supervision/Management | <input type="checkbox"/> Budgeting |
| <input checked="" type="checkbox"/> Written/oral communications | <input checked="" type="checkbox"/> Leadership/initiative | <input checked="" type="checkbox"/> Data analysis |
| <input checked="" type="checkbox"/> Team work | <input checked="" type="checkbox"/> Planning/Organizing | <input checked="" type="checkbox"/> Public Speaking |
| <input checked="" type="checkbox"/> Independent worker | <input type="checkbox"/> Conflict resolution | <input type="checkbox"/> Marketing |
| <input checked="" type="checkbox"/> Analytical reasoning | <input checked="" type="checkbox"/> Problem solver | <input type="checkbox"/> Teacher/Trainer |
| <input type="checkbox"/> Computer programming | <input checked="" type="checkbox"/> Computer applications | <input checked="" type="checkbox"/> PowerPoint presentations |
| <input type="checkbox"/> Foreign language (specify) _____ | | |
| <input checked="" type="checkbox"/> Other skills not listed (identify) <u>Strong analytical skills</u> | | |

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

Analyst positions are experiencing upward bubble. Strong math or related skills are needed in power/utility industry.

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

From: Tim Hicks <tim.hicks@ozk.com>
Sent: Thursday, May 30, 2019 11:33 AM
To: Jeanine Myers <jmyers32@atu.edu>
Cc: Rick Massengale <rmassengale@atu.edu>
Subject: RE: Your input on the new Arkansas Tech University - Applied Statistics Degree

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username or password.

Dr. Myers,

I requested the head of our ERM – Analytics & Reporting team to provide his feedback on the program document. His comments are below. He would be happy to discuss those on the phone with you if you would like. I have not had time to complete the survey, but we have numerous positions that would benefit from an applied statistics degree. I am attaching a list of some of those job descriptions and the number of current employees. None of the Bank OZK job descriptions lists having a degree in statistics as a single requirement; it is usually combined with other education requirements or preferences. We would expect to continue to hire additional positions over the next several years. I hope this information is helpful, let me know if you need anything else.

Please see below my brief feedback for the program document:

Bachelor of Science in Applied Statistics with Actuarial Science Option

- It would be better to have Linear Algebra before Discrete Math as Linear Algebra would be required for Statistics related courses
- R and/or Python is a must for all Applied Statistics courses

Bachelor of Science in Applied Statistics with Computer Science Option

- Instead of focusing on Computer Science (e.g. compilers etc.), the focus should be on learning basic concepts of programming and letting students use R/Python as a tool for all Statistics classes. This would enable the students to have a more experiential learning environment.
- Using industry data to create case studies for students (<https://www.forbes.com/sites/bernardmarr/2016/02/12/big-data-35-brilliant-and-free-data-sources-for-2016/#87f3dacb54db>)

Overall the programs have been well designed and seem to meet industry standards. I'd also be happy to participate on a quick phone call if that is desired by our partners at ATU.

Best Regards,
Arindam

Arindam Majumdar
Director of Enterprise Risk Management, Analytics and Reporting
17901 Chenal Parkway, Little Rock, AR 72223
O: 501-906-7825 | M: 319-471-7432 | IP: 100-7825
arindam.majumdar@ozk.com
ozk.com

Tim Hicks
 Chief Administrative Officer/Executive Director of IR
 17901 Chenal Parkway, Little Rock, AR 72223
 O: 501-978-2336
tim.hicks@ozk.com
ozk.com

The email attachment:

	A	B	C	D
1	Job Descriptions that Include Statistics	Current Employee Count	Division	Group
2	Deposit Analytics Manager	1	Corporate	Community Banking
3	Business Intelligence Ofcr	2	Corporate	Credit Review
4	Dep Dir DataAnalytcs&Innov	1	Corporate	Credit Review
5	Quantitative Risk Modeler	7	Corporate	Credit Risk Management
6	ERM Analyst	1	Corporate	CRMG Enterprise Risk Mgmt
7	Macro Risk Analyst	1	Corporate	CRMG Enterprise Risk Mgmt
8	Business Risk Officer	2	Corporate	Human Resources
9	HR Payroll & Ops Analyst	1	Corporate	Human Resources
10	SrQuantitativeRiskModeler	3	Corporate	Quantitative Risk Mgmt
11	Business Risk Ofcr - IT	1	IT/Operations	IT
12	Bus Risk OfcrlI-LoanAdmin	1	IT/Operations	Loan Admin
13	Dir MachineLearnProdInnov	1	IT/Operations	IT
14	VP Business Risk Officer	1	IT/Operations	IT
15	CommConstrMonitoringOfcr	2	Lending	Central Credit Services
16	Loan MonitoringSpecialist	2	Lending	Central Credit Services
17	Portfolio Analytics Ofcr	1	Lending	Central Credit Services
18	Bus RiskOfcrlI-CommBnkLnd	1	Lending	Community Banking
19	Bus RskOfcr II-CommBnkLnd	1	Lending	Community Banking
20	SrCreditDataAnalyticsOfcr	1	Lending	Portfolio Risk Mgmt
21	Data Analytics Analyst	2	Operations	Banking Systems
22	SVP Retail Opns Support	1	Operations	ROS Item Processing
23	Bus RiskOfcrlI-Operations	1	Operations	ROS New Account Verificat
24	BusRskOfcrlI-DigSvc&CaCtr	1	Operations	ROS New Account Verificat
25	Business Risk Ofcr II T&W	1	Trust and Wealth	Trust
26				
27	<i>No Bank OZK job description lists having a degree in statistics as a single requirement. It is usually combined with other education requirements or preferences.</i>			

From: Mike.Parker@FalconJet.com <Mike.Parker@FalconJet.com>
Sent: Wednesday, May 8, 2019 3:20 PM
To: Rick Massengale <rmassengale@atu.edu>
Subject: RE: Your input on the new Arkansas Tech University - Applied Statistics Degree

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username or password.

Hi Rick,
It's great to hear from you. It may be a coincidence (or higher-power), but I am in the process of filling two new positions where the applicants certainly would have benefited from this curriculum. I will forward this to our HR department so you have a company-level response. I can tell you first-hand these skills are critical. Good luck with this program!

Best regards,

Mike Parker
Sr. Manager - Materials Demand Planning
Dassault Falcon Jet

Office:.....+ 1 501 301 2858
Mobile:.....+ 1 501 837 2151

Little Rock National Airport
3801 East 10th Street
Little Rock, Arkansas 72202
USA

www.dassaultfalcon.com

From: Barry Crane <Barry.Crane@acxiom.com>
Sent: Tuesday, May 14, 2019 2:04 PM
To: Jeanine Myers <jmyers32@atu.edu>
Subject: RE: Help with ATU Stats Proposal.

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username or password.

Jeanine,

I have forwarded this email to one of recruiters who I think can help with the survey better than I could.

I looked over the curriculum plan and do have a couple of questions. Are you including any course work that would teach the students to use analytical or statistical tools? A lot of the companies that Acxiom works with use SAS or R. Without some introduction to these tools students will be less equipped to be employed by these types of companies. Based on my experience the ideal situation would be to include use of these tools in conjunction with a database. To really give the them a leg up I would suggest some experience with Hadoop. Right now this is a plus, but the days are coming very quickly where this will be the norm for larger companies. This would help prepare the students for Data Scientist roles.

I hope this helps.

Barry

From: Jami Paul <jpaul@misoenergy.org>
Sent: Wednesday, May 29, 2019 11:53 AM
To: Rick Massengale <rmassengale@atu.edu>; Jeanine Myers <jmyers32@atu.edu>
Subject: FW: [EXT] Your input on the new Arkansas Tech University - Applied Statistics Degree

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username or password.

Thank you for the opportunity to respond to this survey, however, we are not able to answer line by line, so instead, we have compiled a summary of how we might find this degree helpful.

MISO does not currently have any jobs that require a BS in applied statistics. That said, we have multiple positions in which this background and or degree may be helpful. We hire many individuals on an annual basis that have a computer science degree.

The following are just a few of the jobs that we have recently filled with computer science candidates;

- Software Developer
- Data Governance Analysts
- System Engineers
- Database Analysts
- Database Administrators
- Business Analysts

We have no way of predicting how many of these jobs will be open in the next two to five years but on average we probably hire 25+ individuals annually with degrees in computer science or Information technology with a starting salary of approximately \$72,000.

Please note, none of these positions are currently located in our Little Rock facility.

Since we operate as a non-profit, we are not able to offer any financial support for this program.

All of our full time openings as well as our internships are posted on our website at MISOenergy.org.

Please feel free to reach out to clarify any information in this email and again, thank you for allowing us to participate.

Regards,

Jami C. Paul, SPHR
Human Resource Business Partner



From: Smith, Linda K (HR) <Linda.Smith3@Mercy.Net>

Sent: Thursday, May 9, 2019 11:35 AM

To: Jeanine Myers <jmyers32@atu.edu>

Subject: Bachelor's Degree in Applied Statistics

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username or password.

Dr. Myers,

Rick Massengale had sent the request to our Executive Director of HR, Bryan Brown for us to complete an Employer Needs Survey Form for your new upcoming degree program. This is a very exciting new degree that I think is a wonderful option for students in this area. I started to work on the survey form but the answers that I would have to give you as it relates to Mercy here in Fort Smith would not be helpful to what you are trying to do. Most of the positions that would utilize the skills gained through this particular degree program are not based out of Fort Smith but would likely be in the Shared Services area of the Mercy Ministry Office in St. Louis. The bulk of our openings are clinical openings such as nursing and other medical related type fields.

I do think there are many businesses and organizations that would utilize employees with this degree program maybe in banking, finance/accounting, manufacturing, insurance, transportation, etc.

Please do not hesitate to let me know if you have any questions or how I can assist you further.

Warmest regards,

Linda K. Smith, PHR
Senior HR Manager

Mercy
2901 South 74th Street| Fort Smith, AR 72903
Office: 479-314-4706 | Fax: 479-314-1122
linda.smith3@mercy.net

[HR Purpose Statement](#)

It is our deep abiding conviction to cultivate a mission culture which honors diversity, inclusion, dignity, and justice, while unleashing and enriching each person's God-given gifts and talents; providing all who serve in Mercy an environment to fully live out their individual calling.

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Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

This varies by employer. However, because of the increasing demand for data analytics expertise, many employers indicate a large number of employees would benefit from enrolling in the program, tuition assistance could be further discussed.

Describe what need the proposed program will address and how the institution became aware of this need.

The Bachelor's Level Applied Statistics program will be offered to meet the growing demand for professionals with data analytics skills statewide. The program will be committed to providing training on mathematical theory, statistical modeling, and offering hands-on experience in analyzing data through popular statistical analysis software. The interdisciplinary nature of the program could prepare students to diversify their data analytics skill sets and to work across industries.

Dr. Jeanine Myers, Department Head of the Mathematics Department at Arkansas Tech University noticed the increased regional demand for bachelor's- and master's-level statistics professionals, which increased 35 percent from H2 2013 to H2 2017. It is expected that the growth for statistics-related occupations will continue. There are also many inquiries from high school students and ATU students about the courses or degree in statistics and actuarial science. Arkansas Tech's Applied Statistics Degree is proposed to meet these needs.

Indicate which employers contacted the institution about offering the proposed program. None

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.

Advisory support has come from the following individuals:

Barry Crane -- Acxiom Corporation, Conway, Arkansas

Arindam Majumdar -- Bank OZK, Little Rock, Arkansas

Phil Plyler -- Arkansas Economic Development Commission, Little Rock, Arkansas

Melissa Dunn -- Arkansas Electric Cooperative Corporation, Little Rock, Arkansas

Mr. Plyler, Mr. Tyler Tuskey from Acxion Corporation, Ms. Shelby Sparkman from Dillard's Inc, Ms. Charlie Chesney from Arkansas Blue Cross and Blue Shield, Mr. Silas Clark from Arkansas Tech University, Mr. Stevie Wells from Arkansas Electric Cooperative Corporation, Mr. Tanner Stewart from MedEvolve, along with Dr. Jeff Robertson, Dean of the College of Natural & Health Sciences at Arkansas Tech, and Dr. Jeanine Myers, Department Head of the Mathematics Department at Arkansas Tech make up the program's Advisory Committee. In preparation of this proposal, the committee provided crucial advice in determining curriculum designs, statistical software requirements, and industry needs. The Advisory Committee will meet at the end of each semester, for a total of two (2) meetings each year to discuss current trends in the marketplace, the essential skillset that the employers look for, as well as possible program modifications and new degrees.

Completed Student Feedback

Student Feedback for Proposed Bachelor of Science in Applied Statistics

- **Summary of feedback from 247 high school students**

Question	Yes	No	Maybe	Blank
1. Do you plan on enrolling at Arkansas Tech University in the future?	31	72	114	30
2. Would you be more likely to enroll at Arkansas Tech if an Applied Statistics major was available?	14	136	71	26
3. Would you be interested in taking some of the courses offered in the Applied Statistics degree?	31	121	95	0
	Actuarial Science Option	Computer Science Option	None	Blank
4. Would you declare Applied Statistics as your major? If yes, which option would you choose?	7	38	198	4

- **Summary of feedback from 299 entering ATU freshmen**

Question	Yes	No	Maybe	Blank
1. Have you declared a major?	250	43		6
2. Would you be interested in taking some of the courses offered in the Applied Statistics degree?	20	161	112	6
	Actuarial Science Option	Computer Science Option	None	Blank
3. Would you declare Applied Statistics as your major? If yes, which option would you choose?	6	38	236	19

Projected Program Enrollments and Graduates

Based on a very conservative estimate of our survey data, we would anticipate a minimum of 20 students entering the program each year for the first three years producing approximately 45 graduates within the next 3-5 years.

CURRICULUM

(New courses in italics)

Bachelor of Science in Applied Statistics with Actuarial Science Option:

Freshman Fall (15 hours)

ENGL 1013 Composition I
MATH 1001 Orientation to Mathematics
MATH 2914 Calculus I
BUAD 2003 Business Info Systems
ECON 2003 Principles of Econ I
Electives¹

Freshman Spring (16 hours)

ENGL 1023 Composition II
Fine Arts/Humanities
MATH 2924 Calculus II
STAT 2303 Statistical Methods
ECON 2013 Principles of Econ II

Sophomore Fall (16 hours)

STAT 3153 Applied Statistics
MATH 2703 Discrete Math
MATH 2934 Calculus III
ACCT 2003 Accounting Principles I
BDA 2003 Business Problem Solving

Sophomore Spring (16 hours)

STAT 3113 Regression Analysis
MATH 3243 Differential Equations I
COMS 2104 Found. Comp. Prog. I
ACCT 2013 Accounting Principles II
Quantitative Elective²

Junior Fall (16 hours)

Fine Arts/Humanities
US History/Government
Science/Lab
STAT 3203 Actuarial Probability I
MATH 4003 Linear Algebra

Junior Spring (16 hours)

Social Science

Science/Lab
STAT 4153 *Experimental Design and Analysis*
STAT 3213 *Actuarial Probability II*
Quantitative Elective²

Senior Fall (12 hours)

COMM 2173 Business and Prof. Speaking
STAT 4283 *Financial Math. I*
MATH/STAT Elective³
Electives¹

Senior Spring (13 hours)

Social Science
STAT 4293 *Financial Math. II*
MATH 4971 Senior Seminar in Math
MATH/STAT Elective³
Electives¹

Note:

¹ A minimum of 40 credit hours of the 120 total hours required for the B.S. degree must be 3000-4000 level courses.

² The quantitative electives must be at the 2000-level or above and may include math, statistics, computer science, business administration, business data analytics, finance, or a course in another area with substantial quantitative content (ask for approval from advisor).

³ See catalog to assure pre-requisites are met. See advisor to select courses from: *STAT 3183 Statistical Process Control*, *STAT 4113 Categorical Data Analysis*, *STAT 4393 Statistical Learning*, MATH 4123 Mathematical Modeling, or a MATH/STAT course at the 3000-4000 level approved by advisor.

Bachelor of Science in Applied Statistics with Computer Science Option:

Freshman Fall (15 hours)

ENGL1013 Composition I
US History/ Government
MATH 1001 Orientation to Mathematics
MATH 2914 Calculus I
BUAD 2003 Business Info Systems
Electives¹

Freshman Spring (16 hours)

ENGL 1023 Composition II
Fine Arts/ Humanities
STAT 2303 *Statistical Methods*
MATH 2924 Calculus II
BDA 2003 Bus. Problem Solving

Sophomore Fall (16 hours)

Social Science

MATH 2703 Discrete Math
MATH 2934 Calculus III
STAT 3153 Applied Statistics
Electives¹

Sophomore Spring (16 hours)

MATH 3243 Differential Equations I
COMS 2104 Found. Computer Prog. I
STAT 3113 *Regression Analysis*
BDA 3053 Bus. Data Analysis
Electives¹

Junior Fall (16 hours)

Fine Arts/Humanities
Science/Lab
COMS 2203 Found. Computer Prog. II
MATH 4003 Linear Algebra
STAT 4163 Mathematical Statistics

Junior Spring (16 hours)

Science/Lab
STAT 4153 *Experimental Design and Analysis*
COMM 2173 Business and Prof. Speaking
COMS 2213 Data Structures
MATH/STAT Elective²

Senior Fall (12 hours)

Social Science
STAT 4113 *Categorical Data Analysis*
COMS Elective³
Electives¹

Senior Spring (13 hours)

MATH 4971 Senior Seminar in Math
COMS Elective³
MATH/STAT Elective²
Electives¹

Note:

¹A minimum of 40 credit hours of the 120 total hours required for the B.S. degree must be 3000-4000 level courses.

²See catalog to assure pre-requisites are met. See advisor to select courses from: *STAT 3183 Statistical Process Control*, *STAT 4393 Statistical Learning*, MATH 4123 Mathematical Modeling, or a MATH/STAT course at the 3000-4000 level approved by advisor.

³See catalog to assure pre-requisites are met. See advisor to select courses from: COMS 3233 Database Design and Impl., COMS 3243 Data Mining, COMS 4353 Artificial Intelligence, or a COMS course at the 3000-4000 level approved by advisor.

**Bachelor of Science in Applied Statistics
with Actuarial Science Option
or Computer Science Option**

Newly Added Course Information

**All new courses for this degree will initially
be offered as a campus-based only.**

Course Number	STAT 2303
Course Name	Statistical Methods
Section	001
Description	<p>The goal of this course is to introduce students to statistical methods for analyzing data. Some of the topics included are: Describing Data, Basic Probability, Random variables, Normal and Binomial Distributions, Sampling Distributions, Confidence Intervals, Hypothesis testing, Correlation and Regression, Contingency table, Comparing two populations, ANOVA.</p> <p>By completing this course, the student will learn to perform the following:</p> <ol style="list-style-type: none"> 1) How to calculate and apply measures of location and measures of dispersion. 2) How to apply discrete and continuous probability distributions to various business problems. 3) Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases. Understand the concept of p-values. 5) Compute and interpret the results of Simple Linear Regression and Correlation Analysis, ANOVA and F-test.
Co-Requisite(s)	STAT 2000 Statistical Packages Lab: Introduction to the statistical software SAS and R, including its use for common statistical analyses. A practical complement to the statistical methodology covered in STAT 2303.
Prerequisite(s)	MATH 2914 Calculus I
Credit hours	3
Semester offered	Fall, Spring
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Scott Jordan - Ph.D. Statistics • Dr. Weijia Jia - Ph.D. Statistics • Ms. Kristi Brown - M.S. Statistics
Distance Ed class	No

Course Number	STAT 2000
Course Name	Statistical Packages Lab
Section	001
Description	<p>This lab is an introduction to the statistical software SAS and R, including its use for common statistical analyses. A practical complement to the statistical methodology covered in STAT 2303.</p> <p>The main point of this lab is to give the student a working start with the covered software SAS and R for the basic statistical analyses from STAT 2303. The student can learn the use of these software in more depth in the subsequent statistical courses. Student can spend a lifetime using and mastering them.</p>
Co-Requisite(s)	STAT 2303 Statistical Methods
Prerequisite(s)	None
Credit hours	0
Semester offered	Fall, Spring
General Education	This course does not satisfy the general education curriculum.
Core	
Major	
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Scott Jordan - Ph.D. Statistics • Dr. Weijia Jia - Ph.D. Statistics • Ms. Kristi Brown - M.S. Statistics
Distance Ed class	No

Course Number	STAT 3113
Course Name	Regression Analysis
Section	001
Description	<p>This course introduces the methods for fitting and interpreting regression models. Topics include simple linear regression (SLR), multiple linear regression (MLR), model checking, variable selection methods, dummy variables, diagnostic measures, logistic regression, and time series analysis. Instruction will include the use of a statistical programming language.</p> <p>After completing this course, the student will be able to:</p> <ul style="list-style-type: none"> • understand regression model and model assumptions in SLR and MLR; • Use SAS and/or R to get least square estimate, confidence interval, and do hypothesis for the parameters; • do the estimation and prediction by using the linear regression model; • do regression for the data with quantitative, qualitative predictors and both; • do model selection by using SAS and/or R; • check the model assumptions by residual plots and use some basic measures to remedy the model; • apply logistic regression for the dependent variable with two discrete values.
Co-Requisite(s)	None
Prerequisite(s)	An introductory statistics course or permission of instructor
Credit hours	3
Semester offered	Spring
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Scott Jordan – Ph.D. Statistics • Dr. Weijia Jia - Ph.D. Statistics • Ms. Kristi Brown - M.S. Statistics
Distance Ed class	No

Course Number	STAT 3183
Course Name	Statistical Process Control
Section	001
Description	<p>This course is an introduction to statistical process control using Deming's philosophy for the improvement of quality, productivity, and competitive position.</p> <p>After completing this course, the student will be able to:</p> <ul style="list-style-type: none"> • Collect and analyze data with emphasis on basic concepts of quality control. • Understand the importance of variability in statistical quality control. • Understand the role of statistics in engineering and quality improvement. • To learn various statistical tools of quality monitoring. • To learn the statistical and economical design issues associated with quality control. • To understand and implement various process capability analysis techniques.
Co-Requisite(s)	None
Prerequisite(s)	STAT 3153 Applied Statistics
Credit hours	3
Semester offered	Spring
General Education	This course does not satisfy the general education curriculum.
Core	
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Scott Jordan - Ph.D. Statistics • Dr. Weijia Jia - Ph.D. Statistics
Distance Ed class	No

Course Number	STAT 3203
Course Name	Actuarial Probability I
Section	001
Description	<p>In this course we develop knowledge of the fundamental probability tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of the supporting calculus is assumed. A very basic knowledge of insurance and risk management is assumed.</p> <p>Students successfully completing this course should be able to use and apply the following Concepts :</p> <ul style="list-style-type: none"> • Set functions including set notation and basic elements of probability • Mutually exclusive events • Addition and multiplication rules • Independence of events • Combinatorial probability • Conditional probability • Bayes Theorem / Law of total probability • Commonly used discrete random variables
Co-Requisite(s)	None
Prerequisite(s)	MATH 2934 Calculus III
Credit hours	3
Semester offered	Fall
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Marcel Finan- Ph.D. Actuarial Mathematics
Distance Ed class	No

Course Number	STAT 3213
Course Name	Actuarial Probability II
Section	001
Description	<p>This course is a continuation to STAT 3203. At the end of this course, a student is prepared to take Exam P of the Society of Actuaries.</p> <p>Students successfully completing this course should be able to use and apply the following Concepts :</p> <ul style="list-style-type: none"> • Probability functions and probability density functions Mutually exclusive events • Cumulative distribution functions • Mode, median, percentiles, and moments • Variance and measures of dispersion • Moment generating functions • Transformations • Joint probability functions and joint probability density functions • Joint cumulative distribution functions • Central Limit Theorem • Conditional and marginal probability distributions • Moments for joint, conditional, and marginal probability distributions • Joint moment generating functions • Variance and measures of dispersion for conditional and marginal probability distributions • Covariance and correlation coefficients • Transformations and order statistics • Probabilities and moments for linear combinations of independent random variables
Co-Requisite(s)	None
Prerequisite(s)	STAT 3203 Actuarial Probability I
Credit hours	3
Semester offered	Spring
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Marcel Finan- Ph.D. Actuarial Mathematics
Distance Ed class	No

Course Number	STAT 4113
Course Name	Categorical Data Analysis
Section	001
Description	<p>Statistical tools to analyze univariate and multivariate categorical responses. Emphasis is given to Generalized Linear Models, including logistic regression and loglinear models. By completing this course the student will be able to perform the following:</p> <ul style="list-style-type: none"> • Students will be able to select the appropriate statistical methodology for the analysis of categorical data. • Justify the basic theoretical models for categorical data. • Conduct and/or actively participate in the modeling and analyzing of categorical data. • Interpret results from contingency tables or generalized linear models that evaluate relationships between categorical variables • Communicate, both verbally and in writing, results with non-statisticians • Analyze categorical data using statistical software
Co-Requisite(s)	None
Prerequisite(s)	STAT 3113 Regression Analysis
Credit hours	3
Semester offered	Fall
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Scott Jordan – Ph.D. Statistics • Dr. Weijia Jia - Ph.D. Statistics • Ms. Kristi Brown - M.S. Statistics
Distance Ed class	No

Course Number	STAT 4153
Course Name	Experimental Design and Analysis
Section	001
Description	<p>This course introduces students to both design and analysis of experiments as well as statistical computing. SAS and JMP will be the primary software for this course. Topics will include basic principles of experimental design, randomization, replication, completely randomized design, randomized blocks, Latin squares, complete and incomplete block designs, factorial design, blocking in factorial design, 2^k factorial design, blocking and confounding in 2^k factorials, fractional factorial designs, blocking in fractional factorials, experiments with random factors, nested and split-plot designs, analysis of covariance, repeated measures, regression, ANOVA, and follow-up analysis, sample size determination. Other topics may be discussed if time permits.</p> <p>After completing this course, the learner will be able to:</p> <ul style="list-style-type: none"> • understand the principles, models and strategies commonly used for experimental design; • construct appropriate experiments to effectively address research questions; • use statistical software to correctly analyze data collected from designed experiments and draw appropriate statistical conclusions.
Co-Requisite(s)	None
Prerequisite(s)	An introductory statistics course or permission of instructor
Credit hours	3
Semester offered	Spring
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Scott Jordan – Ph.D. Statistics • Dr. Weijia Jia - Ph.D. Statistics • Ms. Kristi Brown - M.S. Statistics
Distance Ed class	No

Course Number	STAT 4283
Course Name	Financial Mathematics I
Section	001
Description	<p>This is an introductory course in Financial Mathematics. The student will learn about the different types of interest (simple interest, discount interest, compound interest), annuities, debt retirement methods, investing in stocks and bonds.</p> <p>Students successfully completing this course will be able to understand:</p> <ul style="list-style-type: none"> • and to perform calculations relating to present value, current value, and accumulated value • and to calculate present value, current value, and accumulated value for sequences of non-contingent payments (annuities) • key concepts concerning loans and how to perform related calculations • key concepts concerning bonds, and how to perform related calculations
Co-Requisite(s)	None
Prerequisite(s)	MATH 2914 Calculus I
Credit hours	3
Semester offered	Fall
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Marcel Finan - Ph.D. Actuarial Mathematics
Distance Ed class	No

Course Number	STAT 4293
Course Name	Financial Mathematics II
Section	001
Description	<p>This is a continuation of STAT 4283. Topics include Loans, bonds, cash flow and portfolios, immunization, derivatives and options. At the end of this course, a student is prepared to take Exam FM of the Society of Actuaries.</p> <p>Students successfully completing this course should be able to understand:</p> <ul style="list-style-type: none"> • key concepts concerning yield curves, rates of return, and measures of duration and convexity, and how to perform related calculations • key concepts concerning cash flow matching and immunization, and how to perform related calculations • key concepts concerning interest rate swaps, and how to perform related calculations • key concepts concerning the determinants of interest rates, the components of interest, and how to perform related calculations.
Co-Requisite(s)	None
Prerequisite(s)	MATH 4283 Financial Mathematics I
Credit hours	3
Semester offered	Spring
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Marcel Finan - Ph.D. Actuarial Mathematics
Distance Ed class	No

Course Number	STAT 4393
Course Name	Statistical Learning
Section	001
Description	This course is directed towards advanced undergraduates or master's students in statistics or related quantitative fields. The focus of the course is an accessible overview of the field of

	<p>statistical learning and provide the students with valuable hands-on experience by illustrating how to implement each of the statistical learning methods using R. Topics covered include: Linear Regression, Logistic Regression, Linear Discriminant Analysis, K-Nearest Neighbors, Cross-Validation, Bootstrap, Variable Selection, Shrinkage Methods, Dimension Reduction, Considerations in High Dimensions, Polynomial Regression, Generalized Additive Models, Decision Trees, Bagging, Random Forests, Boosting, Support Vector Machines, Principal Components Analysis, Clustering, and more.</p> <p>After completing this course, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify supervised (regression, classification) and unsupervised (clustering) learning problems. • Understand the fundamental idea behind statistical learning methods, know the pros and cons of each method. • Understand the limitations of linear models and understand the nonlinear alternatives. • Explain the challenges with high dimensional data and have a basic understanding of linear model selection and regularization. • Formulate a mathematical solution to the real-world problems and implement the statistical learning methods by using statistical computing package.
Co-Requisite(s)	None
Prerequisite(s)	STAT 3113 Regression Analysis
Credit hours	3
Semester offered	Spring
General Education	This course does not satisfy the general education curriculum.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Dr. Weijia Jia - Ph.D. Statistics • Dr. Xinli Xiao - Ph.D. Mathematics
Distance Ed class	No

Identify required general education courses, core courses and major courses.

General Education Courses

- 6 hours English
- 3 hours Mathematics
- 8 hours science with lab
- 3 hours US Hist/Gov.
- 6 hours Social Science
- 6 hours FAH
- 3 hours COMMS

35 hours total

<u>Bachelor of Science in Applied Statistics with Actuarial Science Option: Core Courses (64hrs)</u>		<u>Bachelor of Science in Applied Statistics with Computer Science Option: Core Courses (55hrs)</u>	
MATH 2924	Calculus II	MATH 2924	Calculus II
MATH 2934	Calculus III	MATH 2934	Calculus III
MATH 2703	Discrete Mathematics	MATH 2703	Discrete Mathematics
MATH 3243	Differential Equations I	MATH 3243	Differential Equations I
MATH 4003	Linear Algebra	MATH 4003	Linear Algebra
MATH 4971	Senior Seminar	MATH 4971	Senior Seminar
BUAD 2003	Business Info Systems	STAT 2303	Statistical Methods
BDA 2003	Bus. Problem Solving	STAT 3153	Applied Statistics
COMS 2104	Found. Computer Prog. I	STAT 3113	Regression Analysis
ECON 2003	Principles of Economics I	STAT 4113	Categorical Data Analysis
ECON 2013	Principles of Economics II	STAT 4153	Experimental Design and Analysis
ACCT 2003	Accounting Principles I	STAT 4163	Mathematical Statistics
ACCT 2013	Accounting Principles II	BUAD 2003	Business Info Systems
STAT 2303	Statistical Methods	BDA 2003	Bus. Problem Solving
STAT 3153	Applied Statistics	BDA 3053	Bus. Data Analysis
STAT 3113	Regression Analysis	COMS 2104	Found. Computer Prog. I
STAT 3203	Actuarial Probability I	COMS 2203	Found. Computer Prog. II
STAT 3213	Actuarial Probability II	COMS 2213	Data Structures
STAT 4283	Financial Mathematics I	55 hours	
STAT 4293	Financial Mathematics II		
STAT 4153	Experimental Design and Analysis		
64 hours			

TOTAL HOURS: 120
 MAJOR HOURS: 64
 UPPER DIVISION HOURS: 40

TOTAL HOURS: 120
 MAJOR HOURS: 55
 UPPER DIVISION HOURS: 40

Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

All new courses are campus-based only.

Indicate the number of contact hours for internship/clinical courses.

The number of contact hours for the internship will vary according to placement with different employers.

State the program admission requirements.

Program Admission/Requirements (Arkansas Tech University's admission policy)

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

1. Composite ACT score of 19 or above, composite SAT score of 990 or above on the RSAT scale of 1600 or a composite SAT score of 1330 on the former SAT exam with a scale of 2400, or a composite Next Generation ACCUPLACER score of 246. Note: The ACT Writing exam is not required for admission purposes.

2. Completion of graduation requirements from a public secondary school, private secondary school, or a home school program documenting a minimum 2.0/4.0 cumulative grade point average, and completion of the university's secondary school core curriculum, OR minimum GED score of 600.

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

Freshmen who do not meet unconditional admission requirements will be conditionally admitted with a minimum composite ACT score of 15, composite SAT score of 830 or above on the RSAT scale of 1600 or a composite SAT score of 1060 on the former SAT exam with a scale of 2400, or a composite Next Generation ACCUPLACER score of 229, and by completing college core with a 2.0/4.0 grade point average or minimum GED score of 600.

Describe specified learning outcomes and course examination procedures.

Arkansas Tech University
Academic Cycle: New Program Proposal
Program: Bachelor of Science in Applied Statistics with Actuarial Science Option or Computer Science Option

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
<p>PO1:</p> <p>Have solid background in mathematics, probability, and statistical theory</p>	<p>LO1: Demonstrate competence with mathematical skills needed for statistics, including calculus foundations, linear algebra, symbolic and abstract thinking</p> <p>LO2: Demonstrate understanding of the fundamentals of probability and statistical theory</p>	<p>MATH 2914, 2924, 2934 – Calculus I-III</p> <p>MATH 4003 – Linear Algebra</p> <p>MATH 2703 – Discrete Math</p> <p>MATH 3243 – Differential Equation</p> <p>STAT 3153 – Applied Statistics</p> <p>STAT 4163 – Mathematical Statistics</p>	<p>Tests, quizzes, assignments</p>	<p>High Pass 90-100%</p> <p>Pass 70-89%</p>
<p>PO2:</p> <p>Demonstrate good working knowledge of the most commonly used statistical methods and design of studies</p>	<p>LO1: Have good understanding of exploratory data analysis, basic statistical inference, and limitations of the procedures</p>	<p>STAT 2303 – Statistical Methods</p>	<p>Tests, quizzes, assignments; hands-on projects</p>	<p>High Pass 90-100%</p> <p>Pass 70-89%</p>

	<p>LO2: Demonstrate knowledge of efficient design and analysis of experiments for standard situations</p> <p>LO3: Be able to apply appropriate statistical modeling tools to analyze data, interpret the results with proper scope of conclusions</p>	<p>STAT 4153 – Experimental Design and Analysis</p> <p>STAT 3113 – Regression Analysis</p> <p>STAT 4113 – Categorical Data Analysis</p> <p>STAT 4393 – Statistical Learning</p>		
<p>PO3: Have good mastery of statistical computing skills and computer programming ability to manage and analyze data</p>	<p>LO1: Understand the basic programming algorithms and logic</p> <p>LO2: Implement professional statistical software packages for statistical computing and demonstrate competence in with database management</p>	<p>COMS 2104 – Foundations of Computer Programming I</p> <p>STAT 2303 – Statistical Methods</p> <p>STAT 4393 – Statistical Learning</p> <p>BUAD 2003 – Business Information Systems</p>	<p>Tests, quizzes, hands-on assignments</p>	<p>High Pass 90-100% Pass 70-89%</p>

<p>PO4:</p> <p>Communicate effectively (written and oral) with skills in collaboration (within and between disciplines) and teamwork</p>	<p>LO1: Be able to explain statistical ideas, methods, and results effectively to statistical and non-statistical audiences</p>	<p>STAT 2303 – Statistical Methods</p> <p>COMM 2173 – Business and Professional Speaking</p> <p>MATH 4971 Senior Seminar in Mathematics (Internship / Capstone Project)</p>	<p>Tests, quizzes, assignments</p>	<p>High Pass 90-100% Pass 70-89%</p>
<p>PO5:</p> <p>Demonstrate competence as an actuary/data analyst by mastering the career choice related skills</p>	<p>LO1: Demonstrate knowledge of fundamental probability tools for quantitatively assessing risk and basic financial mathematics</p> <p>LO2: Be able to implement various statistical tools for quality monitoring commonly used in industry</p>	<p>STAT 3203 & 3213 – Actuarial Probability</p> <p>STAT 4283 & 4293 – Financial Mathematics</p> <p>STAT 3183 – Statistical Process Control</p>	<p>Tests, quizzes, assignments</p>	<p>High Pass 90-100% Pass 70-89%</p>

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	Department of Mathematics and Statistics utilizes Faculty Course Assessment Report.	Department of Mathematics and Statistics utilizes Faculty Course Assessment Report. Assessment data will be submitted annually.	Review and analyze departmental assessment data.	Course, instructional or program changes.
Indirect and Direct Measures Alignment	Graduates will complete exit survey in the MATH 4971. A survey will be sent to those providing an internship.	Graduates will complete exit survey in the MATH 4971. A survey will be sent to those providing an internship.	Analyze survey results	Program and Curriculum changes
Continuous Improvement Plan Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment from Student Learning Outcome results		
D. Program Quality		Evaluate changes from Student and Employer Satisfaction Surveys		
E. Budget		Budget requests supported by student learning and program assessment.		

Blank Student Evaluation Form for Faculty

Arkansas Tech University
Eval_Base_201820

Question 1

Student Evaluation of Faculty Survey

Question 2

Please answer the following questions about your commitment to this course:

Question 3

How often did you attend this course?

(4) Always

(3) Frequently

(2) Rarely

(1) Never

• Reversed Options • Do Not Calculate Mean/Std.

Question 4

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)?

(5) 0 hours

(4) 1-3 hours

(3) 4-6 hours

(2) 7-10 hours

(1) more than 10 hours

• Reversed Options • Do Not Calculate Mean/Std.

Question 5

How satisfied were you with your effort in this course?

(5) Very Satisfied

(4) Satisfied

(3) Unsure

(2) Dissatisfied

(1) Very Dissatisfied

• Reversed Options

Question 6

What is your expected grade in this course?

(5) A

(4) B

(3) C

(2) D

(1) F

(0) Course Not
Graded

• Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 7

What could you have done to be a more effective learner in this course?

Question 8

Please answer the following questions about classroom materials and university resources:

Question 9

Did you utilize resources outside the classroom for this course (Examples: writing lab, advising center, tutoring, or other similar resources)?

(2) Yes

(1) No

(0) None Available

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 10

If yes, which resources did you utilize? (Check all that apply)

- (4) Writing Lab
- (3) Advising Center
- (2) On-Campus Tutoring
- (1) Other

• Question is referenced by branched logic • Reversed Options

Question 11

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: textbook, online access code, etc.)?

(3) Yes

(2) Some

(1) No

(0) None Required

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 12

The required course materials were valuable to my success in this course.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly Disagree

• Question is referenced by branched logic • Reversed Options

Question 13

Did the instructor(s) provide supplemental materials (Examples: handouts, visuals, online resources, etc.)?

(2) Yes

(1) No

• Reversed Options • Do Not Calculate Mean/Std.

Question 14

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning?

(2) Yes

(1) No

(0) Online/Not Applicable

* Question has branched logic * Include Non-Numeric Option * Reversed Options * Do Not Calculate Mean/Std.

Question 15

If you answered 'YES' to the previous question, please explain how the physical space negatively impacted your learning.

* Question is referenced by branched logic

Question 16

Please answer the following questions about the instructor:

Question 17

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.)

(2) Yes

(1) No

* Question has branched logic * Reversed Options * Do Not Calculate Mean/Std.

Question 18

When I had questions or needed assistance, my instructor was available.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly Disagree

• Question is referenced by branched logic • Reversed Options • Team Taught Question

Question 19

When I had questions or needed assistance, the instructor was willing to help.

(2) Yes

(1) No

(0) I did not seek out assistance

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 20

If you answered no to the previous question please explain, citing specific examples if possible.

• Question is referenced by branched logic • Team Taught Question

Question 21

	(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
The instructor incorporated examples that furthered my understanding of course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor communicated guidelines and expectations clearly, and evaluated work accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was well-organized and prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor demonstrated a clear understanding of course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided timely feedback on assignments, tests, or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor acted in a professional manner and treated students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor created an environment that was conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was proficient in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Reversed Options * Team Taught Question

Question 22

Please rate your instructor's overall performance

(5) Excellent	(4) Very Good	(3) Good	(2) Poor	(1) Very Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

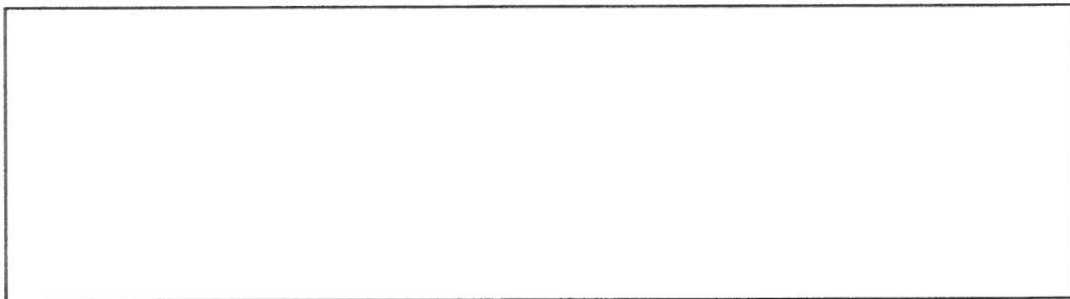
* Reversed Options * Team Taught Question

Question 23

Please answer the following open response questions:

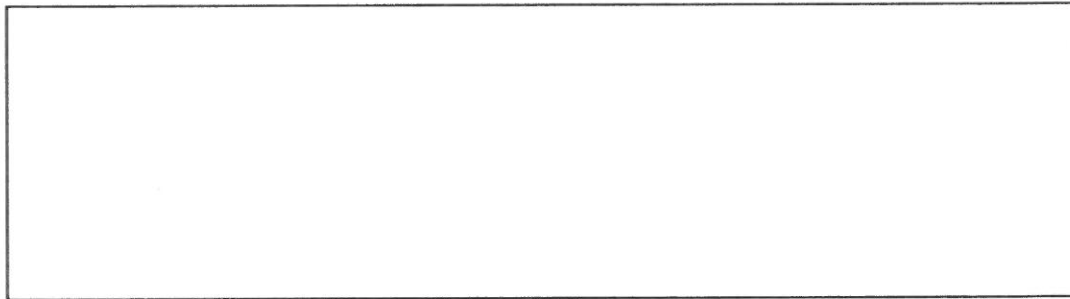
Question 24

What were the strengths of this course?



Question 25

Do you have any constructive suggestions on improving this course?



Question 26

Do you have any additional comments about the instructor?

• Team Taught Question

Include information received from potential employers about course content.
In the employer support letters, potential employers indicate that the new Applied Statistics program is well designed and meet industry standards. Most employers emphasize the importance of the mathematical skills, computer programming skills, database management skills, and the use of advanced analytics software (SAS, R and/or Python, etc.), which are all incorporated in the design of the proposed program.

Provide institutional curriculum committee review/approval date for proposed program.

TBA

FACULTY

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Dr. Scott Jordan	Associate Professor of Mathematics	B.S. Mathematics, Southern Arkansas University, 1985 M.S. Statistics, University of Arkansas, 1988 Ph.D. Statistics, University of Louisiana at Lafayette, 1994
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Dr. Marcel Finan	Professor of Mathematics	B.S. Mathematics, Haigazian University, 1984 M.S. Mathematics, American University of Beirut, 1987 M.S. Applied Mathematics, University of Tennessee, 1992 Ph.D. Actuarial Mathematics, University of North Texas, 1998
Dr. Weijia Jia	Assistant Professor of Statistics	B.S. Mathematics, Hunan University of Science and Technology, 2006 M.S. Mathematics, Nankai University, 2010 Ph.D. Statistics, Kansas State University, 2018
Dr. Xinli Xiao	Assistant Professor of Mathematics	B.S. Mathematics, Wuhan University, 2007 M.S. Mathematics, Nankai University, 2010 Ph.D. Statistics, Kansas State University, 2016
Mrs. Kristi Spittler Brown	Instructor of Mathematics	B.S. Mathematics, University of Arkansas, 1997 M.S. Statistics, University of Arkansas, 1999

Indicate lead faculty member or program coordinator for the proposed program.

Dr. Weijia Jia

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. For new faculty, provide the expected credentials/experience and expected hire date.

Number of Faculty Required for Implementation

We already have an assistant professor of statistics, an associate professor of statistics, and will need an instructor of statistics position which can result from converting an instructor of mathematics currently in the Department of Mathematics and Statistics.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

N/A

DESCRIPTION OF RESOURCES

- **Current library resources in the field**

MathSciNet – database of reviews, abstracts and bibliographic information for comprehensive coverage of mathematics and statistics topics

Web of Science – a comprehensive full-text and review research database that would include content relevant to different aspects of statistics

Business Insights: Global -- offers a comprehensive and convenient way to find case studies, in-depth statistical data coupled with deep research

E-journals and publications to which ATU has full-text access:

Statistics

Annals of Applied Statistics (ISSN: 1941-7330)

Annals of Applied Probability (2168-8737)

Journal of the American Statistical Association (1537-274X)

Journal of the Royal Statistical Society. Series B, Statistical Methodology (1467-9868)

Annals of Statistics (2168-8966)

Biometrika (1464-3510)

Journal of Applied Statistics (1360-0532)

Journal of Business & Economic Statistics (1537-2707)

Computational Statistics (1613-9658)

Business Statistics (0083-2545)

Actuarial Science

Annals of Actuarial Science (1748-5002)

Benefits Quarterly (2168-3336)

North American Actuarial Journal (2325-0453)

European Actuarial Journal (2190-9741)

British Actuarial Journal (2044-0456)

Journal of Risk & Insurance (1539-6975)

Data Analysis

Advances in Data Analysis and Classification (1862-5355)

Intelligent data analysis (1571-4128)

Lifetime data analysis (1572-9249)

Statistical Analysis and Data Mining (1932-1872)

Machine Learning (1573-0565)

Journal of Data Science (1680-743X)

Data Science Journal (1683-1470)

ATU presently has 69 books in our collection dated 2008 or later that are listed with the subject “Statistics”, “Actuarial Science”, or “Data Analysis”.

- **Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)**

ATU has more than 40 computer labs across the campus, including 12 computer classrooms could be used for teaching or student use and 6 for restricted class use. Students can get access to computers in the library and technology center. The current resources (computer lab, software, etc.) are adequate for the proposed Applied Statistics program.

- **New instructional resources required, including costs and acquisition plan**
None

NEW PROGRAM COSTS – Expenditures for the first 3 years

- **New administrative costs** – *none for the first year; this program will be housed in the Department of Mathematics & Statistics and the administrative structure that is currently in place is sufficient.*
- **New faculty**
 - *None for the first 3 years.*
 - *Will need an instructor of statistics position which can result from converting an instructor of mathematics position currently in the Department of Mathematics and Statistics with an increase in salary cost of at most \$7,750 according to CUPA numbers.*
- **New library resources and costs**
 - *None; the existing resources are adequate.*
- **New/renovated facilities and costs**
 - *None; the existing facilities are adequate.*
- **New instructional equipment and costs**
 - *None; the Department of Mathematics & Statistics currently provides specialized software and will continue to do so.*
- **Distance delivery costs**
 - *None*
- **Other new costs**
 - *None*

If no new costs required for program implementation, provide explanation.

N/A

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. *Funds will be reallocated within the Department of Mathematics & Statistics. In addition, administration supports this new degree and will allocate funds for salary cost of converting an instructor of mathematics position to an instructor of statistics position.*

Projected enrollment: *Approximately 20 students for the first-year enrollment and may increase after the first year*

State general revenue per student: *\$30,515,632 from State of Arkansas; this all goes into one general revenue fund; this is the amount that the VP of Administration and Finance distributes to the academic departments based on student semester credit hour production.*

Tuition and Fees 2018-19

Tuition and Fees are subject to change as necessary. Please Note: Students using the Nelnet Business Solutions (formerly FACTS Tuition Management) Budget Plan: The Student Accounts Office may adjust your tuition payment plan for any financial aid disbursed and any additional charges incurred. Tuition and Fees are due on or prior to the first day of class for each semester that the student is enrolled in.

All undergraduate students who are legal residents of states which are contiguous to Arkansas (specifically, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, or Texas) shall receive a waiver of out-of-state tuition charges.

However, if you qualify as a low income student, your financial aid package could result in a lower cost and in some instances may cover all costs.

Undergraduate Tuition Rates (copied from 2018-2019 catalog)

Hours	Resident (In-State)	Non-Resident (Out-of-State)	Fees
1	226.00	452.00	76.25
2	452.00	904.00	152.50
3	678.00	1,356.00	228.75
4	904.00	1,808.00	305.00
5	1,130.00	2,260.00	381.25
6	1,356.00	2,712.00	457.50
7	1,582.00	3,164.00	533.75
8	1,808.00	3,616.00	610.00
9	2,034.00	4,068.00	686.25
10	2,260.00	4,520.00	762.50
11	2,486.00	4,972.00	838.75
12	2,712.00	5,424.00	915.00
13	2,938.00	5,876.00	991.25
14	3,164.00	6,328.00	1,067.50
15	3,390.00	6,780.00	1,143.75
16	3,616.00	7,232.00	1,220.00

Hours	Resident (In-State)	Non-Resident (Out-of-State)	Fees
17	3,842.00	7,684.00	1,296.25
18	4,068.00	8,136.00	1,372.50
19	4,294.00	8,588.00	1,448.75
20	4,520.00	9,040.00	1,525.00
21	4,746.00	9,492.00	1,601.25
22	4,972.00	9,944.00	1,677.50

UNDERGRADUATE & GRADUATE FEES

Fee Title	Undergraduate	Graduate
<i>Technology Operations Fee</i>	16.50 per Credit Hour	16.50 per Credit Hour
<i>Facilities Fee</i>	16.00 per Credit Hour	16.00 per Credit Hour
<i>Student Activity Fee</i>	2.50 per Credit Hour	2.50 per Credit Hour
<i>Instructional Support Fee</i>	11.00 per Credit Hour	11.00 per Credit Hour
<i>Public Safety Fee</i>	2.25 per Credit Hour	2.25 per Credit Hour
<i>Library Fee</i>	1.00 per Credit Hour	1.00 per Credit Hour
<i>Health & Wellness Fee</i>	7.75 per Credit Hour	7.75 per Credit Hour
<i>Athletic Student Fee</i>	19.25 per Credit Hour	19.25 per Credit Hour
<i>Online/ Mixed Technology Fee</i>	10.00 per Credit Hour	10.00 per Credit Hour

OTHER FEES

Fee Title	Amount
International Student Service Fee	30.00
PO Box Fee (required on-campus students)	15.00/Fall/Spring; 15.00 Summer term
Auto Registration (each hangtag)	45.00
Late Registration Fee	25.00
Drop/Add Course Change Fee	10.00
Techfit	25.00 per term
Reinstatement Fee (if classes are canceled for Non-Payment of Account)	100.00
In addition to Reinstatement Fee (if classes are canceled for Non-Payment) a Late Registration Fee will also be assessed	25.00

ROOM CHARGES - PER SEMESTER

Residence Hall	Single (Private Room)	Double	Triple	Quad
Brown Hall	2,144.82	1,744.82	n/a	1,570.75
Critz Hall	2,144.82	1,744.82	n/a	1,570.75
Hughes Hall	2,144.82	1,744.82	n/a	1,570.75
Turner Hall	2,144.82	1,744.82	n/a	1,570.75
Wilson Hall	2,144.82	1,744.82	n/a	1,570.75
Jones Hall	2,374.51	1,974.51	n/a	n/a
Tucker Hall	2,374.51	1,974.51	n/a	n/a
Baswell Hall	2,771.06	2,371.06	2,134.16	n/a
M Street Hall	2,771.06	2,371.06	2,134.16	n/a
Nutt Hall	2,771.06	2,371.06	2,134.16	n/a
Paine Hall	2,771.06	2,371.06	2,134.16	n/a
South Hall	2,771.06	2,371.06	2,134.16	n/a
Stadium Suites	2,771.06	2,371.06	2,134.16	n/a
Caraway Hall - Sorority Housing	2,256.06	1,856.06	1,622.00	n/a

University Apartments

University Commons - 4 Bedroom (Per Semester)	3,025.11
University Commons - 2 Bedroom (Per Semester)	3,758.47
Vista Place (Per Semester)	3,025.11

BOARD CHARGES - PER SEMESTER

Plan	Amount
Tech Platinum 1 - Unlimited Meals + \$100 DCB	1,589.00
Tech Platinum 2 - Unlimited Meals + \$175 DCB	1,664.00
Tech Gold 1 - 210 Meals per semester + \$100 DCB	1,449.00
Tech Gold 2 - 210 Meals per semester + \$175 DCB	1,524.00
Tech Silver 1 - 10 Meals per week + \$100 DCB	1,358.00
Tech Silver 2 - 10 Meals per week + \$175 DCB	1,433.00
Plan D - 65 Meals per semester plus \$100 DCB - Commuter Plan	602.00
Plan E - 40 Meals per semester plus \$100 DCB - Commuter Plan	431.00
Plan F - DCB Only Plan \$500 DCB - Commuter Plan	500.00

Expense to student for 3 hours

<i>In-State (3 hours)</i>		<i>Out-of-State (3 hours)</i>	
<i>Tuition</i>	\$696.00	<i>Tuition</i>	\$1392
<i>Technology Operations Fee</i>	\$49.50	<i>Technology Operations Fee</i>	\$49.50
<i>Student Activity Fee</i>	\$7.50	<i>Student Activity Fee</i>	\$7.50
<i>Instructional Support Fee</i>	\$36.75	<i>Instructional Support Fee</i>	\$36.75
<i>Facilities Fee</i>	\$54.00	<i>Facilities Fee</i>	\$54.00
<i>Health and Wellness Fee</i>	\$25.50	<i>Health and Wellness Fee</i>	\$25.50
<i>Athletic Student Fee</i>	\$60.00	<i>Athletic Student Fee</i>	\$60.00
<i>Public Safety Fee</i>	\$6.75	<i>Public Safety Fee</i>	\$6.75
<i>Library Fee</i>	\$3.75	<i>Library Fee</i>	\$3.75
<i>Student Union/Recreation Center Fee (on average)</i>	\$12.00	<i>Student Union/Recreation Center Fee (on average)</i>	\$12.00
<i>Books and supplies</i>	\$300.00	<i>Books and supplies</i>	\$300.00
TOTAL Cost to Student	\$1251.75		\$1947.75

Program Revenue for 3 hours

A conservative estimate of enrollment is 20 students per year.

<i>In-State (3 hours, 20 students)</i>	<i>Out-State (3 hours, 20 students)</i>
Total: <i>20 students × 1251.75 = 25,035</i>	Total: <i>20 students × 1947.75 = 38,955</i>

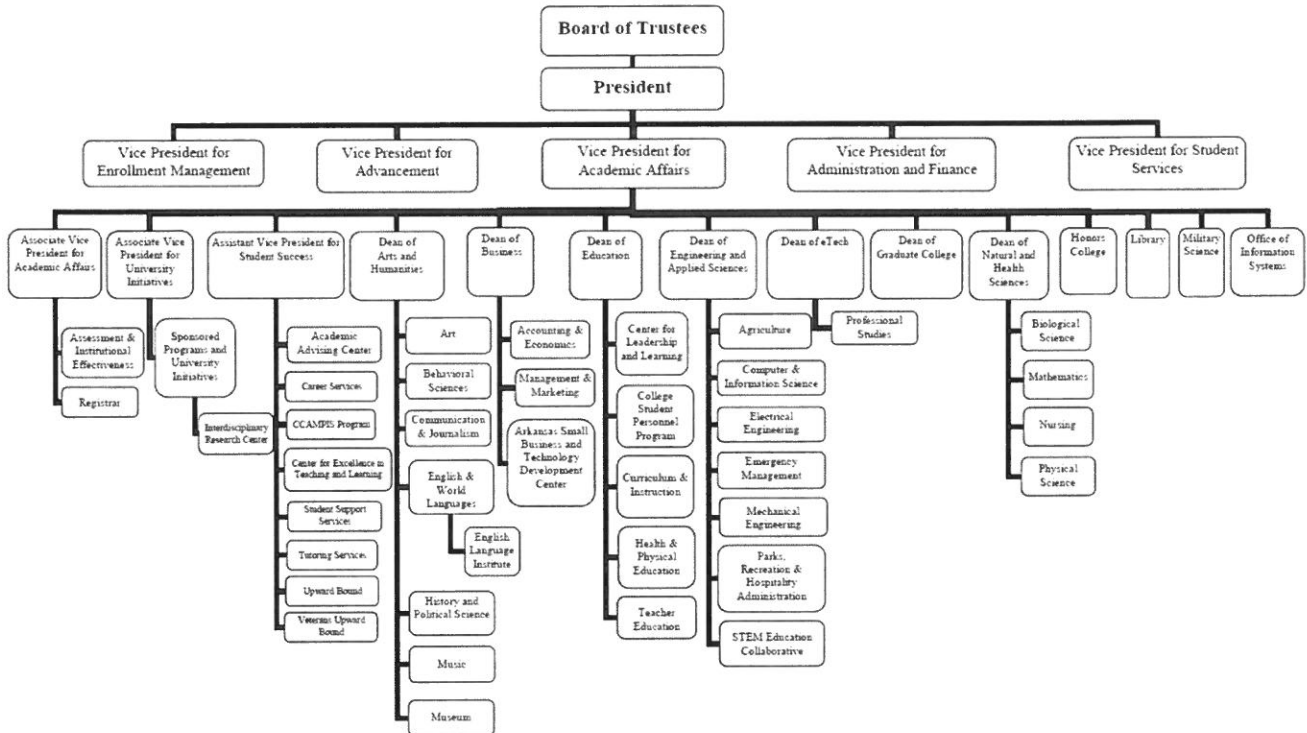
Faculty expense to deliver 3 hours:			
<i>Faculty Expense (3 hours & 90% CUPA)</i>		<i>Faculty Expense (3 hours & 90% CUPA)</i>	
<i>Assistant Professor</i>	\$ 7,489.13	<i>Assistant Professor</i>	\$ 7,489.13
<i>Associate Professor</i>	\$ 7,969.50	<i>Associate Professor</i>	\$ 7,969.50
<i>Professor</i>	\$ 9,221.13	<i>Professor</i>	\$ 9,221.13

University Revenue for 3 hours (Difference between program revenue and faculty salary)

	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<i>In State</i>	$\$25,035 - \$7,489.13 = \$17,545.87$	$\$25,035 - \$7,969.50 = \$17,065.50$	$\$25,035 - \$9,221.13 = \$15,813.87$
<i>Out of State</i>	$\$38,955 - \$7,489.13 = \$31,465.87$	$\$38,955 - \$7,969.50 = \$30,985.50$	$\$38,955 - \$9,221.13 = \$29,733.87$

ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Proposed program will be housed in the Department of Mathematics and Statistics in the College of Natural & Health Science.



SPECIALIZED REQUIREMENTS

If specialized accreditation is required for program, list the name of accrediting agency.

None at this point.

Indicate the licensure/certification requirements for student entry into the field.

For students to enter the program, they must be a graduate from a public-school system.

Provide documentation of Agency/Board review/approvals (education, nursing— initial approval required, health-professions, counseling, etc.)

None

BOARD OF TRUSTEES APPROVAL

Provide the date that the Board approved (or will consider) the proposed program.

TBD

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. **TBD**

SIMILAR PROGRAMS

List institutions offering program

With the recent rise of Big Data and Data Science, the demand for analytic skills has increased substantially. Programs in Applied Statistics with emphasis on Data Science or Actuarial Science are offered in a number of well-known universities in the US. Some of the current undergraduate and master's programs are listed below:

Undergraduate programs

- *The University of Iowa*
B.S. in Actuarial Science
B.S. in Statistics (Business, Industry, Government, and Research track)
B.S. in Statistics (Statistical Computing and Data Science track)
- *University of California, Santa Barbara*
B.S. in Actuarial Science
B.S. in Statistical Science (Applied Statistics track)
- *University of California, Davis*
B.S. in Statistics (Applied Statistics track)
B.S. in Statistics (Computational Statistics track)
B.S. in Statistics (Statistical Data Science track)
- *Rochester Institute of Technology*
B.S. in Applied Statistics and Actuarial Science
- *University of Illinois at Chicago*
B.S. in Statistics (Concentration in Applied Statistics)
- *Purdue University*
B.S. in Statistics (Applied Statistics Option)

Master's programs

- *Purdue University*
M.S. Statistics Degree in Applied Statistics
- *The Pennsylvania State University*
Master of Applied Statistics
- *University of California, Los Angeles*
Master of Applied Statistics
- *The Ohio State University*
Master of Applied Statistics
- *Colorado State University*
Master of Applied Statistics
- *Texas A&M University*
Master of Science in Statistics (Applied Statistics Certificate)
- *Oklahoma State University*
Master of Science in Applied Statistics

- *University of Kentucky
Data Analytic Master of Applied Statistics*
- *University of Delaware
Master of Applied Statistics*

There are just a few colleges and universities in Arkansas offer a similar program. Below is a list of the similar majors:

- *University of Arkansas
B.S. in Mathematics with Concentration (Statistics)*
- *University of Central Arkansas
B.S. in Data Science*
- *University of Arkansas at Little Rock
B.S. in Mathematics with Minor in Actuarial Science
B.S. in Mathematics with Minor in Statistics*

Arkansas Tech’s Applied Statistics Degree provides the Actuarial Science Option and the Computer Science Option. This degree is going to provide the state and region with additional skilled employees in the rapidly growing industries emphasizing data analytics skills. It also provides a good preparation for those students intending to continue their education in statistics beyond the BS degree. There are no university degree programs identical to ATU’s Applied Statistics Degree serving the state. The interdisciplinary nature of the program combines mathematical foundation, statistical modeling, software programming, and knowledge in economics and business management, which are essential skills that the employers are seeking.

List institution(s) offering a similar program that the institution used as a model to develop the proposed program.

Arkansas Tech University did not use any particular institution as an example/model for curriculum and degree development. The curriculum is developed by including essential mathematical and statistical courses, and the coursework to confer in-demand data analytics skills sought by the employers in the state and region.

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.

Email notification sent to four (4) year universities in Arkansas for Bachelor of Science in Applied Statistics

DESEGREGATION

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

Program Title	2017-18			2018-19		
	Female	Male	Total	Female	Male	Total
Math & Math Education	5	15	20	10	13	23
Computer Science	11	126	137	12	126	138
Business Data Analytics	32	24	56	30	33	63

Program Title	2017-18				2018-19			
	Caucasian	African-American	Other Minorities	Total	Caucasian	African-American	Other Minorities	Total
Math & Math Education	18	1	1	20	18	1	4	23
Computer Science	98	3	36	137	95	4	39	138
Business Data Analytics	31	2	23	56	36	1	26	63

INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A

ACADEMIC PROGRAM REVIEW

The scheduled program review date is 2030-2031.

PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

INSTRUCTION BY DISTANCE TECHNOLOGY

If the proposed program will be offered by distance technology, provide the following information: *The new courses for this degree will be offered as a campus-based degree. General Education courses can be completed on campus or through distance education.*

Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

N/A; This degree will be offered as a campus-based degree.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

N/A; This degree will be offered as a campus-based degree.

Summarize the policies and procedures to keep the technology infrastructure current.

N/A; This degree will be offered as a campus-based degree.

Summarize the procedures that assure the security of personal information.

N/A; This degree will be offered as a campus-based degree.

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.).

N/A; This degree will be offered as a campus-based degree.

**Bachelor of Science in
Applied Statistics with
Actuarial Science Option or
Computer Science Option**

Occupational Employment Evidence

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

<https://www.bls.gov/ooh/math/home.htm>

Job Type	Median Salary 2018	Number of Jobs 2018	Job Outlook 2016-2026	Comparative Job Growth	Employment Change 2016-2026
Actuaries	\$102,880	23,600	22% increase	Much faster than average	5,300
Applied statisticians	\$88,190	40,300	33% increase	Much faster than average	13,500
Operations Research Analysts	\$83,390	114,000	27% increase	Much faster than average	31,300
Management Analysts	\$83,610	806,400	14% increase	Faster than average	115,200
Market Research Analysts	\$63,120	595,400	23% increase	Much faster than average	138,300

Bureau of Labor Statistics

May 2018 State Occupational Employment and Wage Estimates for Arkansas

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

Occupation Title	Employment	Employment per 1000 jobs	Annual Mean Wage
Actuaries	40	0.033	\$87,730
Statistician	380	0.311	\$76,630
Operations Research Analysts	600	0.493	\$61,360
Management Analysts	5,380	4.448	\$63,410
Market Research Analysts and Marketing Specialists	4,720	3.904	\$68,050

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

Job posting (Relevant to statistics & actuarial science)

Data Scientist, Group Services & Growth ×

Quantum ★★★★★ 16 reviews - Bentonville, AR

Apply Now



Since 2002, Quantum have combined the best of human and artificial intelligence to power possibilities for individuals, organisations and society. Whether it be building forecasting engines that are driving down food wastage or creating tools to support campaigns that combat human trafficking, Quantum believes in better goods, services, experiences, and championing the benefits of data science and AI for a brighter future.

The opportunity

By leveraging Quantum's world-class capability built over 16 years in Australia, our Quantum U.S. team is growing rapidly – and with growth comes opportunity. Our data scientists solve a range of business problems by building applied analytics, data science and AI solutions including embedded innovative decision engines into the everyday business processes of our retail and banking clients including but not limited to, marketing optimisation, credit risk, forecasting and customer behaviour analysis. This is only the beginning of our expansion into the U.S. markets and our team is growing to meet the needs of our valued clients.

As a Data Scientist, you will be joining our friendly and talented team to provide technical analytical solutions for our clients. With Quantum's customer focus and innovative approach, you will have the opportunity to develop a range of technical skills on cutting edge projects with a true commercial edge.

Our data scientists and consultants are committed to making a positive impact on our clients each day, as such, you will be required to travel for up to 80% of your time to work onsite at client offices with our current opportunity requiring you to be based in Bentonville, Arkansas for a minimum of 1 year.

Key responsibilities

- Working in a team of data scientists and consultants to develop end-to-end data science solutions for client projects, from foundational data mining, analytical manipulation and presentation of results. This may include:
- Writing code for data exploration, cleansing, manipulation and analysis
- Developing clear presentation of insights via spreadsheets, PowerPoint presentations, self-service analytical visualisation tools and face-to-face client meetings
- Client interaction as appropriate
- Provide feedback to ensure continuous improvement with the team
- Providing informal coaching and guidance to junior team members
- Actively participating in learning forums and sharing knowledge with the wider team

About you

- A degree in a quantitative discipline e.g. actuarial studies, mathematics / statistics, engineering, computer science etc
- 2+ years' experience in a highly technical analytics environment, carrying out data analytics with large, complex datasets; retail industry experience strongly preferred
- Coding and modelling experience in SQL / R / Python and / or big data platforms
- Experience delivering against projects, tasks and activities in a dynamic deadline driven environment
- Commercial acumen to understand business needs and be able to suggest the commercial impacts of different analytics solutions or approaches
- Ability to clearly communicate technical concepts to a non-technical audience
- A natural flair for problem solving
- Easily adaptable in a fast-paced environment
- Innovative / outside the box thinking

28 days ago

6/17/2019



Director-Actuary

USABLE Life ★★★★★ 46 reviews - Little Rock, AR 72223

X

[Apply On Company Site](#)



When it comes to making a meaningful difference in the lives of our customers and employees, USABLE Life (a Life & Specialty Ventures Company) is always ready.

At USABLE Life, we strive to have a positive impact in the lives of others, especially our employees. We are a diverse group of individuals working together to go the extra mile. Bring your talents and expertise to join our team, and you'll be rewarded with opportunities for personal and professional development. Our passion for delivering the best products is matched by our passion for our people.

For three consecutive years (2016, 2017, and 2018), Arkansas Business has acknowledged us as one of the best places to work. This coupled with our engaging culture and a comprehensive benefits package ensures we are committed to our employees.

Life Takes You Places! Are you ready to join us?

A Director-Actuary will:

- Provide actuarial knowledge and expertise within the organization.
- Play a key role in several areas of responsibility including pricing and cost analyses, the development and enhancing of our data repository and information distribution, participation in financial reviews, analyzing actuarial trends and issues, etc.
- Work with staff to monitor performance trends and is expected to provide actionable information from this analysis.
- Serve as an informal leader and coach to staff. All assignments and information are expected to be accurate and conform to applicable Actuarial Standards of Practice. Involvement and accountabilities will grow with time in position.

Essential Duties:

- Participate and lead, when capable, analysis and recommendations applicable to pricing, product development, financial reviews including various analysis to include reserves, reinsurance, competitiveness, regulations, etc.
- Lead efforts to enhance our data repository and the extraction of valuable data from it. Data repository needs to continue to provide decisionable insights into broker, product, and within product performance.
- Contribute to and lead, when applicable, the production of both recurring and ad-hoc reporting into actionable financial information to Senior Leaders.
- Provide guidance, training and coaching to a team with varied backgrounds.

Required Knowledge, Skills, and Abilities:

- Proficiency in Microsoft Office Suite, SQL, and Power BI
- Excellent communication, leadership and development skills. These communications include, but will not be limited to, C-Suite executives
- Sound actuarial judgment with the ability to solve complex problems
- Ability to effectively explain actuarial concepts to non-actuarial audiences
- Knowledge of Statutory and GAAP accounting
- Ability to easily learn new techniques and technologies
- Ability to juggle multiple conflicting priorities and challenges
- Demonstrated ability to develop colleagues

6/17/2019

- The ability to influence without authority is necessary
- Successful experience in developing and implementing a data repository is preferred

Required Education and Experience:

- Bachelor's Degree in Actuarial Science, Mathematics, Statistics, Finance, Economics or related field
- Associate of the Society of Actuaries (ASA); Member of the Academy of Actuaries (MAAA)
- At least 5 years of post exams experience in broad based actuarial roles
- Demonstrated experience leading actuarial assignments in complex problems to successful results
- Proven success in influencing cross-functional teams

Preferred Education and Experience:

- Fellow of the Society of Actuaries (FSA)
- 7-10 years of post exams experience in actuarial leadership/management roles
- 3+ years of experience with ancillary products

Equal Opportunity Employer/Protected Veterans/Individuals with Disabilities


The contractor will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information.

30+ days ago

6/17/2019

Actuarial Analyst I ×

Arkansas Blue Cross and Blue Shield ★★★★★ 197 reviews - Little Rock, AR

[Apply On Company Site](#) 

Take the steps to start your career at Arkansas Blue Cross and Blue Shield.
01 US Able Mutual Insurance Company

Job Description Summary

This position is responsible for the evaluation of the financial impact of various health care financing schemes with emphasis on those involving real risk assumptions by our enterprise. Analyses completed by incumbents in this position will be used to support business decisions by many areas of the enterprise. Typical activities performed by this position include:

- Developing statistics and designing methodologies to be used to set unpaid claims liability estimates for the enterprise's financial statements.
- Developing and automating rating systems for group and individual medical, life, dental, and disability insurance products.
- Conducting experience studies to measure actual company experience versus current rating assumptions. Updating rating factors or algorithms to reflect current experience or changing conditions. Preparing reports to decision makers throughout the enterprise with information concerning current utilization trends or experience results.
- Recommending sufficient and competitive rates for all classes of business to ensure the financial soundness of the enterprise.
- Developing statistics and methodologies which will define, support, and/or forecast the financial position of the enterprise.
- Providing ratemaking input to corporate and regional underwriters. Providing ratemaking support to regional executives for use in the design of provider risk sharing models or for other purposes.
- Assisting in the completion of the Actuarial Division's exhibits to the Annual Statement.
- Assisting in the completion of JV and regional financial reports.
- Assisting in the setting of provider risk share targets and completion of provider settlements/reports on a quarterly basis.

Job Description

Education & Experience:

- A Bachelor's degree required with preference given to the following majors: Computer Science, Mathematics, Actuarial Science, Statistics, or other mathematics or financial related field from an accredited college or university. Successful completion of two or more actuarial exams may be considered for substitution for the degree, if the candidate's degree is not in one of the fields listed.
- One or more successfully completed SOA exams.

Specialized Knowledge & Skills

- Exhibit the mathematical skills and statistical analysis capabilities necessary to support and complete the workload assigned.
- Exhibit above average oral and written communication skills.

6/17/2019

- Exhibit basic knowledge of personal computer hardware and software operation, and the ability to satisfactorily utilize the desktop computer work tools present within the Actuarial Division (i.e., Spreadsheet, Word Processing, Database, Application Development, etc.).
- Exhibit acceptable performance relative to the following dimensions, and the ability to apply them to interpersonal environments:
 - Oral Communication Analysis
 - Written Communication Decisiveness
 - Job Motivation Judgment
 - Initiative Organizational Vision
 - Tolerance for Stress Technical/Professional Knowledge
 - Sensitivity
 - Possess basic knowledge of the health insurance industry, managed care, and computer programming. Possess good problem solving skills and good interpersonal skills.
 - Have the ability to work with limited supervision.

Security Requirements

This position is identified as level three (3). This position must ensure the security and confidentiality of records and information to prevent substantial harm, embarrassment, inconvenience, or unfairness to any individual on whom information is maintained. The integrity of information must be maintained as outlined in the company Administrative Manual.

Segregation of Duties

Segregation of duties will be used to ensure that errors or irregularities are prevented or detected on a timely basis by employees in the normal course of business. This position must adhere to the segregation of duties guidelines in the Administrative Manual.

Employee Regular

Number Of Openings Available

1

Arkansas Blue Cross Blue Shield is an Equal Opportunity Affirmative Action employer and is subject to federal regulations pertaining to employment. Arkansas Blue Cross does not unlawfully discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, marital status, veteran status, or any other basis prohibited under federal, state or local laws governing non-discrimination in employment in every location in which the Company has facilities. Arkansas Blue Cross also provides reasonable accommodations for qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA) and any other state or local laws.

You must apply using your Legal Name. Current Workers/Contingent Workers/Contractors: Apply with your existing worker account (Workday) from the enterprise network. (Do not apply from this site - apply internally only)

Posted 13 Days Ago Full time R0003675

Job posting (Relevant to statistics & computer science)

6/17/2019



Data Scientist

Walmart · Bentonville, AR, US

23 hours ago · 20 applicants

[Apply on company website](#)

Position Description

- Demonstrates up-to-date expertise and applies this to the development, execution, and improvement of action plans
- Develops analytical models to drive analytics insights
- Leads small and participates in large data analytics project teams
- Models compliance with company policies and procedures and supports company mission, values, and standards of ethics and integrity
- Participates in the continuous improvement of data science and analytics
- Presents data insights and recommendations to key stakeholders
- Provides and supports the implementation of business solutions

Minimum Qualifications

- Bachelor of Science and 2 years' data science experience OR Master of Science and 1 year's data science experience.

Additional Preferred Qualifications

- 4 years' experience with SQL and relational databases (for example, DB2, Oracle, SQL Server).
- 4 years' experience with statistical programming languages (for example, SAS, R).
- Bachelor's degree in Statistics, Economics, Analytics, Mathematics and 7 years' experience in an analytics related field.
- Certificate in business analytics, data mining, or statistical analysis.
- Doctoral degree in Statistics, Economics, Analytics, or Mathematics and 1 year's experience in an analytics related field.
- Master's degree in Statistics, Economics, Analytics, or Mathematics and 3 years' experience in an analytics related field.

Seniority level

Entry level

Employment type

Full-time

Job function

Analyst Information Technology Engineering

Industries

Marketing and Advertising Information Technology and Services Computer Software


6/17/2019



Staff Data Scientist

Walmart · Bentonville, AR, US

3 weeks ago · 18 applicants

[Apply on company website](#) 

Position Description

- A Staff Data Scientist is responsible for analyzing large data sets to develop multiple custom models and algorithms to drive innovative business solutions. Staff Data Scientists work on large project teams in order to provide analytical support and guidance to an assigned area on for large projects (for example, email targeting, business optimization, consumer recommendations) within Walmart eCommerce. Staff Data Scientists are responsible for building large data sets from multiple sources in order to build algorithms for predicting future data characteristics. Those algorithms will be tested, validated, and applied to large data sets. Staff Data Scientists are responsible for training the algorithms so they can be applied to future data sets and provide the appropriate search results. Staff Data Scientists are responsible for researching new trends in the industry and utilizing up-to-date technology (for example, HBase, MapReduce, LAPack, Gurobi) and analytical skills to support their assigned project. Staff Data Scientists are the subject matter experts for statistical analysis and modeling for their project team.
- Build complex data sets from multiple data sources, both internally and externally.
- Build learning systems to analyze and filter continuous data flows and offline data analysis.
- Collaborate with cross-functional partners across the business.
- Collaborate with project teams to implement data modeling solutions.
- Combine data features to determine search models.
- Conduct advanced statistical analysis to determine trends and significant data relationships.
- Develop models of current state in order to determine improvements needed.
- Develop multiple custom data models to drive innovative business solutions.
- Drives the execution of multiple business plans and projects
- Ensures business needs are being met
- Interpret data to identify trends to go across future data sets.
- Promotes and supports company policies, procedures, mission, values, and standards of ethics and integrity
- Provides supervision and development opportunities for associates
- Research new techniques and best practices within the industry.

6/17/2019

- Scale new algorithms to large data sets.
- Train algorithms to apply models to new data sets.
- Translate business needs into data requirements.
- Utilize system tools including (MySQL, Hadoop, Weka, R, Matlab, ILog).
- Validate models and algorithmic techniques.

Minimum Qualifications

- Bachelor of Science and 5 years' data science experience OR Master of Science and 3 years' data science experience.

Additional Preferred Qualifications

- 5 years' experience in predictive modeling and large data analysis
- 5 years' experience with statistical programming languages (for example, R, SAS)
- 5 years' experience with SQL and relational databases (for example, DB2, Oracle, SQL Server)
- Expert in any scripting language (Python, PHP, Perl, etc.)
- Experience with Big Data/Distributed computing (Hadoop, Hive, Cassandra, Spark, etc.)
- Experience communicating the results of analyses with product and leadership teams to influence the strategy of the product
- Experience analyzing data and a broad understanding of core statistical and ML techniques
- Computer science, applied mathematics or statistics background in addition to data science skills
- Capability to develop experimental and analytic plans for data modeling processes, use of baselines and KPIs, and ability to accurately determine cause and effect relationships
- Demonstrated experience mentoring and educating junior data scientists to help them become competent and confident problem solvers
- Certificate in business analytics, data mining, or statistical analysis

Seniority level

Entry level

Employment type

Full-time

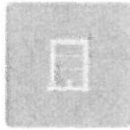
Job function

ResearchAnalystEngineering

Industries

Marketing and AdvertisingInformation Technology and ServicesComputer Software

6/17/2019



Data Scientist

Krish Info Tech, inc · Bentonville, AR, US

5 days ago · 0 applicants

[Apply on company website ↗](#)

5 - 7 yrs of total IT experience Must have skills Hadoop, Python (must know Python scripts writing), Cassandra. 4 years' experience with SQL and relational databases (for example, DB2, Oracle, SQL Server). 4 years' experience with statistical programming languages (for example, SAS, R). Bachelor's degree in Statistics, Economics, Analytics, Mathematics and 7 years' experience in an analytics related field. Certificate in business analytics, data mining, or statistical analysis. Candidate needs to work closely with Business teams in Data gathering, evaluation, Algorithm creation, and implementation Knowledge of quantitative analysis, machine learning, data mining Experience with big data technology (Hadoop, Hive, Spark, Hbase etc.) and data processing pipeline Experience in Real-Time stack and Streaming technologies (example Kafka) a plus Experience in Anomaly/Outlier Detection techniques Experience with at least one compiled programming language (Java or another object oriented)

- Seniority level

Entry level

- Employment type

Full-time

- Job function

Engineering/Information Technology

- Industries

Information Technology and Services/Computer Software/Information Services

6/17/2019



Associate Research Analyst

Acxiom · Conway, AR, US

2 weeks ago · 5 applicants

[Apply on company website](#)

The Associate Research Analyst will work with more senior analysts and product managers to perform a variety of analytical work. The work may include researching and describing the quality and value of a potential new data supplier, managing and updating data in a data repository, extracting and analyzing data to answer complex questions, auditing data to ensure quality, developing regression models to predict behaviors, researching and resolving data supplier issues, streamlining and improving processes for analyzing data, running comparisons of data across platforms to identify differences, and working with international data and data sources.

What You Will Need

- Experience writing and running SQL and generating reports; SAS experience is ideal.
- Experience using advanced statistical methods to analyze data and build models.
- Experience analyzing first or third party data in a marketing database.
- Knowledge and experience working with US Census data or International Census data is desired.
- Bachelors Degree in Statistics, Data Quality, Data & Analytics, Business, Math or related field with 2+ years experience; or a Masters degree in similar field.
- Experience with Microsoft Office Suite, especially Excel
- Experience in building datasets and analyzing data; experience working with unstructured data
- Experience with data manipulation, reporting and analytical tools such as SAS, R, Tableau, Altireyx.
- Experience working with machine learning algorithms and tools
- Ability to present detailed analysis using verbal descriptions, tables, graphs and charts
- Good communication skills; including flow charting, project planning and project documentation
- Quick learner with strong critical thinking skills
- Detail oriented

Primary Location City/State:
Conway, Arkansas



Business Data Analyst

Delta Dental of Arkansas ★★★★★ 602 reviews - Sherwood, AR 72120



[Apply On Company Site](#)



A million smiles must know something! For more than a quarter of a century, Delta Dental of Arkansas has been providing innovative, high quality and affordable dental and vision benefits for employers and individuals in Arkansas. We have been voted one of Arkansas' Best Places to Work six years in a row and are now recruiting great people like you to start a career with us!

Some of the great benefits Delta Dental offers:

- Competitive pay with bonus opportunities
- Excellent insurance package including fully paid dental, short term disability, long term disability, and life insurance
- Education assistance
- 401(k) matching and profit sharing plan

Job Summary: Take responsibility for responding to business data analytics requests from across the organization by communicating with stakeholders, collaborating in defining requirements, and executing project tasks necessary to deliver information that is easy to understand and interpret, with a primary goal of providing insights that drive informed business decisions.

Primary Job Responsibilities:

- Communicates with stakeholders to understand analytics requirements, documents targeted outcomes, defines effort required to deliver those outcomes, and executes tasks necessary to deliver expected results. Provides regular status updates both within the department as well as to necessary stakeholders.
- Designs, implements, and maintains various levels of application programs necessary to complete job functions.
- Acquires, manages, and manipulates structured data from primary or secondary data sources, inspects, maintains, organizes, cleans, troubleshoots, and analyzes business data to facilitate identifying data driven patterns, trends, or insights. Prepares conclusions based on that information, and delivers those to organizational stakeholders in a method that is easy to understand and interpret.
- Evaluates data and associated risk, removing invalid information, while supporting initiatives for data governance and data integrity.
- Provides support in managing and designing the analytics environment, including data sources, storage structures, security, and metadata.
- Responsible for all the stages of the development of dynamic business intelligence reporting tools, from structuring data solutions to support the analytical outcome to training end users.
- Develops, monitors, implements, and improves upon existing and new standards and best practices for the Business Analysis function, upon approval from leadership.

Perform other related assigned duties as necessary to complete the Primary Job Responsibilities as described above.

Minimum Qualifications:

Position requires a bachelor's degree in Mathematics, Economics, Computer Science or related field and three years' of relevant experience. At least one year experience with a programming language such as SAS, SQL, or R. SAS programming experience preferred. Will accept any suitable combination of education, training or experience.

Position requires intermediate experience working with databases, advanced analytical skills, attention to detail, the ability to communicate both written and orally, and the ability to consistently process confidential data and information according to guidelines.

30+ days ago

 **Statistical Programmer - Boston, MA - BioPharma** ×
i-Pharm Consulting - United States
\$85,000 - \$105,000 a year - Sponsored

[Apply Now](#) 

SAS Programmer - Boston, MA - Competitive Pay - No Travel - Excellent Benefits!

i-Pharm Consulting have partnered with a rapidly growing Bio-Pharmaceutical organization who is seeking an experienced Statistical Programmer to join their team. This opportunity will allow you to step in as one of the first in-house statistical programmers where you'll be able to directly communicate across all levels of business leadership. As the SAS Programmer working alongside the Director, SAS Programming you will be in a position to lead programming efforts across numerous studies within various phases of trials. The client has gone through tremendous growth over the last few years and is now preparing to take the next step as they have several late phase studies with goals of going to market with a product soon!

Offering:

- Strong pipeline with numerous studies within early & late phases of trials
- Excellent opportunity for career progression
- Highly collaborative & close knit team culture
- Start-up "feel & excitement" with a strong foundation and proven successful business model
- Bonuses
- Stock options
- Comprehensive benefits package

Responsibilities:

- The SAS Programmer may also contribute to departmental initiatives such as infrastructure development, imaging and other large database access, real world data access, software/tool development and other efforts.
- Demonstrate excellent problem-solving skills, a proactive approach and a willingness to make decisions on a regular basis.
- Work on complex problems where analysis of situations or data requires an evaluation of intangible variables; development of technical solutions to abstract problems which require the use of ingenuity and creativity
- Demonstrate Good experience with CDISC standards
- Display a positive attitude at all times, promoting and contributing to good team spirit in a professional environment.

Education / Qualifications

- Bachelors Degree in Statistics, Math, Computer Science or related discipline.
- You should be able to demonstrate a robust and comprehensive expertise working as a SAS Programmer in the clinical research industry, preferably at a Pharma company.
- Must have a general understanding of regulatory guidelines and their application to data submissions.
- Must have the ability to work with limited supervision on multiple assignments.
- You must be fluent in English language (both verbal and written).

If you are interested in learning more about this opportunity, please apply for more information.

Job Type: Full-time

Salary: \$85,000.00 to \$105,000.00 /year

Experience:

6/17/2019

- CDISC, SDTM, ADaM: 3 years (Preferred)
- SAS Programming within Clinical Trials: 3 years (Preferred)
- Statistical Programming: 3 years (Preferred)
- working with a Biotech or Pharmaceutical company: 3 years (Preferred)

Education:

- Bachelor's (Preferred)

Location:

- United States (Required)

Work authorization:

- United States (Required)

Additional Compensation:

- Bonuses

Benefits offered:

- Paid time off
- Parental leave
- Dental insurance
- Health insurance
- Healthcare spending or reimbursement accounts such as HSAs or FSAs
- Retirement benefits or accounts

30+ days ago

**Bachelor of Science in
Applied Statistics with
Actuarial Science Option or
Computer Science Option**

Departmental Support

ADHE New Program Proposal

From: Tracy Cole <tcole7@atu.edu>
Sent: Monday, June 17, 2019 3:14 PM
To: Jeanine Myers <jmyers32@atu.edu>
Subject: Re: Applied Stats Approval Form

Hi Jeanine,

I've attached the signed form for you. Good luck with the new program.

Tracy

Tracy Cole, J.D.
Interim Department Head, Accounting & Economics
Associate Professor of Legal Studies

Arkansas Tech University
College of Business
Rothwell Hall 430
Russellville, AR 72801
479-968-0491

From: Jeanine Myers
Sent: Monday, June 17, 2019 8:54:13 AM
To: Tracy Cole
Subject: Applied Stats Approval Form

Dr. Cole,

I hope this email finds you well. The Mathematics Department is proposing a new bachelor's degree in Applied Statistics. The curriculum includes several courses in economics and accounting. More advanced courses, for example, FIN 3063, FIN 4043 will be possible electives for the students. Please look over the attached document. If you approve and support the changes, please sign the form and email it back to me within the next few days. If you have questions regarding the changes, please do not hesitate to let me know.

Thanks,
Jeanine

Jeanine L. Myers, Ph.D
Mathematics Department Head
Associate Professor of Mathematics
204 Corley Building
Email: jmyers32@atu.edu
Phone: (479)968-0659

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Department of Accounting, Finance & Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Mathematics & Statistics is proposing a Bachelor of Science in Applied Statistics with Actuarial Science Option or Computer Science Option . The BS in Applied Stat with Actuarial Science Option requires ECON 2003, ECON 2013, ACCT 2003, ACCT 2013. ECON 2003 is required during the fall of the Freshman year. ECON 2013 is required during the spring of the Freshman year. ACCT 2003 is required during the fall of the Sophomore year. ACCT 2013 is required during the spring of the Sophomore year. STAT 3153, as an alternative to BUAD 2053, in the prerequisites for FIN 3063.	

Department Head Signature:

Tracy Cole

Date: 6-17-19

From: Kim Troboy <ktroboy@atu.edu>
Sent: Monday, June 17, 2019 12:09 PM
To: Jeanine Myers <jmyers32@atu.edu>
Subject: Re: Stats Proposal Approval

Jeanine,

I'd be happy to support this change. Please see the attached file with my signature.

I'll also put a note in the 'To my successor' file to be aware of this and to check with you on numbers before creating the spring schedule. Dr. David Pumphrey will be the new Department Head, starting in August.

Warm regards,

Kim

Dr. Kim Troboy,

Professor of MIS Interim Head, Mgmt. & Mkt. Dept.
College of Business Rothwell 432
Arkansas Tech University 479-968-0630 ofc
106 West O Street 479-356-6211 fax
Russellville, AR 72801 USA

From: Jeanine Myers
Sent: Monday, June 17, 2019 8:58:33 AM
To: Kim Troboy
Subject: Stats Proposal Approval

Dr. Troboy,

I hope this email finds you well. As you know, the Mathematics Department is proposing a new bachelor's degree in Applied Statistics. The curriculum includes several BDA and BUAD courses. The attached document lists the course changes needed, which we talked about before. If you approved and support the changes, please sign the document and email it back to me within the next few days. If you have questions regarding the changes, please do not hesitate to let me know.

Thanks,
Jeanine

Jeanine L. Myers, Ph.D
Mathematics Department Head
Associate Professor of Mathematics
204 Corley Building
Email: jmyers32@atu.edu
Phone: (479)968-0659

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Department of Management & Marketing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Mathematics & Statistics is proposing a Bachelor of Science in Applied Statistics with Actuarial Science Option or Computer Science Option. The BS in Applied Stats with Actuarial Science Option requires BUAD 2003, BDA 2003. BUAD 2003 is required during the fall of the Freshman year. BDA 2003 is required during the fall of the Sophomore year. The BS in Applied Stats with Computer Science Option requires BUAD 2003, BDA 2003, BDA 3053. BUAD 2003 is required during the fall of the Freshman year. BDA 2003 is required during the spring of the Freshman year. BDA 3053 is required during the Spring of the Sophomore year. STAT 3153, as an alternative to BUAD 2053, in the prerequisites for BDA 3053.	

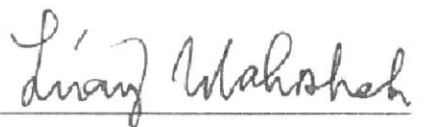
Department Head Signature:  Date: 6-17-19

We are still waiting for the reply from the Departmental Support Form from the Computer Science Department.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Computer & Information Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <p>The Department of Mathematics & Statistics is proposing a Bachelor of Science in Applied Statistics with Actuarial Science Option or Computer Science Option.</p> <p>The BS in Applied Stat with Actuarial Science Option requires COMS 2104. This course is required during the spring of the Sophomore year.</p> <p>The BS in Applied Stat with Computer Science Option requires COMS 2104, COMS 2203, COMS 2213. COMS 2104 is required during the spring of the Sophomore year. COMS 2203 is required during the Fall of the Junior year. COMS 2213 is required during the Spring of the Junior year. Moreover, COMS 3233, COMS 3243, COMS 4353, or a COMS course at the 3000-4000 level will be elective for both Fall and Spring of the senior year.</p> <p>Allow STATS students to take COMS 2104 without taking COMS 1403 and COMS 1411. MATH 2703, as an alternative to COMS 2903, in the prerequisites for COMS 2213 and COMS 3233.</p>	

Department Head Signature: 
 Date: 6/27/2019

**Bachelor of Science in
Applied Statistics with
Actuarial Science Option or
Computer Science Option**

Marketing Plan

ADHE New Program Proposal

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

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

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



MARKET RESEARCH BRIEF

Market Viability of Bachelor's- and Master's-Level Statistics Programs

Analysis of Employer Demand Trends, Program
Design, and Student Trends

COE Forum

COE Forum

Bridget Moran
Market Research Associate

Kacper Coulter
Market Research Manager

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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- and master's-level statistics program. Through a combination of qualitative interviews with administrators of similar programs, quantitative data analytics, and secondary research, the Forum sought to assess the market viability of a bachelor's- and master's-level statistics 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 April 1, 2017 to March 31, 2018. To best estimate the market demand for bachelor's- and master's-level statistics professionals, the Forum examined postings for professionals with a bachelor's- and master's-level degree and statistics-related skills (e.g., 'statistics,' 'statistical modeling,' 'variance analysis'). The Forum identified the top titles, employers, and skills for bachelor's- and master's-level statistics professionals in Arkansas.

Annual growth in job postings is measured in the change between July 2013 and December 2017 by six-month halves (i.e., H2 2014 is July 2014 to December 2014).

Definitions: "Region" and "regionally" refer to the following states: Arkansas, Louisiana, Missouri, Mississippi, Oklahoma, Tennessee, and Texas.

"State" and "statewide" refer to Arkansas.

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:

- ACT (act.org)
- Data USA (datausa.io)
- The College Board (collegeboard.org)
- EAB’s internal and online research libraries (eab.com)
- LinkedIn (linkedin.com)
- National Center for Education Statistics (NCES) (nces.ed.gov)
- SAT (<https://collegereadiness.collegeboard.org/sat>)
- Society for Human Resources Management (shrm.org)
- The United States Bureau of Labor Statistics (BLS) (bls.gov)
- Profiled program websites

Profiled Institutions

The Forum spoke to administrators or 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
Institution A	Mid-Atlantic	7,500 / 18,500	Doctoral Universities: Highest Research Activity
Institution B	Midwest	9,000 / 22,000	Doctoral Universities: Highest Research Activity
Institution C	Midwest	6,000 / 16,000	Doctoral Universities: Highest Research Activity
Institution D	Mid-Atlantic	11,000 / 13,500	Doctoral Universities: Higher Research Activity
Institution E	South	14,000 / 16,000	Master's Colleges & Universities: Larger Programs
Institution F	South	25,500 / 34,000	Doctoral Universities: Highest Research Activity

1) National Center for Education Statistics and Maclean’s.

2) Executive Summary

Administrators at Arkansas Tech University should note increased regional demand for bachelor's- and master's-level statistics professionals. Regional employer demand for bachelor's- and master's-level statistics professionals increased from 14,702 postings in H2 2013 to 19,889 postings in H2 2017 (i.e., 35 percent). However, statewide employer demand for bachelor's- and master's-level statistics professionals decreased 13 percent during the same time period (i.e., from 640 to 558 postings); this represents a faster rate of decline than the six percent decrease for all bachelor's- and master's-level professionals in Arkansas during that time. Overall, the Bureau of Labor Statistics (BLS) projects employment of "statisticians" to grow 33 percent from 2016 to 2026.

Prioritize the development of a bachelor's-level statistics program to meet strong employer demand for statistics professionals with a bachelor's-level degree. Employers in Arkansas prefer statistics professionals to possess a bachelor's-level degree in 63 percent of specified postings in the past year (i.e., 1,231 of 1,409 specified postings). Furthermore, state employers express demand for statistics professionals with a minimum of a bachelor's-level degree in 83 percent of specified postings during that same time (i.e., 1,089 of 1,316 specified postings). According to Data USA, 50 percent of working professional in the "math and statistics" field hold a bachelor's degree.

Ensure prospective bachelor's- and master's-level statistics programs confer in-demand data analytics skills. Data analytics skills (e.g., 'data analysis,' 'SQL') represent eleven of the top 20 skills statewide employers seek from bachelor's- and master's-level statistics professionals in the past 12 months. Employers in Arkansas express demand for bachelor's- and master's-level statistics professionals with 'data analysis' skills in 66 percent of specified postings (i.e., 808 of 1,228 postings). Profiled institutions offer courses such as "analysis of qualitative data" and "longitudinal data analysis" to confer in-demand data and analysis skills.

Target recruitment efforts to metropolitan statistical areas (MSAs) in Texas to secure program enrollments. Texas MSAs (e.g., Dallas-Fort Worth-Arlington, TX, Houston-The Woodlands-Sugar Land, TX) represent four of the ten largest regional employer markets for bachelor's- and master's-level statistics professionals during the past 12 months. The Dallas-Fort Worth-Arlington, TX MSA represents the largest employer market for bachelor's- and master's-level statistics professionals in the region during that time, with 11,027 postings (i.e., 29 percent of postings).

3) Market Considerations

Employer Demand over Time

Regional Demand for Bachelor's- and Master's-Level Statistics Professionals Increased 35 Percent from H2 2013 to H2 2017

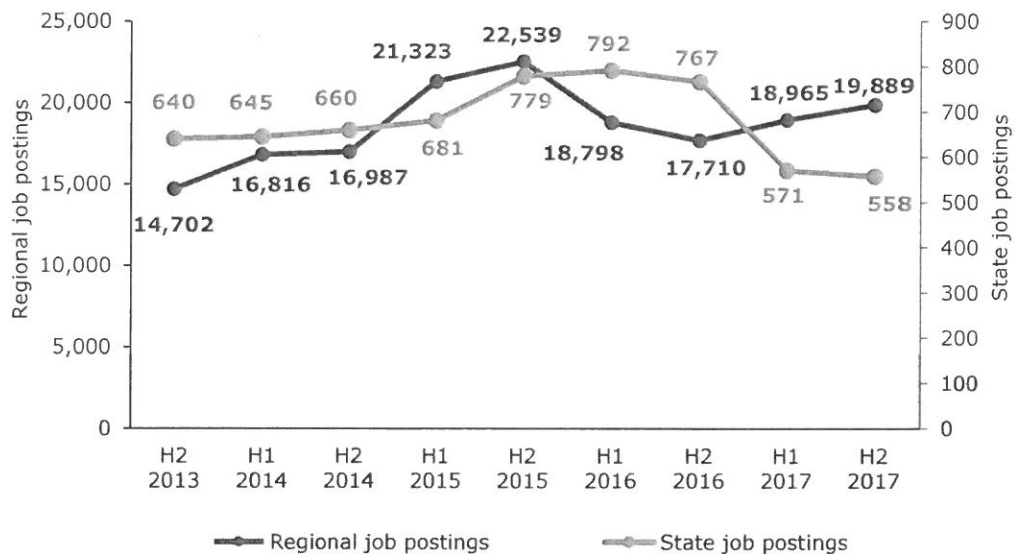
Administrators at **Arkansas Tech University** should note increased employer demand for bachelor's- and master's-level statistics professionals regionally. Regional employer demand for bachelor's- and master's-level statistics professionals increased 35 percent from 14,702 postings in H2 2013 to 19,889 postings in H2 2017. However, statewide demand for bachelor's- and master's-level statistics professionals decreased 13 percent during the same time period (i.e., from 640 to 558 postings). This represents a faster rate of decline than the six percent decrease for all bachelor's- and master's-level professionals in Arkansas during that time (i.e., 16,617 to 15,558 postings).

'Financial analysts' represents one of the top three most-in demand occupations for bachelor's- and master's-level statistics professionals during the past 12 months.

Administrators should expect continued growth for statistics-related occupations. The Bureau of Labor Statistics (BLS) projects demand for "statisticians" to increase 33 percent between 2016 and 2026, much faster than the average employment growth of seven and a half percent across all occupations.² The BLS attributes increased demand for "statisticians" to heightened demand for workers able to analyze the growing volume of digital and electronic data. Similarly, the BLS projects demand for "financial analysts" to increase 11 percent during the same time period.³ The BLS attributes employment growth for "financial analysts" to an increase in the range of financial products.

Demand over Time for Bachelor's- and Master's-Level Statistics Professionals

July 2013-December 2017, Regional and State Data⁴



2) Bureau of Labor Statistics
 3) Bureau of Labor Statistics
 4) Burning-Glass Labor/Insight™

In-Demand Titles

Prepare Bachelor's- and Master's-Level Statistics Graduates for In-Demand Analyst-Related Positions

Administrators at **Arkansas Tech University** should ensure prospective bachelor's- and master's-level statistics programs prepare graduates for in-demand analyst-related positions (e.g., 'data analyst,' 'business analyst'). Analyst-related titles represent nine of the 20 titles for which state employers seek bachelor's- and master's-level statistics professionals during the past 12 months. 'Data analyst' represents the most in-demand title for bachelor's- and master's-level professionals during the same time, with 60 relevant postings (i.e., five percent).

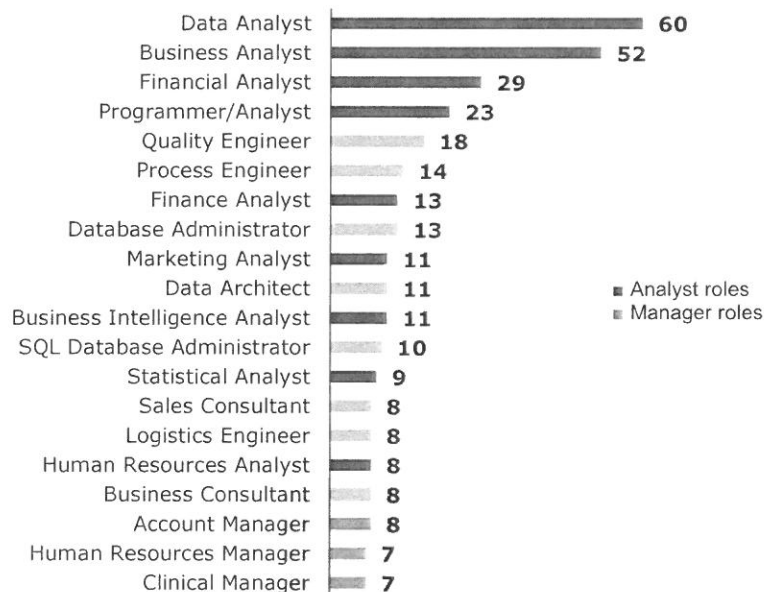
Employers in Arkansas seek bachelors'- and master's-level statistics professionals for analyst-related positions across a variety of industries, such as 'general merchandise stores' and 'insurance carriers and related activities.' To prepare graduates to work across industries and to diversify skillsets, administrators at **Institution F** encourage bachelor's-level statistics students to complete a minor or double major. Contacts at **Institution C** report master's-level predictive analytics students express interest in finance, marketing, and health care industries.

Administrators should also design prospective bachelor's- and master's-level statistics programs to prepare graduates for in-demand management-related positions (e.g., 'account manager,' 'human resources manager'). Management-related positions account for three of the top 20 titles for which state employers seek bachelor's- and master's-level statistics professionals.

Top Titles for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, State Data⁵

n=1,228 job postings, 0 unspecified postings



5) Burning Glass Labor/Insight™

Employers with High Demand

Partner with Health Insurance Companies to Provide Students with Experiential Learning Opportunities

Administrators at **Arkansas Tech University** should partner with health insurance companies, such as Anthem Blue Cross, to provide experiential learning opportunities for enrolled students (e.g., internships, applied learning projects). Health insurance companies represent three of the 20 state employers with most demand for bachelor's- and master's-level statistics professionals in the past year. Overall, the 'insurance carrier' industry expresses demand for bachelor's- and master's-level statistics professionals in seven percent of specified statewide postings during the same time (i.e., 87 of 1,160 specified postings). See Appendix B for a full list of in-demand industries.

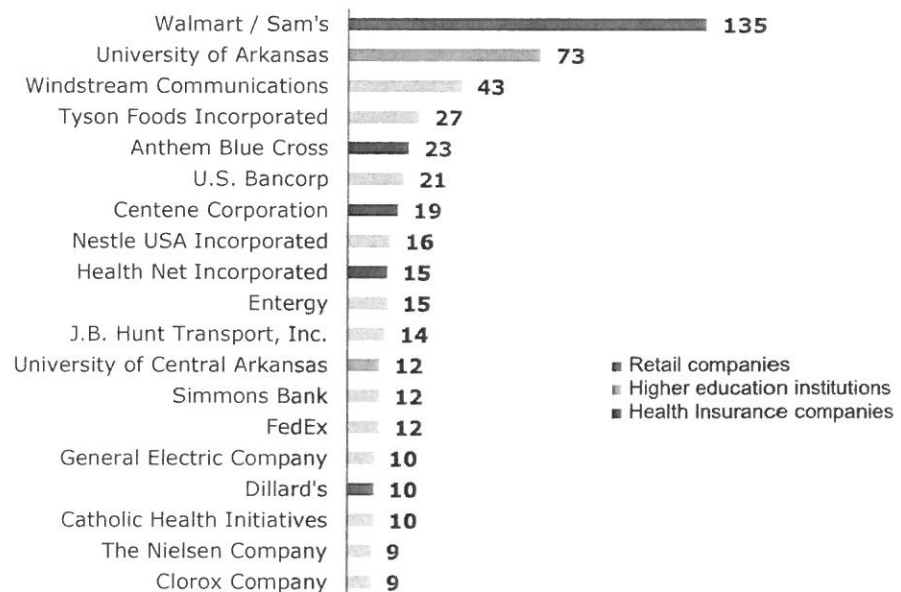
Additionally, administrators should note strong demand from higher education institutions for bachelor's- and master's-level statistics professionals. Higher education institutions (e.g., University of Arkansas, University of Central Arkansas) account for two of the 20 state employers with most demand for bachelor's- and master's-level statistics professionals during the past 12 months. Employers in the 'colleges, universities, and professional schools' industry express demand for bachelor's- and master's-level statistics professionals in 130 postings during the same time (i.e., 11 percent of relevant postings). Higher education institutions frequently seek bachelor's- and master's-level statistics professionals for 'program associate' and 'programmer/analyst' positions.

Lastly, administrators should require students to conduct real-world data analysis through in-class research projects where students source and analyze data. Contacts at **Institution D** report that employers seek bachelor's-level statistics graduates with real-world data analysis experience, rather than only textbook data set experiences. Consequently, administrators at Institution D encourage bachelor's-level statistics students to pursue data analysis internship opportunities to gain the requisite real-world experience with data.

Top Employers for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, State Data⁶

n=1,228 job postings, 108 unspecified postings



6) Burning Glass Labor/Insight™

Advertised Salaries

Promote High Earning Potential for Program Graduates to Appeal to Prospective Students

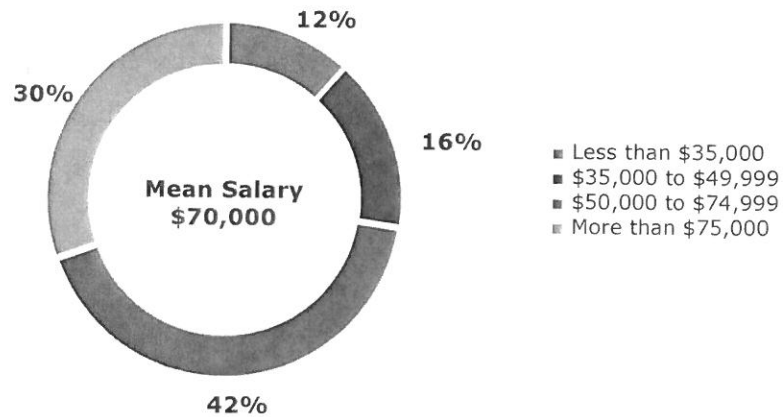
Administrators at **Arkansas Tech University** should note 93 percent of state job postings for bachelor's- and master's-level statistics professionals exclude compensation information. However, of 95 postings that specify for salary level during the past 12 months, 29 advertise an annual salary of more than \$75,000 (i.e., 31 percent of specified postings). Additionally, employers advertise a salary between \$50,000 and \$74,999 in 42 percent of relevant postings during that time (i.e., 40 percent of postings). Employment data from Data USA indicates an average salary of \$92,595 for "math and statistics" graduates during 2015.⁷ For "statisticians" specifically, the BLS reports an average salary of \$80,500.⁸

This data excludes 93 percent of state postings that do not specify for salary.

Advertised Salary for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, State Data⁹

n=1,313 postings, 1,218 unspecified postings



7) Data USA
 8) Bureau of Labor Statistics
 9) Burning Glass Labor/Insight™

4) Program Characteristics

Advertised Education

Prioritize the Development of a Bachelor’s-Level Statistics Program to Meet Statewide Employer Demand

Administrators at **Arkansas Tech University** should note strong employer demand for statistics professionals with a bachelor’s-level degree. State employers prefer statistics professionals to possess a bachelor’s-level degree in 63 percent of specified postings in the past year (i.e., 1,231 of 1,409 specified postings). Furthermore, employers require statistics professionals to possess a bachelor’s-level degree in 83 percent of relevant job postings during that that time (i.e., 1,089 of 1,316 postings). However, according to Data USA master’s-level degrees represent that most commonly awarded statistics degrees nationally in 2015.¹⁰ Master’s-level degrees represent 51 percent of statistics degrees awarded nationally in 2015.

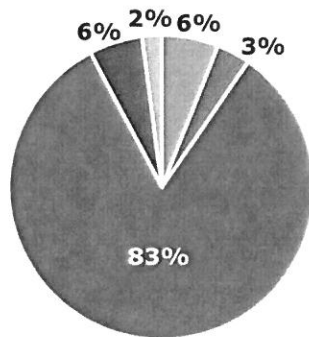
Administrators should further note employers in Arkansas seek bachelor’s- and master’s-level statistics for similar positions. Employers statewide most frequently seek bachelor’s-level statistics professionals for ‘data analyst,’ ‘business analyst,’ and ‘financial analyst’ positions in the past year. Similarly, state employers most frequently seek master’s-level statistics professionals for ‘data analyst,’ ‘statistical analyst,’ and ‘business analyst’ positions during that same time.

A single posting may contribute more than one data point within the graph as postings may advertise both a required and preferred level of education.

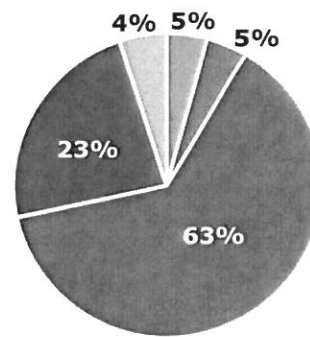
Advertised Education Level for Statistics Professionals

April 2017-March 2018, State Data¹¹

Minimum Advertised Education
n=1,728 job postings, 412 unspecified postings



All Advertised Education
n=1,783 job postings, 374 unspecified postings



- High School or Vocational Training
- Bachelor’s-Level Degree
- Associate’s-Level Degree
- Master’s-Level Degree
- Doctoral-Level Degree

10) Data USA
11) Burning Glass Labor/Insight™
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In-Demand Skills

Offer Data Analytics Focused Courses to Prepare Graduates for In-Demand Employment Outcomes

As expected, administrators at **Arkansas Tech University** should design prospective bachelor's- and master's-level statistics programs with coursework to confer in-demand data analytics skills. Data analytics skills (e.g., 'data analysis,' 'SQL') represent eleven of the top 20 skills statewide employers seek from bachelor's- and master's-level statistics professionals in the past 12 months. Employers in Arkansas express demand for bachelor's- and master's-level statistics professionals with 'data analysis' skills in 808 of 1,228 postings (i.e., 66 percent of specified postings). Profiled institutions offer courses such as "analysis of qualitative data," "data mining," and "longitudinal data analysis" to confer in-demand data analytics skills.

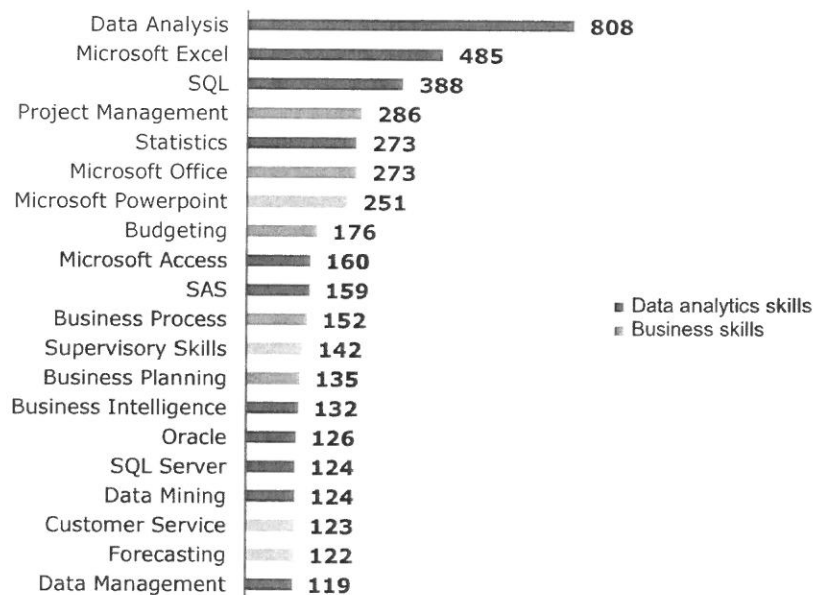
According to a recent study by the Society for Human Resource Management, 59 percent of organizations expect to increase the number of positions requiring data analysis skills between 2016 and 2021.¹² Further, a LinkedIn study suggests "statistical analysis and data mining" represents the second most in-demand technical skill national employers seek in 2018.¹³

Additionally, administrators should require students to complete programming language coursework to confer in-demand programming skills. Administrators at **Institution D** and **Institution F** emphasize employer preference for bachelor's-level statistics graduates with knowledge of programming languages. More specifically, contacts at Institution D and Institution F report employers frequently seek bachelor's-level statistics students experienced with 'SAS' due to the popularity of the language among data science companies. Employers in Arkansas express demand for bachelor's- and master's-level statistics professionals with 'SAS' skills in 159 postings during the past year (i.e., 13 percent of relevant postings). Institution F offers a bachelor's-level course in "advanced SAS programming" to confer in-demand programming skills.

Top Skills for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, State Data¹⁴

n=1,228 job postings, 0 unspecified postings



12) Society for Human Resource Management

13) LinkedIn

14) Burning Glass Labor/Insight™

Program Modality

Offer a Prospective Bachelor’s-Level Statistics Program In-Person to Align with Current Offerings

Administrators at **Arkansas Tech University** should note all profiled programs employ a traditional face-to-face format for bachelor’s-level statistics programs. However, administrators at **Institution F** offer some bachelor’s-level statistics in an online format as elective coursework from the fully online master’s-level applied statistics program overlaps with the undergraduate program.

Furthermore, administrators at profiled institutions do not plan to offer bachelor’s-level statistics programs online. Contacts at Institution F report current online offerings in the bachelor’s-level statistics program do not elicit sufficient enrollments. At **Institution D**, administrators attribute the in-person format of the bachelor’s-level statistics program to reluctance among statistics faculty to convert courses to an online format. While administrators at profiled institutions do not offer the bachelor’s-level statistics program online, they do not indicate that an online program would be unsuccessful. Feedback from program administrators suggests an online bachelor of science in statistics program may fill a gap in both student and employer demand.

At the master’s-level, administrators should note profiled programs deliver master’s-level statistics programs in a format convenient for working professionals. **Institution B** and Institution F offer master’s-level programs fully online. While Institution C offers the master’s-level analytics program in-person due to the complexity of the material, students complete courses in the evening and on Saturdays.

Modality Comparison for Bachelor’s- and Master’s-Level Statistics Programs

Profiled Institutions

Institution	Program Name	Modality
Institution A	M.S. in Mathematics and Statistics	In-person
Institution B	B.S. in Statistics	In-person
	M.S. in Statistics	In-person
	M.S. in Predictive Analytics	Online
Institution C	B.A. or B.S. in Statistics	In-person
	M.S. in Statistics	In-person
	M.S. in Analytics	In-person
Institution D	B.S. in Statistics	In-person
	M.S. in Statistics	In-person
Institution E	B.A. or B.S. in Statistics	In-person
	M.S. in Mathematical Sciences with a track in Statistics	In-person
Institution F	Bachelor’s in Statistics	In-person
	M.S. in Statistics	In-person
	M.S. in Applied Statistics	Online

5) Enrollment and Recruitment

Student Demographics

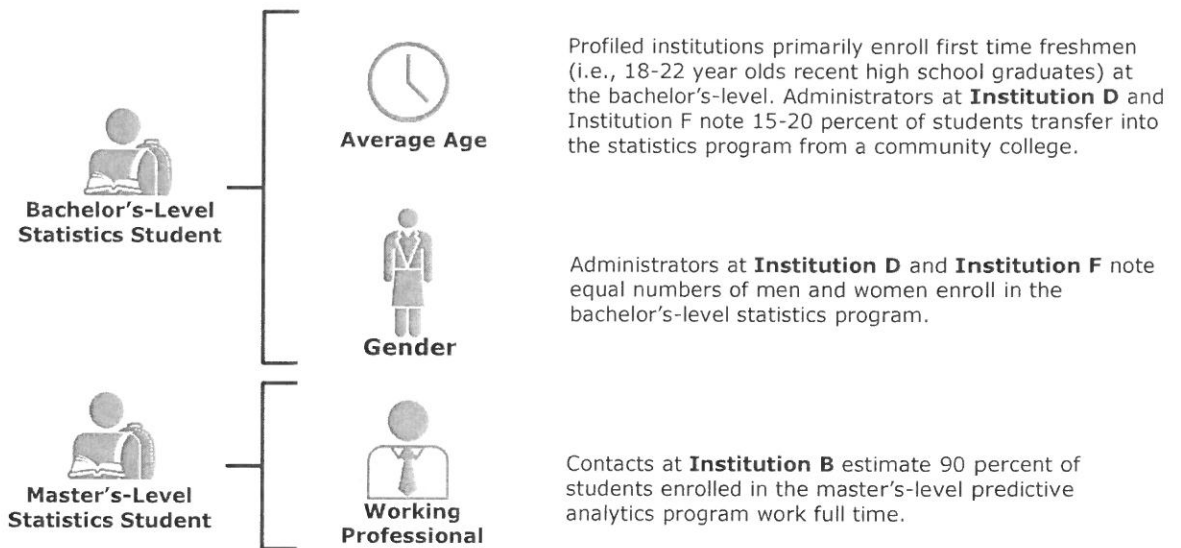
Focus Recruitment Efforts to Traditional Undergraduate Students to Secure Enrollments in a Prospective Bachelor’s-Level Statistics Program

Administrators at **Arkansas Tech University** should market a prospective bachelor’s-level statistics program to undergraduate students in the 18-22 year old age range. Administrators at **Institution D** and **Institution F** report recent high school graduates account for most enrollments in bachelor’s-level statistics programs. Administrators at Institution D and Institution F also note 15-20 percent of students transfer into the bachelor’s-level statistics program from community colleges.

Administrators should note a small percentage of high school students in Arkansas and nationwide intend to major in statistics based on reported SAT and ACT data. In 2017, one percent of SAT test-takers in Arkansas and nationwide report “mathematics and statistics” as an intended college major. Similarly, only three percent of ACT test-takers in Arkansas and nationwide reported “computer science and mathematics” as an intended college major in 2017.

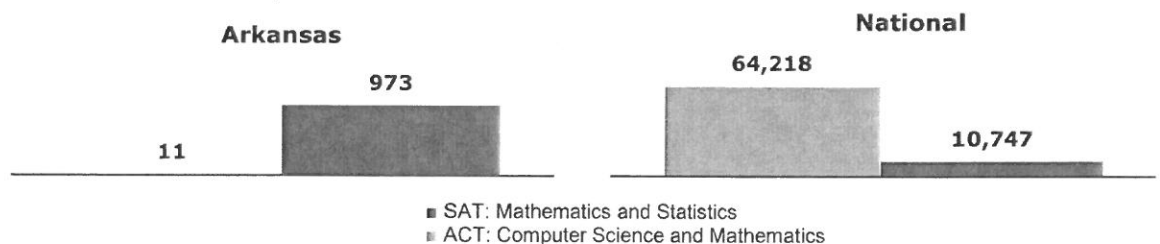
Student Demographics for Bachelor’s- and Master’s-Level Statistics Programs

Profiled Institutions



Intended Majors for High School Students

SAT and ACT, 2017 State¹⁵ and National Data¹⁶



15)ACT and SAT
16)ACT and SAT

Top Locations

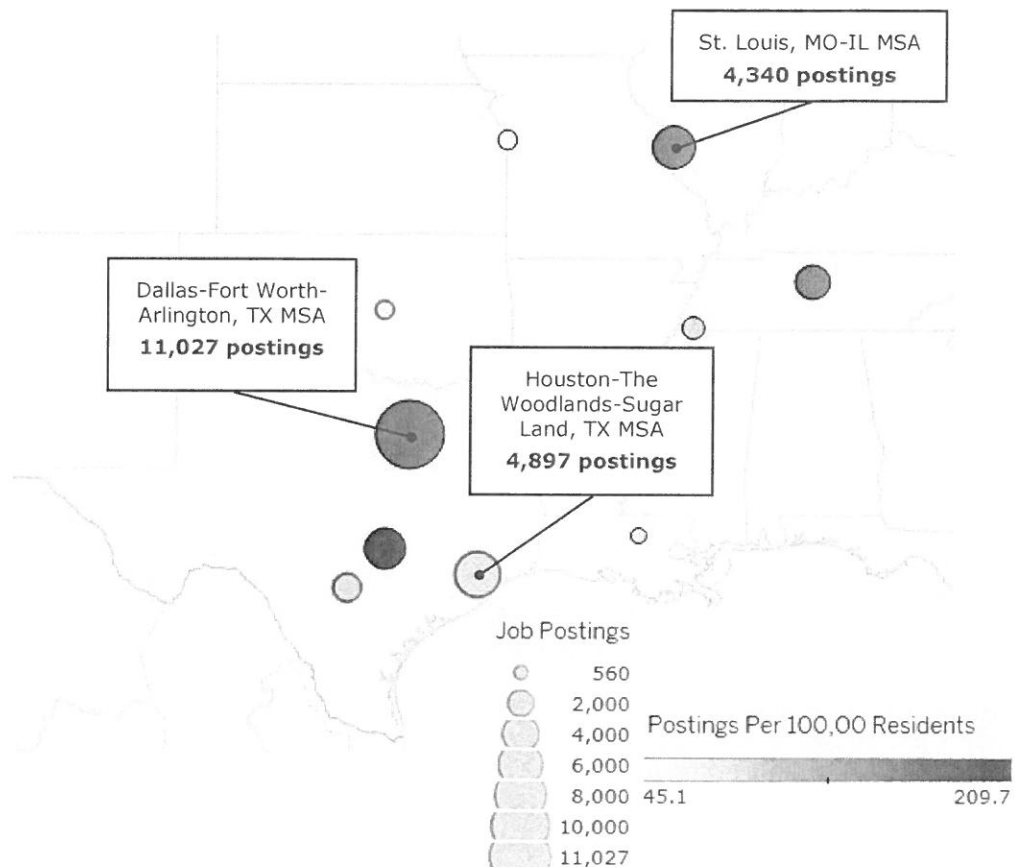
Recruit Students from Metropolitan Statistical Areas in Texas to Secure Program Enrollments

Administrators at **Arkansas Tech University** should focus primary recruitment efforts to metropolitan statistical areas (MSAs) in Texas. Texas MSAs (e.g., Dallas-Fort Worth-Arlington, TX, Houston-The Woodlands-Sugar Land, TX) represent four of the ten largest regional employer markets for bachelor's- and master's-level statistics professionals. The Dallas-Fort Worth-Arlington, TX MSA represents the largest employer market for bachelor's- and master's-level statistics professionals in the region, with 11,027 postings in the past year (i.e., 29 percent of postings regionally). The top four employer markets for bachelor's- and master's-level statistics professionals in Texas account for 57 percent of specified regional postings during the same time (i.e., 21,820 of 38,543 specified postings). See Appendix A for a full list of in-demand locations.

Top Metropolitan Statistical Areas for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, Regional Data¹⁷

n=40,210 job postings, 1,667 unspecified postings



17) Burning Glass Labor/Insight™

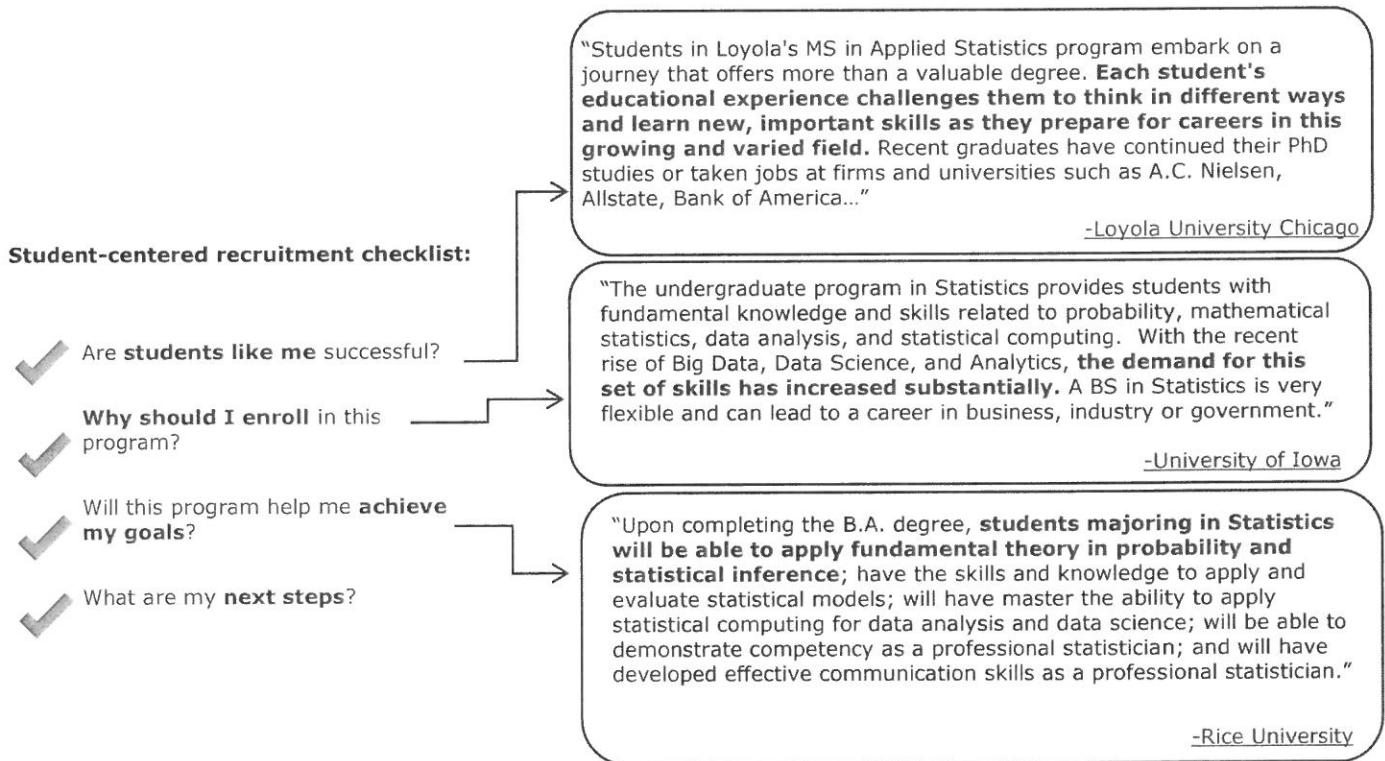
Highlight Potential Graduate Outcomes in Marketing Collateral to Boost Enrollments

Administrators at **Arkansas Tech University** should ensure marketing efforts emphasize student-centered outcomes to attract prospective students who seek enhanced career prospects upon graduation. EAB research indicates working professionals require tangible evidence of program value prior to enrollment. Consequently, program marketing should demonstrate how skills conferred in the program connect to, and meet, demonstrated labor demand.

For more information about how to effectively utilize student-centered marketing, the Forum suggests administrators see EAB's [Competing on Student Outcomes to Attract Today's Career Changers](#) study (2017).

Student-Centered Marketing for Bachelor's- and Master's-Level Statistics Programs

Profiled Institutions and EAB¹⁹



19) EAB, "Competing on Student Outcomes to Attract Today's Career Changer: Turning Passive Interest into Program Enrollments"

Appendix: Top Locations

Top Locations for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, Regional Data²⁰

n=40,210 job postings, 1,667 unspecified postings

Metropolitan Statistical Area (MSA)	Number of Job Postings
Dallas-Fort Worth-Arlington, TX	11,027 postings
Houston-The Woodlands-Sugar Land, TX	4,897
St. Louis, MO-IL	4,340
Austin-Round Rock, TX	3,949
Nashville-Davidson-Murfreesboro-Franklin, TN	2,743
San Antonio-New Braunfels, TX	1,947
Memphis, TN-MS-AR	1,178
Kansas City, MO-KS	926
Oklahoma City, OK	819
Baton Rouge, LA	560

²⁰Burning Glass Labor/Insight™

Appendix B: Top Industries

Top Industries for Bachelor's- and Master's-Level Statistics Professionals

April 2017-March 2018, State Data²¹

n=1,313 job postings, 346 unspecified postings

Industry	Number of Job Postings
Other General Merchandise Stores	132
Colleges, Universities, and Professional Schools	111
Insurance Carriers	70
Wired Telecommunications Carriers	51
Depository Credit Intermediation	48
Management, Scientific, and Technical Consulting Services	46
General Medical and Surgical Hospitals	41
Advertising, Public Relations, and Related Services	31
Elementary and Secondary Schools	30
Animal Slaughtering and Processing	24

21) Burning Glass Labor/Insight™

Workforce Analysis Request Form

Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document AHECB Policy 5.11 Approval of New Degree Programs and Units, which prescribes specific requirements for new degree programs. **Note:** This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages.

Program Information for Analysis

1. Institution:

Arkansas Tech University

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., *Bachelor of Business Administration* or *Associate of Science in Accounting*):

Bachelor of Science in Applied Statistics with Actuarial Science Option or Computer Science Option

3. Proposed CIP Code: If the proposed program does not fit easily into one CIP Code, provide the code it most closely falls into and explain differences / nuances of your program

27.0599

4a. Standard Occupational Classification (SOC) from CIP-SOC Crosswalk:

Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation) **(See Appendix A)**

15-2041, 15-2011, 15-2031, 13-1111, 13-1161, 15-2021

4b. Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional): If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in. **(See Appendix A)**

5. Brief Program Description – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.

Demand for professionals with strong quantitative analytical skills is not new, but recent changes in the economy and the growing reliance of our businesses and governments on data have created an even greater need for workers who can manage data, produce informative visualizations of data, and are guided by fundamental statistical principles.

The curriculum in Applied Statistics is tailored to professionals who may be working with data and statistics in any industry including natural resources, environmental agencies, non-profit organizations, healthcare, insurance, business and finance, or any industry

where the analysis of data research results is required. The Applied Statistics degree includes courses in mathematical theory, statistical modeling, computer programming, economics, and business analytics.

Applied statistics with actuarial science option graduates will be able to:

- * use mathematics, statistics, and financial theory to study the uncertainty of events.*
- * analyze the financial consequences of risk.*
- * evaluate the likelihood of future events & reduce the likelihood of undesirable events.*
- * decrease the impact of undesirable events that do occur.*
- * manage financial risk for an organization.*
- * communicate concisely with other team members or the clients.*

Applied statistics with computer science option graduates will be able to:

- * gather, view and analyze information to meet an organization's needs.*
- * create visualizations and dashboards to help the team interpret the data collected.*
- * measure and statistically analyze data.*
- * translate data into digestible and accessible information.*
- * communicate the findings to help make business decisions.*

The only cost that is associated with this new program is in creating designated statistics faculty. We already have an assistant professor of statistics, an associate professor of statistics without any extra salary cost, and will need an instructor of statistics position which can result from converting an instructor of mathematics position with an increase in salary cost of at most \$7,750 according to CUPA numbers. There is no additional library resources or facilities and equipment required for this degree.

6. North American Industry Classification System (NAICS) – List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome. Lookup NAICS Code

See the EAB report: Market Viability of Bachelor's- and Master's-Level Statistics

7. Region of Possible Position(s) – Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:

See the EAB report: Market Viability of Bachelor's- and Master's-Level Statistics

8. Existing Data – Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.

See the EAB report: Market Viability of Bachelor's- and Master's-Level Statistics

9. Proposed Implementation Date – (MM/DD/YY):

Summer 2020 (05/11/20)

10. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Dr. Weijia Jia

Title: Assistant Professor of Statistics

E-mail: wjia@atu.edu

Phone: (479)498-6021

Email the completed form: Dr. Nathan Smith (Nathan.Smith@adfa.arkansas.gov)

After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.

APPENDIX A. CIP-SOC MATCHING AND THE NCES CROSSWALK (Question 4a & 4b)

Labor market analysis for academic program requires the combination of diverse data sources. The National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) developed a “CIP-SOC crosswalk” linking fields of study, classified by a well-established classification scheme called Classification of Instructional Programs (CIP), with occupations, classified by a well-established classification scheme called Standard Occupational Classifications (SOC). The CIP-SOC crosswalk is available [here](#), and guidelines on how to use the scheme are posted online [here](#).

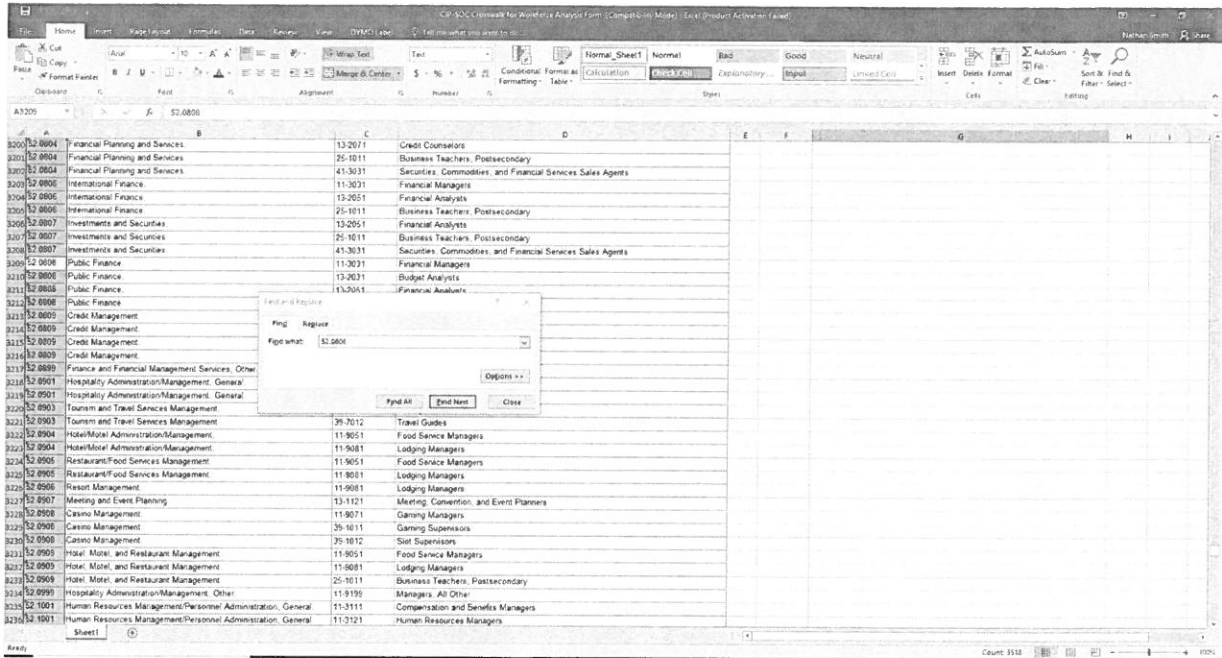
In question 4a of the form, institutions are asked to copy and paste a list of occupations that match with their instructional programs, taken directly from the NCES CIP-SOC crosswalk, which can be downloaded here: https://static.ark.org/eeuploads/adhe/CIP-SOC_Crosswalk_for_Workforce_Analysis_Form.xls

To use this file to answer question 4a:

1. Select Column A.
2. In the Home ribbon, Editing section of the toolbar, click Find & Select to get a drop-down menu, and select the Find command. As you do this, your screen should look something like this.

CIP Code	CIP Title	SOC Code	SOC Title	OTHER OCCUPATIONS (NO MATCH)
01.0000	Agriculture, General	19-1011	Animal Scientists	13-1041 Compliance Officers
01.0000	Agriculture, General	19-1012	Food Scientists and Technologists	13-1074 Farm Labor Contractors
01.0000	Agriculture, General	19-1013	Soil and Plant Scientists	13-1131 Fundraisers
01.0000	Agriculture, General	25-1041	Agricultural Sciences Teachers, Postsecondary	13-1199 Business Operations Specialists, All Other
01.0101	Agricultural Business and Management, General	11-6013	Farmers, Ranchers, and Other Agricultural Managers	25-1191 Graduate Teaching Assistants
01.0101	Agricultural Business and Management, General	25-1041	Agricultural Sciences Teachers, Postsecondary	27-1023 Floral Designers
01.0102	Agribusiness/Agricultural Business Operations	11-6013	Farmers, Ranchers, and Other Agricultural Managers	27-1026 Merchandise Displayers and Window Trimmers
01.0102	Agribusiness/Agricultural Business Operations	25-1041	Agricultural Sciences Teachers, Postsecondary	27-2523 Umpires, Referees, and Other Sports Officials
01.0103	Agricultural Economics	19-3011	Economists	27-4099 Media and Communication Equipment Workers, All Other
01.0103	Agricultural Economics	25-1041	Agricultural Sciences Teachers, Postsecondary	31-1015 Orderlies
01.0104	Farm/Farm and Ranch Management	11-6013	Farmers, Ranchers, and Other Agricultural Managers	31-9096 Pharmacy Aides
01.0104	Farm/Farm and Ranch Management	25-1041	Agricultural Sciences Teachers, Postsecondary	31-9096 Veterinary Assistants and Laboratory Animal Caretakers
01.0104	Farm/Farm and Ranch Management	25-9021	Farm and Home Management Advisors	33-3021 Parking Enforcement Workers
01.0104	Farm/Farm and Ranch Management	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	33-9011 Animal Control Workers
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling	13-1021	Buyers and Purchasing Agents, Farm Products	33-9031 Gaming Surveillance Officers and Gaming Investigators
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling	25-1041	Agricultural Sciences Teachers, Postsecondary	33-9032 Security Guards
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling	45-2041	Graders and Sorters, Agricultural Products	33-9091 Crossing Guards
01.0106	Agricultural Business Technology	15-1151	Computer User Support Specialists	33-9092 Transportation Security Screeners
01.0106	Agricultural Business Technology	43-1011	First-Line Supervisors of Office and Administrative Support Workers	33-9096 Protective Service Workers, All Other
01.0109	Agricultural Business and Management, Other	11-6013	Farmers, Ranchers, and Other Agricultural Managers	35-2011 Cooks, Fast Food
01.0109	Agricultural Business and Management, Other	25-1041	Agricultural Sciences Teachers, Postsecondary	35-2015 Cooks, Short Order
01.0109	Agricultural Business and Management, Other	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	36-2021 Food Preparation Workers
01.0201	Agricultural Mechanization, General	25-1041	Agricultural Sciences Teachers, Postsecondary	36-3021 Combined Food Preparation and Serving Workers, Including Fast Food
01.0201	Agricultural Mechanization, General	49-3041	Farm Equipment Mechanics and Service Technicians	36-3022 Courier Attendants, Cafeteria, Food Concession, and Coffee Shop
01.0204	Agricultural Power Machinery Operation	25-1041	Agricultural Sciences Teachers, Postsecondary	36-3031 Waiters and Waitresses
01.0204	Agricultural Power Machinery Operation	45-2091	Agricultural Equipment Operators	36-3041 Food Servers, Nonrestaurant
01.0204	Agricultural Power Machinery Operation	49-3041	Farm Equipment Mechanics and Service Technicians	36-9011 Dining Room and Cafeteria Attendants and Bartender Helpers
01.0205	Agricultural Mechanics and Equipment/Machine Technology	49-3011	Aircraft Mechanics and Service Technicians	36-9021 Dishwashers
01.0205	Agricultural Mechanics and Equipment/Machine Technology	49-3041	Farm Equipment Mechanics and Service Technicians	36-9031 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
01.0205	Agricultural Mechanics and Equipment/Machine Technology	49-3042	Mobile Heavy Equipment Mechanics, Except Engines	36-9099 Food Preparation and Serving Related Workers, All Other
01.0209	Agricultural Mechanization, Other	25-1041	Agricultural Sciences Teachers, Postsecondary	37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners
01.0209	Agricultural Mechanization, Other	49-3041	Farm Equipment Mechanics and Service Technicians	37-2012 Maids and Housekeeping Cleaners

3. In the Find and Replace dialog box, enter the CIP code that you're interested in, and click "Find Next." Your screen should then look like this:



4. Since the CIP-SOC crosswalk file is already sorted by row, you can find all the rows corresponding to your CIP simply by starting from the first cell selected and then reading down in column A until you encounter a different CIP code.
5. Select all of these rows, columns A through D, this will form a table that can be pasted directly into the response field for question 4a.

52.0808	Public Finance.	11-3031	Financial Managers
52.0808	Public Finance.	13-2031	Budget Analysts
52.0808	Public Finance.	13-2051	Financial Analysts
52.0808	Public Finance.	25-1011	Business Teachers, Postsecondary

6. If desired, ask a faculty or staff member to sort the matched occupations from the CIP-SOC crosswalk by relevancy/importance, with the occupations that seem most likely to employ your graduates ranked first.
7. Missing occupations from the list should be addressed in question 4b.

Question 4b, is requesting information from your local staff/workforce experts at your institution on the applicability of the NCES list. We are aware that the NCES might be “globally” wrong—the CIP/SOC match may never have been very accurate, or may become obsolete as fields and occupations evolve—or “locally” wrong—the CIP/SOC match may be reasonably robust in general, but fail to capture the role your particular program plays in students’ career paths. Graduates of a particular program may be over or underqualified for some of the matched occupations. Also, there may be SOC’s not matched to your CIP by NCES for which, however, your program does help to prepare students, and which are likely to provide gainful employment for your graduates. Question 4b is the place to tell us about those as well.

Bachelor of Science in Applied Statistics with Actuarial Science Option

Curriculum

The matrix below is a sample plan for all coursework required for this program.

=====	=====
Fall	Spring
ENGL 1013 Composition I ¹ (3)	ENGL 1023 Composition II ¹ (3)
MATH 1001 Orientation to Mathematics (1)	Fine Arts/Humanities ¹ (3)
MATH 2914 Calculus I (4)	MATH 2924 Calculus II (4)
BUAD 2003 Business Info Systems (3)	STAT 2303 Statistical Methods (3)
ECON 2003 Principles of Econ I (3)	ECON 2013 Principles of Econ II (3)
Electives ⁴ (1)	
Total Hours (15)	Total Hours (16)
=====	=====
Fall	Spring
STAT 3153 Applied Statistics (3)	STAT 3113 Regression Analysis (3)
MATH 2703 Discrete Math (3)	MATH 3243 Differential Equations I (3)
MATH 2934 Calculus III (4)	COMS 2104 Found. of Comp. Prog. I (4)
ACCT 2003 Accounting Principles I (3)	ACCT 2013 Accounting Principles II (3)
BDA 2003 Business Problem Solving (3)	Quantitative Elective ² (3)
Total Hours (16)	Total Hours (16)
=====	=====
Fall	Spring
Fine Arts/Humanities ¹ (3)	Social Science ¹ (3)
US History/Government ¹ (3)	Science/Lab ¹ (4)
Science/Lab ¹ (4)	STAT 4153 Experimental Design and Analysis (3)
STAT 3203 Actuarial Probability I (3)	STAT 3213 Actuarial Probability II (3)
MATH 4003 Linear Algebra (3)	Quantitative Elective ² (3)
Total Hours (16)	Total Hours (16)
=====	=====

Fall	Spring
COMM 2173 Business and Prof. Speaking (3)	Social Science ¹ (3)
STAT 4283 Financial Math. I (3)	STAT 4293 Financial Math II (3)
MATH/STAT Elective ³ (3)	MATH 4971 Senior Seminar in Math (1)
Electives ⁴ (3)	MATH/STAT Elective ³ (3)
	Electives ⁴ (3)
Total Hours (12)	Total Hours (13)

¹See appropriate alternatives or substitutions in “General Education Requirements”.

²The quantitative electives must be at the 2000-level or above and may include math, statistics, computer science, business administration, business data analytics, finance, or a course in another area with substantial quantitative content (ask for approval from advisor).

³See catalog to assure pre-requisites are met. See advisor to select courses from: STAT 3183 Statistical Process Control, STAT 4113 Categorical Data Analysis, STAT 4393 Statistical Learning, MATH 4123 Mathematical Modeling, or a MATH/STAT course at the 3000-4000 level approved by advisor.

⁴A minimum of 40 credit hours of the 120 total hours required for the B.S. degree must be 3000-4000 level courses.

Bachelor of Science in Applied Statistics with Computer Science Option

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman year

Fall

ENGL1013 Composition I¹ (3)
US History/ Government¹ (3)
MATH 1001 Orientation to Mathematics (1)
MATH 2914 Calculus I (4)
BUAD 2003 Business Info Systems (3)
Electives⁴ (1)

Total Hours (15)

Spring

ENGL 1023 Composition II¹ (3)
Fine Arts/ Humanities¹ (3)
STAT 2303 Statistical Methods (3)
MATH 2924 Calculus II (4)
BDA 2003 Bus. Problem Solving (3)

Total Hours (16)

Sophomore Year

Fall

Social Science¹ (3)
MATH 2703 Discrete Math (3)
MATH 2934 Calculus III (4)
STAT 3153 Applied Statistics (3)
Electives⁴ (3)

Total Hours (16)

Spring

MATH 3243 Differential Equations I (3)
COMS 2104 Found. of Computer Prog. I (4)
STAT 3113 Regression Analysis (3)
BDA 3053 Bus. Data Analysis (3)
Electives⁴ (3)

Total Hours (16)

Junior Year

Fall

Fine Arts/Humanities¹ (3)
Science/Lab¹ (4)
COMS 2203 Found. of Computer Prog. II (3)
MATH 4003 Linear Algebra (3)
STAT 4163 Mathematical Statistics (3)

Total Hours (16)

Spring

Science/Lab¹ (4)
STAT 4153 Experimental Design and Analysis (3)
COMM 2173 Business and Prof. Speaking (3)
COMS 2213 Data Structures (3)
MATH/STAT Elective² (3)

Total Hours (16)

Senior Year

Fall

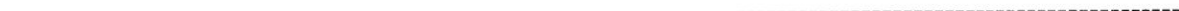
Social Science¹ (3)
STAT 4113 Categorical Data Analysis (3)
COMS Elective³ (3)
Electives⁴ (3)

Total Hours (12)

Spring

MATH 4971 Senior Seminar in Math (1)
COMS Elective³ (3)
MATH/STAT Elective² (6)
Electives⁴ (3)

Total Hours (13)



¹See appropriate alternatives or substitutions in “General Education Requirements”.

²See catalog to assure pre-requisites are met. See advisor to select courses from: STAT 3183 Statistical Process Control, STAT 4393 Statistical Learning, MATH 4123 Mathematical Modeling, or a MATH/STAT course at the 3000-4000 level approved by advisor.

³See catalog to assure pre-requisites are met. See advisor to select courses from: COMS 3233 Database Design and Impl., COMS 3243 Data Mining, COMS 4353 Artificial Intelligence, or a COMS course at the 3000-4000 level approved by advisor.

⁴A minimum of 40 credit hours of the 120 total hours required for the B.S. degree must be 3000-4000 level courses.

Syllabus

Department of Mathematics and Statistics STAT 2000 Statistical Packages Lab

Section: 001

Offered: Fall & Spring

Pre-Requisite: None

Co-Requisites: STAT 2303 Statistical Methods

Course Description: This lab is an introduction to the statistical software SAS and R, including its use for common statistical analyses. A practical complement to the statistical methodology covered in STAT 2303.

This section is all to be completed by faculty of record for the course.

Course Office: Corley Phone: Email:

Instructor: TBD

Office Hours: To be determined by the faculty of record for this course

Text required: None

Bibliography:

For SAS:

Online document <https://support.sas.com/en/documentation.html>

Delwiche, L.D. and Slaughter, S.J., The Little SAS Book: A Primer, Fifth Edition, The SAS Institute, 2012

For R:

Grolemund, G. and Wickham H., R for Data Science, available for free at <http://r4ds.had.co.nz/>

Justification/rationale for the course: As the demands for professionals with quantitative analytical skills grows, especially in industry, application of statistical software becomes a more crucial part of data analysis. Among the advanced analytics software, SAS and R are the most popular languages used in statistical analysis in both academia and industry.

Objectives: The main point of this lab is to give the student a working start with the covered software SAS and R for the basic statistical analyses from STAT 2303. The student can learn the use of these software in more depth in the subsequent statistical courses. Student can spend a lifetime using and mastering them.

General Education Requirements: This course does not meet any General Education requirements.

Assessment: The grade in this lab is incorporated into STAT 2303.

Attendance: Students are required to attend the lab regularly to learn and practice with SAS and R -- how they are implemented for the statistical analyses covered in STAT 2303.

Syllabus
Department of Mathematics and Statistics
STAT 2303 Statistical Methods

Section: 001

Offered: Fall & Spring

Pre-Requisite: Math 2914 Calculus I

Co-Requisites: STAT 2000. **Statistical Packages** Laboratory. Introduction to the statistical software SAS and R, including its use for common statistical analyses. A practical complement to the statistical methodology covered in STAT 2303.

Course Description: The goal of this course is to introduce students to statistical methods for analyzing data. Some of the topics included are: Describing Data, Basic Probability, Random variables, Normal and Binomial Distributions, Sampling Distributions, Confidence Intervals, Hypothesis testing, Correlation and Regression, Contingency table, Comparing two populations, ANOVA.

This section is all to be completed by faculty of record for the course.

Course Office: Corley Phone: Email:

Instructor: TBD

Office Hours: To be determined by the faculty of record for this course

Text required: Moore, David S., McCabe, George P., and Craig, Bruce A. Introduction to the Practice of Statistics, 7th ed., W.H. Freeman and Company, New York.

Bibliography: There is NO required supplemental reading list for this course.

Justification/rationale for the course: The goal of this course is to introduce students to statistical methods for analyzing data. We will emphasize the basic principles and criteria for selecting the appropriate statistical technique. Students will get hands-on experience applying the topics covered to real datasets using R or SAS. From medical studies, research experiments, business information, from polling organizations, and insurance, data are being collected everywhere, and all the time. Knowledge in statistics provides you with the necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

Course objectives - By completing this course the student will learn to perform the following:

- 1) How to calculate and apply measures of location and measures of dispersion.
- 2) How to apply discrete and continuous probability distributions to various business problems.
- 3) Perform Test of Hypothesis as well as calculate confidence interval for a population parameter for single sample and two sample cases. Understand the concept of p-values.
- 5) Compute and interpret the results of Simple Linear Regression and Correlation Analysis, ANOVA and F-test.

Course Content:

- Descriptive statistics & data visualization
- Probability
- Point and interval estimation
- Hypothesis testing
- Inference for a single population
- Comparisons between two populations
- One- way analysis of variance
- Analysis of categorical data
- Simple linear regression

General Education Requirements: This course does not meet any General Education requirements.

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

In-Class Participation/Projects	15%	
Homework/Quizzes		15%
3 Exams (20% each)	70	%
	100%	

The following percentages will be used to assign scores:

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

Attendance: The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled. *In the event that you must miss, it is your responsibility to find out what material you missed and if any assignments are due.* I DO NOT take doctor's notes for absences.

No Make-Up exams will be given.

Expectations:

- Students must adhere to the rules set forth in the handbook.
- Students must do their own work.
- Consider your actions carefully: There will be no tolerance for conduct that even gives the appearance of cheating.
- Students are expected to respect the rights of others
- Students should not hesitate to clarify any questions regarding the policies of this course with the instructor.

Cheating/Plagiarism : Cheating or copying someone else's work may result in anything from a zero on the assignment (or test) to expulsion from the course with a course grade of F. Talking to others or using notes are NOT allowed during exams, either. *Please note that while I strongly encourage working together on assignments, copying someone else's work is cheating, and will not be tolerated.* Using apps, unapproved websites, etc are also considered cheating.

Syllabus

Department of Mathematics and Statistics

STAT 3113 **Regression Analysis**

Section # **001**

OFFEREDSpring

PRE-REQUISITE An introductory statistics course or permission of instructor

CO-REQUISITES None

DESCRIPTION This course introduces the methods for fitting and interpreting regression models. Topics include simple linear regression (SLR), multiple linear regression (MLR), model checking, variable selection methods, dummy variables, diagnostic measures, logistic regression, and time series analysis. Instruction will include the use of a statistical programming language.

NOTES None

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

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

TEXTBOOK Mendenhall, W., Sincich, T., A Second Course in Statistics Regression Analysis, 8th edition, Pearson.

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

JUSTIFICATION Regression analysis is the most popularly used statistical technique with application in almost every imaginable field. Linear regression model, which relates an outcome to a set of predictors of interest using linear assumptions, is the most important statistical analysis tool in a data scientist's toolkit. This course focus on regression models and associated methods of statistical inference, data analysis, interpretation of results, statistical computation and model building.

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

- understand regression model and model assumptions in SLR and MLR;
- Use SAS and/or R to get least square estimate, confidence interval, and do hypothesis for the parameters;
- do the estimation and prediction by using the linear regression model;
- do regression for the data with quantitative, qualitative predictors and both;
- do model selection by using SAS and/or R;
- check the model assumptions by residual plots and use some basic measures to remedy the model;
- apply logistic regression for the dependent variable with two discrete values.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	15%
3 Exams (20% each)	60%
Final Exam	25%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. Students missing more than 2 classes are to be dropped from the class with a grade of F. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

**COURSE
CONDUCT**

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

**PLAGIARISM &
CHEATING**

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Course overview, Review some basic concepts, Introduction to regression analysis	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Simple linear regression (SLR) definition, Least square method (LSE)	
3	SLR model assumptions, Estimation of β_1 , Interpretation & inference of the slope parameter	
4	Coefficient of correlation, Coefficient of determination, SLR estimation and prediction, Multiple linear regression (MLR) definition	

5	MLR: LSE, Model assumption, Estimation of ,		
6	MLR: Inference about the parameters, Multiple coefficients of determination, Estimation and prediction		
7	MLR: Interaction model, Curvilinear model, model with qualitative independent variable		
8	Model selection, Problems (misusing) with regressions		
9	Residual analysis		
10	Transformations and weighting to correct model inadequacies, Introduction to weighted least squares		
11	Introduction to piecewise linear regression, Introduction to logistic regression		
12	Introduction to ridge regression, Time series component		
13	Moving average method, Exponential smoothing		
14	Measures of forecast accuracy, Forecasting by regression approach		
15	Autocorrelation and autoregressive error models		

Syllabus

Department of Mathematics and Statistics

STAT 3183 **Statistical Process Control**

Section # **001**

OFFERED Spring

PRE-REQUISITE STAT 3153 Applied Statistics

CO-REQUISITES None

DESCRIPTION This course is an introduction to statistical process control using Deming's philosophy for the improvement of quality, productivity, and competitive position.

NOTES None

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

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

TEXTBOOK Introduction to Statistical Quality Control, 7th edition, by D. Montgomery, Wiley, ISBN: 978-1118146811

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

JUSTIFICATION Regression analysis is an important topic for anyone interested in applying statistics in industry. This course focus on theory and methods of quality monitoring including process capability, control charts, acceptance sampling, quality engineering, and quality design.

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

- Collect and analyze data with emphasis on basic concepts of quality control.
- Understand the importance of variability in statistical quality control.
- Understand the role of statistics in engineering and quality improvement.

- To learn various statistical tools of quality monitoring.
- To learn the statistical and economical design issues associated with quality control.
- To understand and implement various process capability analysis techniques.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. Students missing more than 5 classes are to be dropped from the class with a grade of F. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

**COURSE
CONDUCT**

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

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

PLAGIARISM & CHEATING

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Course overview, Review some basic concepts, Introduction to Quality Management and Philosophy regression analysis	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2 & 3	Modeling Process Quality: Reviewing probability distributions associated with Quality Control	
4	Inferences about process quality	
5	Statistical Process Control: Methods and Philosophy of Statistical Process Control	
6 & 7	Control Charts for Variables	
8 & 9	Control Charts for Attributes	
10	Control Charts for Short Run Productions, Multiple-Stream Processes	
11&12	Process Capability Analysis	
13	Process Design and Improvement with Designed Experiments	
14&15	Acceptance Sampling	

Syllabus

Department of Mathematics and Statistics

STAT 3203 **Actuarial Probability I**

Section # 001

OFFERED Fall

PRE-REQUISITE MATH 2934 Calculus III

CO-REQUISITES None

DESCRIPTION In this course we develop knowledge of the fundamental probability tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of the supporting calculus is assumed. A very basic knowledge of insurance and risk management is assumed.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Probability Course for the Actuaries: A Preparation for Exam P/1, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop knowledge of the fundamental probability tools for quantitatively assessing risk and help the students to prepare for Exam P: Probability of the Society of Actuaries.

OBJECTIVES Students successfully completing this course should be able to use and apply the following Concepts :

- Set functions including set notation and basic elements of probability
- Mutually exclusive events

- Addition and multiplication rules
- Independence of events
- Combinatorial probability
- Conditional probability
- Bayes Theorem / Law of total probability
- Commonly used discrete random variables

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
CONDUCT**

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

If for some reason you feel that one or more of these items are necessary, you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week		Exercises
1	Syllabus, Set theory	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Counting and combinatorics	
3	Probability: Definitions and properties	
4	Conditional Probability	
5	Bayes' formula	
6	Independent events, Odds and conditional probability	

7	Random variables		
8	Probability mass function and cumulative distribution function		
9	Expected value of a discrete random variable, Expected value of a function of a discrete random variable		
10	Variance and standard deviation of a discrete random variable		
11	Uniform discrete random variable, Bernoulli trials and binomial distribution		
12	The expected value and variance of the binomial distribution		
13	Poisson random variable Geometric random variable		
14	Negative binomial random Variable		
15	Hyper-geometric random variable		

Syllabus

Department of Mathematics and Statistics

STAT 3213 **Actuarial Probability II**

Section # 001

OFFERED Spring

PRE-REQUISITE STAT 3203 Actuarial Probability I

CO-REQUISITES None

DESCRIPTION This course is a continuation to STAT 3203. At the end of this course, a student is prepared to take Exam P of the Society of Actuaries.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Probability Course for the Actuaries: A Preparation for Exam P/1, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop knowledge of the fundamental probability tools for quantitatively assessing risk and help the students to prepare for Exam P: Probability of the Society of Actuaries.

OBJECTIVES Students successfully completing this course should be able to use and apply the following Concepts :

- Probability functions and probability density functions Mutually exclusive events
- Cumulative distribution functions
- Mode, median, percentiles, and moments
- Variance and measures of dispersion
- Moment generating functions

- Transformations
- Joint probability functions and joint probability density functions
- Joint cumulative distribution functions
- Central Limit Theorem
- Conditional and marginal probability distributions
- Moments for joint, conditional, and marginal probability distributions
- Joint moment generating functions
- Variance and measures of dispersion for conditional and marginal probability distributions
- Covariance and correlation coefficients
- Transformations and order statistics
- Probabilities and moments for linear combinations of independent random variables

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

COURSE

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

CONDUCT

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

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week		Exercises
1	Syllabus, Cumulative and survival distribution function	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Review improper integrals from Calculus prerequisite I, Distribution functions	

3	Expectation and variance, Median, mode, and percentiles		
4	The continuous uniform distribution function, Normal random variables		
5	The normal approximation to the binomial distribution, Exponential random variable		
6	Gamma distribution, the distribution of a function of a continuous random variable		
7	Review graphing systems of inequalities in two variables and iterated double integrals from Calculus II		
8	Jointly distributed random variables, Independent random variables		
9	Sum of two independent random variables		
10	Conditional distribution		
11	Joint Probability distribution of functions of random variables, Expected value of a function of two random variables		
12	Covariance and variance of sums, The coefficient of correlation		
13	Conditional Expectation, Double Expectation		
14	Conditional variance, Moment generating functions		
15	Moment generating functions		

	of sums of independent RVs, The central limit theorem		
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Syllabus

Department of Mathematics and Statistics

STAT 4113 Categorical Analysis

Section: 001

Offered: Fall

Pre-Requisite: STAT 3113 Regression Analysis

Course Description: Statistical tools to analyze univariate and multivariate categorical responses. Emphasis is given to Generalized Linear Models, including logistic regression and loglinear models.

This section is all to be completed by faculty of record for the course.

Course Office: Corley Phone: Email:

Instructor: TBD

Office Hours: To be determined by the faculty of record for this course

Text required: An Introduction to Categorical Analysis. 2nd edition. Author: Alan Agresti. Publisher: John Wiley & Sons, Inc. ISBN: 9780471226185.

Bibliography: There is NO required supplemental reading list for this course.

Justification/rationale for the course: The goal of this course is to introduce students to statistical methods for analyzing data in which the response variables are categorical: either qualitative or quantitative and the explanatory variables can be categorical or continuous. In the real world, often times we have data that require knowledge of how to handle categorical response variables as well as the mixed inputs. By learning categorical analysis, it further deepens knowledge in statistics that will provide necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from this sea of data.

Course objectives - By completing this course the student will be able to perform the following:

- Students will be able to select the appropriate statistical methodology for the analysis of categorical data.
- Justify the basic theoretical models for categorical data.
- Conduct and/or actively participate in the modeling and analyzing of categorical data.
- Interpret results from contingency tables or generalized linear models that evaluate relationships between categorical variables
- Communicate, both verbally and in writing, results with non-statisticians
- Analyze categorical data using statistical software

Course Content:

- | | | |
|-----|---|----------|
| • 1 | Overview & Intro. | 1.1-1.2 |
| • 2 | Sampling models & Inference | 1.3-1.5 |
| • 3 | 2-way tables: structure and proportions | 2.1 |
| • 4 | 2-way tables: odds ratios | 2.2, 2.4 |
| • 5 | Inference: Chi-square tests | 3.1-3.3 |
| • 6 | Inference: ordinal data, exact tests | 3.4-3.6 |
| • 7 | 3-way tables: partial association | 2.3, 3.7 |

- 8 Generalized linear models (GLM) 4.1
- 9 GLMs for binary data 4.2
- 10 Poisson regression 4.3
- Inference and model checking 4.5-4.6
- 11 Logistic regression 5.1
- 12 Logistic regression: model checking 5.2
- 13 Logit models (categorical predictors) 5.3
- 15 Multiple logistic regression 5.4-5.5

General Education Requirements: This course does not meet any General Education requirements.

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

Homework/Quizzes	35%
Projects/Exams (20% each)	65%
	100%

The following percentages will be used to assign scores:

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

Attendance: The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled. *In the event that you must miss, it is your responsibility to find out what material you missed and if any assignments are due.* I DO NOT take doctor's notes for absences.

No Make-Up exams will be given.

Expectations:

- Students must adhere to the rules set forth in the handbook.
- Students must do their own work.
- Consider your actions carefully: There will be no tolerance for conduct that even gives the appearance of cheating.
- Students are expected to respect the rights of others
- Students should not hesitate to clarify any questions regarding the policies of this course with the instructor.

Cheating/Plagiarism : Cheating or copying someone else's work may result in anything from a zero on the assignment (or test) to expulsion from the course with a course grade of F. Talking to others or using notes are NOT allowed during exams, either. *Please note that while I strongly encourage working together on assignments, copying someone else's work is cheating, and will not be tolerated.* Using apps, unapproved websites, etc are also considered cheating.

Syllabus

Department of Mathematics and Statistics

STAT 4153 **Experimental Design and Analysis**

Section # **001**

OFFERED Spring

PRE-REQUISITE An introductory statistics course or permission of instructor

CO-REQUISITES None

DESCRIPTION This course introduces students to both design and analysis of experiments as well as statistical computing. SAS and JMP will be the primary software for this course. Topics will include basic principles of experimental design, randomization, replication, completely randomized design, randomized blocks, Latin squares, complete and incomplete block designs, factorial design, blocking in factorial design, 2k factorial design, blocking and confounding in 2k factorials, fractional factorial designs, blocking in fractional factorials, experiments with random factors, nested and split-plot designs, analysis of covariance, repeated measures, regression, ANOVA, and follow-up analysis, sample size determination. Other topics may be discussed if time permits.

NOTES None

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

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

TEXTBOOK Montgomery, D. C., Design and Analysis of Experiments, 9th edition, Wiley.

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

JUSTIFICATION Designing experiments to effectively address research questions, performing data analysis by using appropriate software and drawing statistical conclusions are the essential skills for statisticians. Experimental design is also an important tool for engineers and scientists to use for

product design and development as well as process development and improvement. Experimental design should be introduced early in the product cycle to substantially reduce development lead time and cost, leading to processes and products that perform better in the field and have higher reliability than those developed using other approaches.

OBJECTIVES

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

- understand the principles, models and strategies commonly used for experimental design;
- construct appropriate experiments to effectively address research questions;
- use statistical software to correctly analyze data collected from designed experiments and draw appropriate statistical conclusions.

GENERAL EDUCATION REQUIREMENTS

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

ASSESSMENT

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

Homework	20%
Course Project	15%
2 Exams (20% each)	40%
Final Exam	25%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. After 2 absences, a student's name may be reported to the advising center's Early Warning staff. After 4 absences, a student may be dropped from the course with an FE* if the grade is below 60%. Students who arrive to class

late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

**COURSE
CONDUCT**

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

**PLAGIARISM &
CHEATING**

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Basic principles and guidelines for designing experiments	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Completely randomized experiment (CRD), Perform single-factor ANOVA for CRD	
3	Perform single-factor ANOVA for CRD, ANOVA model adequacy checking	
4	Practical interpretation of results, Interpret computer output from SAS/JMP,	

	Determining sample size		
5	The regression approach to the ANOVA, Nonparametric methods in the ANOVA		
6	Randomized blocks, Latin squares, Complete and incomplete block designs		
7	Factorial design, Blocking in factorial design		
8	2k series of factorial designs, ANOVA for 2k factorial design		
9	Regression model for 2k factorial design, unreplicated 2k factorial design		
10	Blocking and confounding in 2k factorials		
11	Fractional factorial designs		
12	Blocking in fractional factorials		
13	Experiments with random factors		
14	Nested and split-plot designs		
15	Brief introduction of ANCOVA and repeated measures		

Syllabus

Department of Mathematics and Statistics

STAT 4283 **Financial Mathematics I**

Section # 001

OFFERED Fall

PRE-REQUISITE MATH 2914 Calculus I

CO-REQUISITES None

DESCRIPTION This is an introductory course in Financial Mathematics. The student will learn about the different types of interest (simple interest, discount interest, compound interest), annuities, debt retirement methods, investing in stocks and bonds.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Basic Course in the Theory of Interest: A Preparation for Exam FM/2, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop the student's understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flow. The course can help the students to prepare for Exam FM: Financial Mathematics of the Society of Actuaries.

OBJECTIVES Students successfully completing this course will be able to understand:

- and to perform calculations relating to present value, current value, and accumulated value
- and to calculate present value, current value, and accumulated value for sequences of non-contingent payments (annuities)
- key concepts concerning loans and how to perform related calculations
- key concepts concerning bonds, and how to perform related calculations

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
CONDUCT**

Respect your peers. Students are expected to respect the rights of others. Students must conduct themselves in a professional manner, and maintain an atmosphere that does not distract other students from learning. Students whose behavior the instructor deems to be disruptive will be asked to leave. This includes, but is not limited to, cell phones ringing, talking on a cell phone or text messaging, use of a laptop computer in a

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

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week			Exercises
1	Syllabus, interest, Accumulation and amount functions, EIR, Simple Interest, Date conventions under simple interest		The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Compound interest, Present value and discount functions, Effective rate of discount, Nominal rate of interest and discount		
3	Continuous compounding,		

	Time varying interest rates, Equations of value and time diagrams, Solving for the unknown interest rate/time		
4	Present and accumulated values of an annuity-immediate, Annuity due, Deferred annuity		
5	Perpetuities, Solving for the unknown number of payments/rate of interest of an annuity, Varying interest of an annuity		
6	Annuities payable at a different/less/more frequency than interest is convertible, Continuous annuities		
7	Varying annuity (immediate/due/with payments at a different frequency than interest is convertible), Continuous varying annuities		
8	Discounted cash flow technique, Uniqueness of IRR, Interest reinvested at a different rate		
9	Dollar-weighted/time-weighted interest rate, Portfolio and investment year methods		
10	Yield rate in capital budgeting, Finding the loan balance with prospective and retrospective methods		
11	Amortization schedules, Sinking fund method		

12	Loans payable at a different frequency than interest is convertible, Amortization with varying series of payments		
13	Type of bonds, the various pricing formulas of a bond		
14	Amortization of premium or discount, Valuation of bonds between coupons payment dates		
15	Approximation methods of bonds' yield rates, Callable bonds and serial bonds		

Syllabus

Department of Mathematics and Statistics

STAT 4293 **Financial Mathematics II**

Section # 001

OFFERED Spring

PRE-REQUISITE MATH 4283 Financial Mathematics I

CO-REQUISITES None

DESCRIPTION This is a continuation of STAT 4283. Topics include Loans, bonds, cash flow and portfolios, immunization, derivatives and options. At the end of this course, a student is prepared to take Exam FM of the Society of Actuaries.

NOTES None

COURSE INSTRUCTOR **Office: Corley 236 Phone: 964 - 0854 Email: mfinan@atu.edu**
Dr. Marcel Finan

OFFICE HOURS 9:00 - 11:00 (MWF)

TEXTBOOK Marcel B Finan, A Basic Course in the Theory of Interest: A Preparation for Exam FM/2, accessible at faculty.atu.edu/mfinan/actuaries.html

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

JUSTIFICATION Employment of actuaries is projected to grow 22 percent in the next ten years, much faster than the average for all occupations. This course is designed to develop the student's understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting and valuing contingent cash flow. The course can help the students to prepare for Exam FM: Financial Mathematics of the Society of Actuaries.

OBJECTIVES Students successfully completing this course should be able to understand:

- key concepts concerning yield curves, rates of return, and measures of duration and convexity, and how to perform related calculations

- key concepts concerning cash flow matching and immunization, and how to perform related calculations
- key concepts concerning interest rate swaps, and how to perform related calculations
- key concepts concerning the determinants of interest rates, the components of interest, and how to perform related calculations.

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework	20%
3 Exams (20% each)	60%
Final Exam	20%
Total	100 %

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
CONDUCT**

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you must get express permission from the instructor beforehand. A student who is requested to leave will not be excused from missing any class or class activities.

PLAGIARISM & CHEATING

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

COURSE PHILOSOPHY

You learn math by doing math: Mathematics is not a spectator sport! Athletes do not train for sports by watching games on TV--they must exercise and practice. Similarly, you can not learn mathematics by only listening to the lecture; you must actively and consistently participate in the learning process, both in and out of the classroom.

The answer is not the goal: Mathematics is not just getting an answer that matches "what's in the back of the textbook". Mathematics is about taking a set of instructions, understand them and know how to use them in solving mathematical problems.

SCHEDULE

Week		Exercises
1	Syllabus, Review the key concepts of loans and the related calculation	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Review the key concepts of bonds and the related calculation, Preferred and common stocks	
3	Buying stocks, Short sales, Money market instruments	
4	The effect of inflation on interest rates, The term structure of interest rate and yield curves	

5	Macaulay and modified durations, Redington immunization and convexity		
6	Full immunization and dedication, Financial derivatives and related issues		
7	Derivatives markets and risk sharing, Payoff and profit diagrams		
8	Call options/put options: payoff and profit diagrams, stock options		
9	Floors and caps, Covered calls and covered puts		
10	Synthetic forward and put-call parity, Spread strategies		
11	Collars, Straddles, Strangles, and Butterfly spreads		
12	Equity linked CDs, Prepaid forward contracts on stock		
13	Forward contracts on stock		
14	Future contracts, A simple commodity swap		
15	Interest rate swaps, risk management		

other business disciplines. People with statistical learning skills are in high demand! This course provides hands-on opportunities for students to apply the methods learned in real-world situations.

OBJECTIVES

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

- Identify supervised (regression, classification) and unsupervised (clustering) learning problems.
- Understand the fundamental idea behind statistical learning methods, know the pros and cons of each method.
- Understand the limitations of linear models and understand the nonlinear alternatives.
- Explain the challenges with high dimensional data and have a basic understanding of linear model selection and regularization.
- Formulate a mathematical solution to the real-world problems and implement the statistical learning methods by using statistical computing package.

GENERAL EDUCATION REQUIREMENTS

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

ASSESSMENT

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

Homework	15%
Group Course Project	25%
3 Exams (including Final Exam, 20% each)	60%
Total	100%

The following percentage table will be used to assign scores:

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

ATTENDANCE

Attendance is required and necessary for success in this course. After 2 absences, a student's name may be reported to the advising center's Early Warning staff. After 4 absences, a student may be dropped from the course with an FE* if the grade is below 60%. Students who arrive to class late or leave class early may be counted as absent. If a student is absent for any reason, it is his/her responsibility to learn what assignment was missed and to complete on time. Being absent is NOT an excuse for missing an assignment.

COURSE CONDUCT

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

PLAGIARISM & CHEATING

Cheating will not be tolerated. Students are expected to do their **OWN** work. Copying or allowing someone to copy work is cheating. Consequences range from a zero on the assignment (or test) to expulsion from the course. Definitions of cheating and plagiarism are in the Student Code of Conduct from the Student Handbook.

SCHEDULE

Week		Exercises
1	Syllabus, Introduction to Statistical Learning and statistical software package R	The instructor of record will determine the assignments/exercises and point value for each weekly topic.
2	Linear Regression	
3	Logistic Regression	
4	Linear Discriminant Analysis (LDA), K-Nearest Neighbors (KNN)	
5	A Comparison of	

	Classification Methods, Cross-Validation		
6	Cross-Validation, Bootstrap		
7	Variable Selection, Shrinkage Methods		
8	Dimension Reduction, Considerations in High Dimensions		
9	Polynomial Regression, Generalized Additive Models		
10	Decision Trees, Bagging		
11	Random Forests, Boosting		
12	Support Vector Classifiers		
13	Support Vector Machines		
14	Principal Components Analysis (PCA)		
15	PCA, Clustering		

**Agenda Item Details**

Meeting	Aug 15, 2019 - Agenda
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.1 Letter of Intent: BS in Applied Statistics
Type	Action
Recommended Action	Motion to approve the Letter of Intent for a Bachelor of Science in Applied Statistics effective summer, 2020.

Motion & Voting

Motion to approve the Letter of Intent for a Bachelor of Science in Applied Statistics effective summer, 2020.

Motion by Jim Smith, second by Stephanie Duffield.

Final Resolution: Motion Passed

Aye: Fritz Kronberger, Tom Kennedy, Eric Burnett, Stephanie Duffield, Jim Smith

**Agenda Item Details**

Meeting	Oct 17, 2019 - Agenda
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.4 Program Proposal: B.S. in Applied Statistics
Type	Action
Recommended Action	Motion to approve the B.S. in Applied Statistics degree effective summer, 2020.

Motion & Voting

Motion to approve the B.S. in Applied Statistics degree effective summer, 2020.

Motion by Eric Burnett, second by Stephanie Duffield.

Final Resolution: Motion Passed

Aye: Fritz Kronberger, Eric Burnett, Stephanie Duffield



Division of Higher Education

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

Johnny Key
Secretary

Maria Markham, Ph.D.
Director

March 10, 2020

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

Dear Dr. Bowen:

At the regular quarterly meeting of the Arkansas Higher Education Coordinating Board on January 31, 2020, the Board approved the Bachelor of Science in Applied Statistics with Options in Actuarial Science or Data Science offered by Arkansas Tech University. The resolution follows:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Applied Statistics with options in Actuarial Science or Data Science (DC 4565; CIP Code 27.0599; 120 credit hours) offered by Arkansas Tech University, effective, Summer 2020.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Division 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 Walker if you have questions concerning this Board action.

Sincerely,

Maria Markham, Ph.D.
Director

c: Dr. Barbara Johnson

Curriculum Committee
AGENDA
Tuesday, September 24, 2019
Brown Building, Room 356, 3:00 p.m.

I. Call to Order

- A. Approval of minutes from August 19, 2019, meeting

II. New Business

A. Curricular Items

College of Arts and Humanities – Department of Art

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

College of Arts and Humanities – Department of Communication and Journalism

1. Delete COMM 3043: Advanced Public Speaking;
2. Add COMM 3053: Health Communication, to the course descriptions;
3. Add COMM 4223: Communication and Gender, to the course descriptions;
4. Modify the Curriculum in Communication Speech Option, as follows: (a) add COMM 3003: Interpersonal Communication, as a required course; (b) delete 3 hours of 3000-4000 level electives; and (c) add COMM 3003: Interpersonal Communication, to the list of required courses in the introduction section of the program;

5. Modify the Curriculum in Journalism Broadcast and Public Relations Options, as follows: (a) delete JOUR 3143: News Reporting; and (b) add 3 hours approved major electives; and
6. Modify the Curriculum in Journalism Print Option, as follows: (a) delete JOUR 4053: Mass Communication Seminar; (b) add 3 hours approved major electives; and (c) delete JOUR 4053: Mass Communication Seminar, from the introduction section of the program.

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

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

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

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

College of Business

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

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

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

College of Business – Department of Management and Marketing

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

College of Engineering and Applied Sciences - Department of Emergency Management

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

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

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

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

1. Change the course number for COMS 2700: Networking and Architecture Laboratory, TO: 2701; and change the title TO: Computer Architecture and Networks Laboratory;
2. Change the course number for COMS 4700: Data Communications and Networking Lab, TO: 4701;
3. Change the course number for COMS 4710: Heterogeneous Networks Lab, TO: 4711;
4. Modify the Curriculum in Computer Science, as follows: (a) delete 2 hours of upper-level electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and (d) modify footnote 3 FROM: 3This management elective is to be selected from COMS 4053 Information Systems Resource Management, COMS 4063 IT Project Administration IT Project Administration, or MGMT course approved jointly by the Department of Management and Marketing and the Department of Computer and Information Science; TO: 3This management elective is to be selected from COMS 4053 Information Systems Resource Management, COMS 4063 IT Project Administration IT Project Administration, or 3000-4000-level MGMT course approved jointly by the Department of Management and Marketing and the Department of Computer and Information Science;
5. Modify the Curriculum in Computer Science for Teacher Licensure, as follows: (a) delete 7 hours of electives; (b) delete COMS 4801: Special Methods in Computer Science Education; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) add CSEC 2113: Introduction to Information Systems; and (e) change COMS 4700: Data Communications and Networking Lab, TO: 4701;
6. Modify the Curriculum in Information Systems, as follows: (a) delete 2 hours of electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; and (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and
7. Modify the Curriculum in Information Technology, as follows: (a) delete COMS 2003: Microcomputer Applications; (b) add 2 hours 2000 or upper level COMS elective; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) delete one hour of upper level elective; and (e) change COMS 4700: Data Communications and Networking Lab, TO: 4701.

College of Natural and Health Sciences – Department of Biological Sciences

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

College of Natural and Health Sciences – Department of Mathematics

1. Delete MATH 4772: Mathematics Teaching Practicum, from the course descriptions;
2. Add the following courses to the course descriptions:
MATH 3703: Mathematics in the Secondary Schools; and
MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation; and
3. (a) Modify the prerequisites for MATH 4703: Special Methods in Mathematics, FROM: Prerequisites: SEED 2002: Education as a Profession, and junior standing or permission of the instructor; TO: Admission to Stage II of the teacher education program; (b) add the co-requisites: Co-requisites: SEED 4054: Educating Developing, Diverse, and Exceptional Learners, and SEED 4556: Classroom Application of Educational Psychology; and (c) modify the course description FROM: This course, designed for prospective junior and senior high mathematics teachers, will provide the student with knowledge of current research and practice in mathematics education, a setting in which to apply that knowledge, and the opportunity to assess their teaching performance and formulate a plan for improvement. Note: A grade of C or better must be earned in the course used to satisfy the general education mathematics requirement; TO: This course provides preservice teacher candidates with knowledge of current research and practice in mathematics education; a setting in which to apply that knowledge; and the opportunity to assess their teaching performance and formulate a plan for improvement. Note: A grade of C or better must be earned in the course used to satisfy the general education mathematics requirement;
4. Modify the Curriculum in Mathematics for Teacher Licensure, as follows: (a) delete TECH 1001: Orientation to the University; (b) add MATH 1001: Orientation to Mathematics; (c) delete 3 hours of electives; (d) add MATH 3703: Mathematics for Secondary Schools; (e) delete MATH 4772: Mathematics Teaching Practicum, (f) add MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation; (g) move MATH 4703: Special Methods in Mathematics, from the spring term of the junior year to the fall term of the senior year; and (h) move MATH 4971: Mathematics Senior Seminar, to from the fall term of the senior year to the spring term of the senior year.

III. Announcements and Information Items

Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 356

Tuesday, October 22, 2019

Tuesday, November 26, 2019

Tuesday, December 3, 2019 (Last Day of Class) or Wednesday, December 4, 2019 (Reading Day)

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, September 24, 2019, at 3 p.m. in Brown Building, Room 356. The following are members of the committee:

2019-20 Curriculum Committee members include:

Completing Last Year of 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

Dr. Dong Soo Lee (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cynthia Jacobs (NHS)

Newly Elected for 2 Year Term:

Dr. Jason Ulsperger (AH)

Dr. Efosa Idemundia (BA)

Dr. Mohamed Ibrahim (ED)

Dr. David Hoelzeman (EAS)

Ms. Jennifer Saxton (SN)

Dr. Jessica Young (NHS)

Dr. Robert Stevens (at large; 1 year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sheryle Tinerella, Library (ex officio)

Emily Lisenbey, SGA members (ex officio)

Payton Youngblood, SGA members (ex officio)

All committee members were present except Dr. Lasker-Scott, Dr. Austin, and Ms. Tinerella. The following were present to answer questions regarding curriculum proposals: Dr. Summer Bruch, Department of Art; Mr. Anthony Caton, Department of Communications and Journalism; Dr. Carl Brucker, Department of English and World Languages; Dr. Debra Hunter, College of Business, Dr. Sandy Smith, Department of Emergency Management; Dr. Cathi McMahan, Department of Parks, Recreation, and Hospitality Administration; Dr. David Middleton and Ms. Becky Cunningham, Department of Computer and Information Science; Dr. John Jackson, Department of Biological Sciences; Dr. Jeanine Myers and Ms. Kasey Ballard, Department of Mathematics. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

Dr. Callaway called the meeting to order and indicated that a quorum was present so business could be conducted. Dr. Callaway asked for approval of the minutes from the last meeting. Motion by Ms. Saxton, seconded by Dr. Hoelzeman, to approve the minutes as presented. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

CURRICULAR ITEMS

Motion by Dr. Jacobs, seconded by Dr. Goza, to consider all proposals by college instead of by individual item. Motion approved.

Motion by Dr. Ward, seconded by Dr. Young, to approve all proposals below from the College of Arts and Humanities – Departments of Art, Communications and Journalism, English and World Languages, and History and Political Science. After discussion and questions, motion approved.

College of Arts and Humanities – Department of Art

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

College of Arts and Humanities – Department of Communication and Journalism

1. Delete COMM 3043: Advanced Public Speaking;
2. Add COMM 3053: Health Communication, to the course descriptions;
3. Add COMM 4223: Communication and Gender, to the course descriptions;
4. Modify the Curriculum in Communication Speech Option, as follows: (a) add COMM 3003: Interpersonal Communication, as a required course; (b) delete 3 hours of 3000-4000 level electives; and (c) add COMM 3003: Interpersonal Communication, to the list of required courses in the introduction section of the program;

5. Modify the Curriculum in Journalism Broadcast and Public Relations Options, as follows: (a) delete JOUR 3143: News Reporting; and (b) add 3 hours approved major electives; and
6. Modify the Curriculum in Journalism Print Option, as follows: (a) delete JOUR 4053: Mass Communication Seminar; (b) add 3 hours approved major electives; and (c) delete JOUR 4053: Mass Communication Seminar, from the introduction section of the program.

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

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

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

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

Motion by Dr. Goza, seconded by Dr. Idemundia, to approve all proposals below from the College of Business – Departments of Accounting, Finance and Economics and Management and Marketing. During the discussion, Dr. Goza asked for two amendments to the summary. In item #2b in the Department of Accounting, Finance, and Economics proposal, Dr. Goza indicated the Economics Electives should be 3 hours instead of 4 hours as stated in the summary. The proposals reflected accurate information. In item #2b in the Department of Management and Marketing proposal, Dr. Goza indicated the 6 hours of Management Electives instead of Marketing Electives as stated in the summary. The proposal reflected accurate information. Motion by Dr. Jacobs, seconded by Dr. Goza, to approve the proposals as amended. Motion approved.

College of Business

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

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

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

College of Business – Department of Management and Marketing

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

Motion by Dr. Hoelzeman, seconded by Ms. Saxton, to approve all proposals below from the College of Engineering and Applied Sciences – Departments of Emergency Management, Parks, Recreation, and Hospitality Administration, and Computer and Information Sciences. During the discussion, Dr. Middleton asked to retract item #3 from consideration. Ms. Cunningham asked for an amendment to the summary. In item #5e, Ms. Cunningham indicated COMS 4703: Data Communications and Networks, and COMS 4701: Data Communications and Networking Lab, should be added to the

summary. The proposal reflected accurate information. Motion by Dr. Ibrahim, seconded by Dr. Hoelzeman, to approve the all proposals as amended. Motion approved.

College of Engineering and Applied Sciences - Department of Emergency Management

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

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

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

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

1. Change the course number for COMS 2700: Networking and Architecture Laboratory, TO: 2701; and change the title TO: Computer Architecture and Networks Laboratory;
2. Change the course number for COMS 4700: Data Communications and Networking Lab, TO: 4701;
3. ~~Change the course number for COMS 4710: Heterogeneous Networks Lab, TO: 4711;~~
~~Retracted proposal for consideration.~~
4. Modify the Curriculum in Computer Science, as follows: (a) delete 2 hours of upper-level electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and (d) modify footnote 3 FROM: 3This management elective is to be selected from COMS 4053 Information Systems Resource Management, COMS 4063 IT Project Administration IT Project Administration, or MGMT course approved jointly by the Department of Management and Marketing and the Department of Computer and Information Science; TO: 3This management elective is to be selected from COMS 4053 Information Systems Resource Management, COMS 4063 IT Project Administration IT Project Administration, or 3000-4000-level MGMT course approved jointly by the Department of Management and Marketing and the Department of Computer and Information Science;
5. Modify the Curriculum in Computer Science for Teacher Licensure, as follows: (a) delete 7 hours of electives; (b) delete COMS 4801: Special Methods in Computer Science Education; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) add CSEC 2113: Introduction to Information Systems; and ~~(e) change COMS 4700: Data Communications and Networking Lab, TO: 4701;~~ (e) add COMS 4703: Data Communications and Networks, and COMS 4701: Data Communications and Networking Lab;

6. Modify the Curriculum in Information Systems, as follows: (a) delete 2 hours of electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; and (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and
7. Modify the Curriculum in Information Technology, as follows: (a) delete COMS 2003: Microcomputer Applications; (b) add 2 hours 2000 or upper level COMS elective; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) delete one hour of upper level elective; and (e) change COMS 4700: Data Communications and Networking Lab, TO: 4701.

Motion by Dr. Goza, seconded by Dr. Stevens, to approve all proposals below from the College of Natural and Health Science – Departments of Biological Sciences and Mathematics. After discussion and questions, motion approved.

College of Natural and Health Sciences – Department of Biological Sciences

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

College of Natural and Health Sciences – Department of Mathematics

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

improvement. Note: A grade of C or better must be earned in the course used to satisfy the general education mathematics requirement;

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

ANNOUNCEMENTS AND INFORMATION ITEMS

- A. Ms. Weaver reminded the committee of future meeting dates, time, and location – 3 p.m. –
Brown Building, Room 356
Tuesday, October 22, 2019
Tuesday, November 26, 2019
Tuesday, December 3, 2019 (Last Day of Class) or Wednesday, December 4, 2019 (Reading Day)

ADJOURNMENT

Motion by Dr. Hoelzeman, seconded by Dr. Ward, to adjourn. Motion approved. Adjourned at 3:30 p.m.

AGENDA
FACULTY SENATE
Tuesday, October 8, 2019
3:00 p.m., Rothwell 456

- I. Call to Order
 - A. Approval of the minutes of the September 10, 2019, meeting
 - B. VPAA update

- II. New Business
 - A. Curricular items (page 2)
 - B. Degree audits and DegreeWorks --- Registrar
 - C. Human Resources --- Bob Freeman
 - D. Recycling --- Shellie Hanna and the Hooligans
 - E. Faculty Excellence Awards (untenured)
 - F. Graduate Council chair position --- Jeremy Schwehm
 - G. Faculty Satisfaction Survey

- III. Old Business
 - A. Class length (Registrar) --- attached files regarding room usage
 - B. Policy website (Pennington)
 - C. Salary compression proposal
 - D. Alternative credentials policy
 - E. Departmental Promotion and Tenure Committees (Schwehm)

- IV. Open Forum

- V. Announcements and Information Items

- VI. Adjournment

Curricular Items (see the following website for the proposals):
https://www.atu.edu/registrar/curriculum_current_proposals.php

Please note that bookmarks have been set up on the PDF file to help you navigate the proposals. Bookmarks are very easy to open with Chrome, Firefox, and older versions of Explorer. If you are using the Chrome browser, you will have to disable plugins to use the bookmarks.

See the following instructions for opening bookmarks using the new Explorer 10: Open Acrobat or Acrobat Reader. In the Preferences dialog box, choose General in the Categories list, and then select the Enable PDF thumbnail previews in Windows Explorer check box. Click OK. Wait for a few seconds while Acrobat is configured to show thumbnail previews in Windows Explorer.

September Curriculum Committee/October Faculty Senate

College of Arts and Humanities – Department of Art

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

College of Arts and Humanities – Department of Communication and Journalism

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

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

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

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

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

College of Business

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

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

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

College of Business – Department of Management and Marketing

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

Business Electives at the 3000-4000 level; and (c) add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester;

4. Modify the Curriculum in Business Education for Teacher Licensure, as follows: add ACCT 2000: Accounting Principles I Lab, to the sophomore fall semester; and

5. Modify the Minor in Business Data Analytics, as follows: change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change).

College of Engineering and Applied Sciences - Department of Emergency Management

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

2. Add EAM 4093: Grants, to the course descriptions.

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

1. Add RP 4573: Interventions in Therapeutic Recreation II, to the course descriptions; and

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

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

1. Change the course number for COMS 2700: Networking and Architecture Laboratory, TO: 2701; and change the title TO: Computer Architecture and Networks Laboratory;

2. Change the course number for COMS 4700: Data Communications and Networking Lab, TO: 4701;

3. Change the course number for COMS 4710: Heterogeneous Networks Lab, TO: 4711; Retracted proposal for consideration.

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

5. Modify the Curriculum in Computer Science for Teacher Licensure, as follows: (a) delete 7 hours of electives; (b) delete COMS 4801: Special Methods in Computer Science Education; (c) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; (d) add CSEC 2113: Introduction to Information Systems; and (e) add COMS 4703: Data Communications and Networks, and COMS 4701: Data Communications and Networking Lab; (e) add COMS 4703: Data Communications and Networks, and COMS 4701: Data Communications and Networking Lab;

6. Modify the Curriculum in Information Systems, as follows: (a) delete 2 hours of electives; (b) change COMS 2700: Networking and Architecture Laboratory, TO: 2701; and (c) change COMS 4700: Data Communications and Networking Lab, TO: 4701; and

7. Modify the Curriculum in Information Technology, as follows: (a) delete COMS 2003: Microcomputer Applications; (b) add 2 hours 2000 or upper level COMS elective; (c) change COMS 2700: Networking and Architecture Laboratory,

TO: 2701; (d) delete one hour of upper level elective; and (e) change COMS 4700: Data Communications and Networking Lab, TO: 4701.

College of Natural and Health Sciences – Department of Biological Sciences

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

College of Natural and Health Sciences – Department of Mathematics

1. Delete MATH 4772: Mathematics Teaching Practicum, from the course descriptions;

2. Add the following courses to the course descriptions:

MATH 3703: Mathematics in the Secondary Schools; and

MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation; and

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

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

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

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The meeting of the 2019-20 Faculty Senate was held at 3:00 p.m. on Tuesday, October 8, 2019 in Rothwell 456. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. Jeremy Schwehm
Dr. Alejandra Carballo	Dr. Asim Shrestha
Dr. Jon Clements	Dr. Jamie Stacy
Dr. Michael Davis	Dr. Brendan Toner
Dr. Pam Dixon	Dr. Jack Tucci
Dr. David Eshelman	Dr. Alaric Williams
Ms. Holly Ruth Gale	
Dr. Newt Hilliard	

Absent: Dr. Scott Jordan; Dr. Carey Ellis Laffoon

Visitors: Dr. Barbara Johnson; Ms. Bernadette Hinkle; Mr. Robert Freeman, Mr. Thomas Pennington; Ms. Brandi Tripp, Ms. Alexis Scrimshire; Ms. Kayla Chambliss; Ms. Lou Ann Reeves

I. CALL TO ORDER Dr. Eshelman called the meeting to order and requested a motion to approve the September meeting minutes.

APPROVAL OF MINUTES **Motion by Dr. Hilliard, seconded by Dr. Hanna to approve the minutes. Motion carried.**

Dr. Eshelman requested a motion to adjust the agenda to include an update from the University President.

Motion by Dr. Lockyer, seconded by Dr. Stacy to adjust the agenda. Motion carried.

REPORT BY VICE PRESIDENT Dr. Barbara Johnson, Vice President of Academic Affairs, reported there are two ongoing Dean searches for the Dean of the Graduate College and the Dean of the College of Arts and Humanities. Committees have been established for both searches and the committees are currently reviewing candidates.

Dr. Johnson is in the process of conducting departmental visits with all academic departments on campus. She will share the current priorities in Academic Affairs and discuss departmental needs.

From Open Forum - Dr. Johnson made a few requests regarding faculty searches in the future. She asked that, on faculty search committees, we strive for gender balance, some diversity, and a committee member from outside the college. In the search process, she requested that we give candidates the opportunity to meet with all faculty in a department---not just those on the committee—and, ideally, with students. Last, she asked that all faculty job ads be posted six weeks before the application deadline.

II. NEW BUSINESS:

Dr. Eshelman called for a motion to alter the agenda to move items A (Class Length and Room Usage) and B (Policy Website) from Old Business to items B and C in New Business.

Motion by Dr. Hilliard, seconded by Dr. Stacy to alter the agenda. Motion carried.

CURRICULAR
ITEMS

Dr. Eshelman explained to Senate that curricular items could be voted on individually or as a block.

Motion by Dr. Clements, seconded by Dr. Hanna to approve curricular items as a block. Motion carried.

DEGREE AUDITS,
CLASS LENGTH, &
ROOM USAGE

Ms. Brandi Tripp, Senior Associate Registrar, informed Senate that the Registrar's office has been working since September 2017 to utilize DegreeWorks for degree audits. The goal is get all departments using DegreeWorks for degree audits by October 2020. This timeline includes a planned upgrade to DegreeWorks.

Dr. Lockyer asked about the role of the faculty advisor when DegreeWorks is fully implemented. Ms. Tripp said the faculty advisor will remain the primary advisor and the Registrar's staff will provide a review of audits.

Ms. Scrimshire, Associate Registrar, notified Senate that rooms can be assigned on a Monday/Wednesday schedule for longer blocks of time depending upon availability. There is no institutional policy against scheduling Monday/Wednesday courses. Faculty/Departments needing rooms on a Monday/Wednesday schedule can request the rooms through Ad Astra.

HUMAN
RESOURCES

Ms. Bernadette Hinkle, Vice President of Administration and Finance, and Mr. Robert Freeman, Director of Human Resources, discussed upcoming benefits changes. Currently, Arkansas Tech is fully insured through Blue Cross Blue Shield. Over the past 11 years, employee costs for benefits has gone from 0% to 22.7%, with an average increase to the employee of 8.9% per year. The cost of benefits for the University and employees continues to rise. ATU has a large medical loss ratio. The University budgeted for a 15% increase in benefits spending for the coming budget and it was not enough to cover the increases.

One reason for the large medical loss ratio and increased spending is the cost of health care providers in the area.

Mr. Freeman discussed the bidding process for health benefits. ATU determined to remain fully insured over other models of health coverage (e.g., self-insured). Bid requests were put out and Blue Cross Blue Shield was the only provider to reply. Bids were also requested for flex account, HSA, COBRA, Six responses were received and are being reviewed.

Additional changes include benefit increases to group term life (2x wage cap at \$75K) and three EAP visits.

All employees will see an increase in health premiums. New tiers for premiums has been established.

Open enrollment is November 4 – 15, 2019.

- UNIVERSITY COUNSEL Mr. Thomas Pennington, University Counsel, announced a university policy website, where all board-approved policies are to be located. This website is required by HLC. The address is as follows: <https://www.atu.edu/policies/>
- Mr. Pennington suggested Faculty Senate consider reviewing a Family Medical Leave Act policy for faculty as it is not currently mentioned in the Faculty Handbook.
- Motion by Dr. Bishop, seconded by Dr. Stacy to form an ad hoc FMLA committee. Motion carried. Drs. Clements, Stacy, and Toner will serve on the committee.
- RECYCLING Dr. Hanna requested the Leadership Tech group scheduled to discuss their Leadership Tech project be moved to the November meeting.
- EXCELLENCE AWARD FOR NON-TENURED FACULTY Members of the committee who worked on the policies and procedures of the award will work with Dr. Johnson to review the budget implications of the awards. The awards approved by Senate in December 2018 would amount to an expenditure of \$8,300.00 each fiscal year under the current pay for a three credit-hour overload. The members of the committee are Drs. Lockyer, Schwehm, and Tucci.
- GRADUATE COUNCIL CHANGES Dr. Schwehm spoke about changes to the Graduate Council with Dr. Jeff Robertson, Interim Dean of the Graduate College Chair of Graduate Council and Dr. John Freeman, Vice Chair of the Graduate Council. The Graduate Council has already discussed some of the changes being discussed in Senate. Dr. Schwehm recommended Faculty Senate form an ad hoc committee to draft changes to the Graduate Council. The changes would include a member of the graduate faculty chairing Graduate Council and improved alignment between undergraduate and graduate curriculum.
- Motion by Dr. Hilliard, seconded by Dr. Stacy to form an ad hoc committee to address changes to Graduate Council. Motion carried. Drs. Dixon, Schwehm, and Williams will serve on the committee.
- FACULTY SATISFACTION SURVEY Dr. Eshelman asked Senate how to best distribute the results of the faculty satisfaction survey. It was stated that the minutes were emailed to all faculty. Dr. Bishop suggested creating a website to post results of the survey. Dr. Schwehm stated the results could be included in a new section on the website that contains the agenda and the minutes. The suggestion was made to include an additional link to the survey results under the agenda and minutes for May 2019.
- Motion by Dr. Tucci, seconded by Dr. Schwehm to create a new link to the survey results on the Senate website under the May 2019 minutes and agenda. Motion carried.
- The Senate determined the faculty satisfaction survey should take place annually during the Spring term. Dr. Bishop recommended a committee be formed to administer the survey, including reviewing/improving the questions. Dr. Schwehm suggested the committee be comprised of individuals currently on Faculty Senate. It was also suggested the survey be distributed earlier in the Spring term, preferably in February.
- Motion by Dr. Bishop, seconded by Dr. Stacy to form a Faculty Satisfaction Survey Committee. Motion carried. Drs. Carballo, Schwehm, Stoeckel, and Tucci will serve on the committee.

III. OLD BUSINESS:

SALARY
COMPRESSION
PROPOSAL

Dr. Eshelman call for a motion concerning the salary compression proposal distributed to Senate at the September meeting.

Motion by Dr. Lockyer, seconded by Dr. Hilliard to approve the proposal.

During discussion, Dr. Stoeckel asked if other mechanisms had been considered on how to address faculty compression. This would include reviewing how the CUPA median is determined and how peer institutions are selected to determine the CUPA median. It was suggested that the current proposal addresses pay primarily at the rank of full professor. Dr. Eshelman pointed out that salary compression and CUPA data, though related, are not the same issue and can be handled separately. Dr. Clements agreed to pursue changes to the statement that accounted for compression at lower ranks.

The salary compression proposal was moved to the November meeting of Senate for additional discussion.

ALTERNATIVE
CREDENTIALS
POLICY

Dr. Stacy reported that the committee selected to review the alternative credentials policy will meet on October 21, 2019.

DEPARTMENTAL
PROMOTION AND
TENURE REVIEW
COMMITTEE

Dr. Schwehm reported that the committee met to review DPTC evaluation standards developed by various departments and all were relatively similar. The committee is currently working to revise some of the handbook wording to clarify the procedures for the DPTC. Dr. Schwehm discussed the differences between what the handbook outlines for the Promotion and Tenure Portfolio that is submitted by those seeking tenure and/or promotion versus standards set for portfolios submitted to the DPTC for evaluation.

Dr. Schwehm asked on behalf of the committee for members of Senate to work with their constituents to review pages 20 – 39 of the faculty handbook and send any concerns or suggestions to jschwehm@atu.edu.

IV. OPEN FORUM

Dr. Eshelman nominated Dr. Molly Brandt to serve on the University Promotion and Tenure Committee to take the place of a committee member who is retiring.

Dr. Eshelman announced that the Shared Governance Committee will have its first meeting on Tuesday, October 15 at 8am.

Dr. Eshelman read out an anonymous comment received through the Faculty Senate website. The individual who submitted the comment was concerned about a discrepancy between the amount of years applied toward promotion and the amount of years applied toward tenure when hired. The individual had a different amount of years awarded toward tenure upon hiring than years awarded toward promotion. Multiple faculty commented that faculty upon hire negotiates the details of years awarded for promotion and tenure. It was recommended the faculty member contact Academic Affairs to discuss the discrepancy and/or contact the Faculty Welfare Committee to file a grievance.

Ms. Gale stated how much she appreciated the Faculty Senate snapshot Dr. Eshelman sends out after each Senate meeting.

Dr. Hanna asked that Senate look into decisions made in other divisions that impact faculty. She stated it was great to involve faculty in programs, but faculty need to be included in decisions and planning. Dr. Johnson stated she is working with the other Vice Presidents to coordinate efforts.

Dr. Carballo asked about faculty teaching low enrollment courses without compensation. It was mentioned that historically, faculty have been asked to teach courses of all enrollment levels without compensation for various reasons, although the practice might not be as prevalent as it once was. Many on Faculty Senate have taught courses without compensation. It was suggested that faculty request partial compensation for teaching low enrollment courses.

Dr. Lockyer requested the health insurance information be distributed as soon as possible.

Dr. Stacy announced the General Technology Committee needs to know technology needs of faculty. Technology needs and/or questions can be submitted to Steve Milligan, Associate Director of OIS for Networked Systems. Tegrity lecture capture will no longer be available in 2020. OIS is working on the transition to another platform.

Ms. Chambliss asked about the maximum amount of courses adjunct faculty can teach in an academic year and why there is a cap. Currently, the cap is seven courses in an academic year. It was suggested that Ms. Chambliss contact Pat Chronister, Assistant to the Vice President for Academic Affairs, for details.

V.
ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Dr. Eshelman handed out information on the upcoming musical *Taste of Buffalo*.

Dr. Shrestha wished everyone a happy Dussehra.

VI. ADJOURNMENT

Motion by Dr. Stacy, seconded by Dr. Hanna to adjourn. Motion carried.

Respectfully submitted,



David Eshelman, Ph.D., President



Jeremy Schwehm, Ph.D., Secretary



ARKANSAS TECH UNIVERSITY

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FEB 08 2019

REQUEST FOR COURSE DELETION

Registrar's Office

Department Initiating Proposal	Date
Art Department	12/04/2018

Title	Signature	Date
Department Head Summer Bruch		12/04/2018
Dean Jeff Woods		2/7/19
Assessment		3/11/19
Registrar		3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

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

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

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

Not Applicable

- b. If this course was required for the major or minor, complete the following.
 - 1. How will program level learning outcome(s) previously addressed by this course now be addressed?

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

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

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

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

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

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Registrar's Office

Alexis Scrimshire

From: Tammy Weaver
Sent: Tuesday, October 1, 2019 10:11 AM
To: Alexis Scrimshire
Subject: ART 1001

Alexis

Let's make ART 1001 dormant. I will update the CC minutes.

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

Please take a minute to complete this survey on the service you received.

<http://www.atu.edu/registrar/survey.php>





ARKANSAS TECH UNIVERSITY

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FEB 08 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

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

Title	Signature	Date
Department Head	Summer Bruch	12/18/2018
Dean		2/7/19
Assessment		3/11/19
Registrar		3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Curriculum in Art for Teacher Licensure

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Registrar's Office

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

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

Add ART 3153: History of Digital Art, to footnote²

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

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TECH 1001 will need added seat for approximately 80 students.

Registrar's Office

Answer the following Assessment questions:

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

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

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

Not Applicable

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

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

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

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

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

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

Not Applicable

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

Not Applicable

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

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

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

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ARKANSAS TECH UNIVERSITY

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REQUEST FOR PROGRAM CHANGE

Registrar's Office

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

Title	Signature	Date
Department Head	Summer Bruch	12/18/2018
Dean		2/7/19
Assessment		3/11/19
Registrar		3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	09-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title: Curriculum in BA Fine Arts, BFA Fine Arts, Game and Interactive Media Design, and Graphic Design

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

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

Add ART 3153: History of Digital Art to Footnote 3

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

TECH 1001 will need added seat for approximately 80 students.

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Answer the following Assessment questions:

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

Registrar's Office

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

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

Not Applicable

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

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

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

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

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

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

Not Applicable

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

Not Applicable

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

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

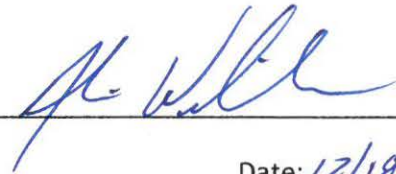
Curriculum Matrix for Catalog Curriculum in BA Fine Arts, BFA Fine Arts, Game and Interactive Media Design, and Graphic Design	
<p>Freshman Fall Semester</p> <p>Add/Change: TECH 1001</p> <p>Delete :ART 1001</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



Date: 12/18/19

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FEB 08 2019

Registrar's Office

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MAR 11 2019


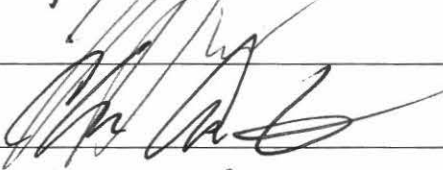
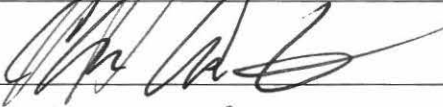

Registrar's Office



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Art Department	6/12/2019

Title	Signature	Date
Department Head Summer Bruch		6/25/2019
Dean		6/27/19
Assessment		7/1/19
Registrar		7/1/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/2019
Faculty Senate (Undergraduate Proposals Only)	10/8/2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Game and Interactive Media Design

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

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

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

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

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

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

Answer the following Assessment questions:

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

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

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

Not Applicable

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

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

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

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

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

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

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

See attached "Student Learning Assessment Evidence"

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

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

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

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

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:

Linaf Mahphel

Date: 6/14/2019

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

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

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

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

Information on Job and Educational requirements for Game and Interactive Professionals

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

Video Game Designer



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

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

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

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

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

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

Video Game Designer Skills & Responsibilities

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

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

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

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

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

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

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

Video Game Designer Education Requirements

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

Video Game Designer

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

Video Game Programmer

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

Video Game Artist

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

Game, Animation, and Simulation BFA

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

Emphasis in Game, Animation and Simulation (BFA)

120 hours

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

University Requirement - 2 hours

GSTD 1002 Freshman Seminar

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

Core Curriculum - 79 hours

ART 1013 Drawing I

ART 1023 Three-Dimensional Design

ART 1043 Two-Dimensional Design

ART 2093 Introduction to Playgramming

ART 2123 Graphic Software Applications

ART 2133 Basic Digital Photography

ART 2143 Art History I

ART 2153 Art History II

ART 2183 Game Design Management

ART 2193 Introduction to 3D Modeling Tools

ART 3053 Animation I

ART 3093 Physics of Animation

ART 3133 3D Character Design and Sculpture

ART 3143 3D Character Rigging

ART 3153 Simulation Development I

ART 4134 Senior Capstone Review

ART 4153 Animation II

ART 4173 Simulation Development II

3 hours selected from:

ART 1033 Concept Art

ART 1113 Drawing II

3 hours selected from:

ART 3223 Illustration

ART 3543 Figure Drawing

3 hours selected from:

ART 4033 History of Modern Art

ART 4063 Art History Seminar I

3 hours selected from:

ART 4023 Advanced Art Studio I

ART 4113 Special Topics in Art II

ART 4123 Advanced Art Studio II

ART 4163 Advanced Level Visual Design

6 hours selected from:

ART 3353 Multimedia and Web Design I

ART 3363 Advanced Digital Photography

ART 4353 Multimedia and Web Design II

CSCI 2103 Computer Science I

CSCI 2113 Computer Science II

ENGL 4043 World Creation and Design

MPRO 3333 Intermediate Digital Cinema

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

A minor area is not required but is recommended.

Related Programs



**Communication Design
BFA**



Studio Art BFA



**Music Performance
(Vocal) BFA**



**Music with Studies in
Business BFA**



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

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

Title	Signature	Date
Department Head		4.30.19
Dean		5/3/19
Assessment		5/12/19
Registrar		6/30/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	09-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-08-2019
Graduate Council (Graduate Proposals Only)	

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

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

Yes No

Will the cross-listed course be deleted? Yes No

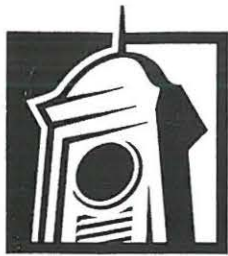
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)

Answer the following Assessment questions:

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	02.28.2019

Title	Signature	Date
Department Head		4.12.19
Dean		4/23/19
Assessment		5/2/19
Registrar		6/20/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	09-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-08-2019
Graduate Council (Graduate Proposals Only)	

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

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

N/A

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

No, it will not require any special resources.

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

No, it will not require any special classroom.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Response: Not Applicable**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

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

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

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

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

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

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

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

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

A. COMM

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

C. HEALTH COMMUNICATION

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

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

7. Lecture
8. No Fees

E-G. Located in Syllabus attached below.

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

I. Located in Syllabus below

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

K-M. Located in Syllabus below

Communication 3028: 3053
Health Communication

Course Syllabus



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

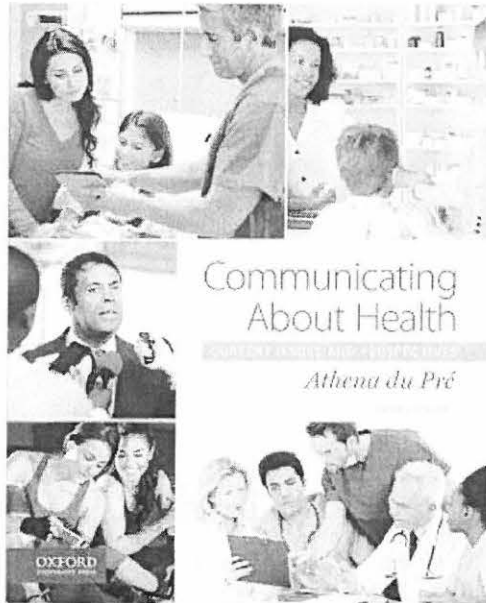
~John Durham Peters (1999, p. 268)

INSTRUCTOR CONTACT INFORMATION

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

REQUIRED MATERIALS

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



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

DEPARTMENT OF COMMUNICATION STUDIES ROLE & MISSION

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

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

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

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

TEACHING PHILOSOPHY

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

MY STORY: NARRATIVE MEDICINE

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

CLASS STRUCTURE

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

COURSE POLICIES

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

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

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

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

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

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

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

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

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

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

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

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

ASSIGNMENTS AND EVALUATIONS

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

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

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

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

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

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

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

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

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

GRADING RECORDS

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

A= 100-90%

B=89-80%

C= 79-70%

D=69-60%

F= Less than 60%

Communication 3028: 3053

Health Communication



Course Calendar

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

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

TENATIVE DAILY SCHEDULE

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

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

Tammy Weaver

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

COMM 3053 would be fine.

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

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

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

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

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



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

Tammy,

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

Anthony

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	4.12.19

Title	Signature	Date
Department Head		4.12.19
Dean		4/23/19
Assessment		5/2/19
Registrar		6/20/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) COMM	Course Number: (e.g., 1003) 4223	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) Communication & Gender		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Communication & Gender		

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No COMM 5223

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

This course is an elective and not a required course

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

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

NO

Answer the following Assessment questions:

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

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

Alexis Scrimshire

From: Anthony Caton
Sent: Friday, October 11, 2019 11:11 AM
To: Alexis Scrimshire
Subject: Re: COMM 4223/5223

Hi Alexis,

I believe an on campus seminar.

Anthony

Anthony Caton
Department Head -- Communication and Journalism
Associate Professor of Journalism
Director of Broadcasting
Arkansas Tech University
1815 Coliseum Drive
Russellville, AR. 72801-2222
479.964.0890

From: Alexis Scrimshire <ascrimshire@atu.edu>
Sent: Friday, October 11, 2019 9:56:53 AM
To: Anthony Caton <acaton@atu.edu>
Subject: COMM 4223/5223

Good morning, Mr. Caton:

I am adding COMM 4223 to the 2020-2021 catalog. On the proposal it says that the mode of instruction should be an activity course. The graduate level of the course, which the proposal indicates is it's cross-listing, says that the mode of instruction is a seminar. Can you tell me which mode of instruction both courses should actually be considered?

Thank you,

Alexis

Alexis Scrimshire
Associate Registrar
Office of the Registrar
Brown Hall, Suite 307
105 West O Street
Russellville, AR 72801
Phone: (479) 964-0800



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

Course Subject: **Communication & Gender**

Course Number: **COMM 4223**

Catalog Course Title: **Communication & Gender**

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

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

Semester Offered: Fall

Prerequisites: Junior Level

Co-requisites: None

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

Fees: None

Instructor: Dr. Virginia Jones, Ph.D.

Assistant Professor, Communication

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

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

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

Additional Readings: See attached document

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

Course Objectives:

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

Assessment Methods:

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

Grade Calculations:

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

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

Extra-Credit

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

CLASS POLICIES

Section 1: ATTENDANCE & Missed Classwork

EXCUSED ABSENCES:

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

UNEXCUSED ABSENCES:

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

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

Student Responsibility for Missed Classwork:

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

Section 2: Classroom Environment:

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

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

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

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

Be aware that:

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

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

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

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

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

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

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

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

SECTION 2: Arkansas Tech University Discrimination Statement

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

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

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

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

SECTION 3: Reasonable Accommodation:

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

**COMM 4223 & 5223 Communication and Gender:
Supplemental Reading by Topic**

Rhetorical Shaping of Gender: Competing Images of Women

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

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

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

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

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

Rhetorical Shaping of Gender: Competing Images of Men

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

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

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

Becoming Gendered

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

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

Gendered Education: Communication in Schools

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

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

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

Gendered Close Relationships

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

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

Gendered Organizational Communication

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

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

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

Gendered Media

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

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

Gendered Power and Violence

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

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

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

Communication & Gender Schedule: Fall _____

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

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

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

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

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

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

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

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

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

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication	03.07.2019

Title	Signature	Date
Department Head		4.12.19
Dean		4/23/19
Assessment		6/18/19
Registrar		6/20/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	09-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-08-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
 Communication - **Speech option**

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

COMM3003

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

Add COMM3003 to list of required courses in Introduction

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

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

Answer the following Assessment questions:

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

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

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

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

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

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

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

See Attached Internal Program Review/Assessment Plan document.

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

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

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

Arkansas Tech University Internal Program Review/Assessment Plan

Program/Department: Communication/Department of Communication and Journalism

Program Contact: Dr. Alexis Johnson

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

Date Submitted: 06.19.2019

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

Program Mission Statement (Item 1a):

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

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

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

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

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

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

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

Program Assessment Plan

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

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

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

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

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

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

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

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

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication & Journalism	5.23.19

Title	Signature	Date
Department Head	<i>[Signature]</i>	5.23.19
Dean	<i>[Signature]</i>	5/27/19
Assessment	<i>[Signature]</i>	6/14/19
Registrar	<i>[Signature]</i>	6/20/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	09-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-08-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Journalism **Broadcast, Print, and PR Options**

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

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

For the Journalism Broadcast and PR Options, delete JOUR 4053 from the list of required courses in the 2

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

None. *Introduction Section of the program.*

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Change will not affect the previously established goals of the discipline, which are copacetic with the university's mission.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? Majors will be taught news reporting skills in JOUR 2143 Media Writing and JOUR 3183 Broadcast News Writing. JOUR 3143 will continue as an integral component of the print concentration.
 2. Provide an example or examples of student learning assessment evidence, which supports the changes in the program. Core courses will continue to be assessed via methods previously approved by the Office of Assessment.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Journalism program remains the most intensive/rigorous in the state with 18 hours of required courses.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success, which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Removal of course as core requirement does not affect the core classes already assessed annually.

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

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

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

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

**Arkansas Tech University
Program Review/Assessment Plan**

Program/Department: B.A. Journalism

Program Contact: Anthony Caton

Email: acaton@atu.edu

Phone: 479-964-0889

Date Submitted: 6/22/2018

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

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

Program Constituents: (external & internal)

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

List Program/Department Resources:

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

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

Program Assessment Plan

Program Goal/Objective (Item 1a)	Program Learning Outcomes (Item 3)	Assessment Methods And Criteria (Item 5)	Results Met/Unmet (Item7)	Planned Improvements Based on Results (Item8)
<p>PO1: Program completers will understand and apply the principles and laws of freedom of speech and of the press</p>	<p>L01: Students will demonstrate and apply advanced principles of communication law and ethics</p>	<p>Comprehensive Exam I Comprehensive Final Exam II</p>	<p>100% of program completers in <u>JOUR 4123</u> in 2017 earned a "C" or higher</p>	<p>Will continue to monitor results</p>
<p>PO2: Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientations and, as appropriate, other forms of domestic society in mass communication</p>	<p>L02: Students will develop a heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds</p>	<p>Comprehensive Exam I Comprehensive Final Exam II</p>	<p>100% of program completers in <u>JOUR 2133</u> in 2017 earned a "C" or higher</p>	<p>Will continue to monitor results</p>
<p>PO3: Program completers will understand concepts and apply theories in the use and presentation of information and images</p>	<p>L03: Students will learn the theory and practice the concepts in various multimedia communication platforms</p>	<p>Comprehensive Exam I Comprehensive Final Exam II</p>	<p>100% of program completers in <u>JOUR 2163</u> in 2017 earned a "C" or higher</p>	<p>Will continue to monitor results</p>

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

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

PROGRAM LEARNING OUTCOMES

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

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

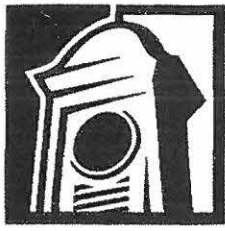
The academic year begins with a report from the department head to the faculty regarding enrollment trends and the latest assessment data provided by institutional research.

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

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	

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

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	09-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-08-2019

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

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

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

The course is not required for any major/minor

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

Participants need to be housed together in a dormitory.

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

Answer the following Assessment questions:

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

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

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

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

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



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



Professor: Dr. Nelson R. Ramirez

Location: M Street Hall

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

Dr. Ramirez's office: Dean Hall 116-F

Telephone: 479-268-0636

Email: nramirez@atu.edu

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

CATALOGUE DESCRIPTION:

SPAN 2001: La Casa Immersion Experience

Prerequisite: Two years of high school Spanish or equivalent.

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

COURSE DESCRIPTION AND OBJECTIVES:

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

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

Students who complete the La Casa Immersion Experience will:

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

REQUIRED TEXTS AND MATERIALS:

No textbook required

Internet links to materials and activities will be provided.

ASSESSMENT METHODS

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

GRADING SYSTEM

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

POSSIBLE ACTIVITIES

Possible Activities for La Casa Immersion Experience

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

Arts & Crafts (Modeling clay)

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

Dance, Drama, Entertainment, & Singing

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

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

Food

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

Games

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

Service

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

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

Simulations

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

Travel

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

Bibliography

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

Enlaces útiles

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

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

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

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

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

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

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

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

Periódicos de Iberoamérica

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

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

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

Documentales:

Latin Music USA

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

Chavismo. La peste del siglo XXI.

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

Enlaces:

Universia

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

Radio Programas del Perú

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

Martí Noticias. Radio y Televisión Martí

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

Blogs

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

<<http://www.elboomeran.com/blog/117/edmundo-paz-soldan/>>

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

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

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

Alexis Scrimshire

From: Carl Brucker
Sent: Monday, October 14, 2019 7:26 AM
To: Alexis Scrimshire
Subject: Re: SPAN 2001

Alexis:

I think adding just the first line will suffice.

–

Carl Brucker

From: Alexis Scrimshire <ascrimshire@atu.edu>
Date: Friday, October 11, 2019 at 10:14 AM
To: Carl Brucker <cbrucker@atu.edu>
Subject: SPAN 2001

Dr. Brucker:

I am adding SPAN 2001 to the catalog so that you can add it to your Spring 2020 schedule. I just want to make sure I have interpreted how you wanted to description in the catalog correctly. Did you want it like this:

SPAN 2001: La Casa Immersion Experience

Prerequisite: Two years of high school Spanish or equivalent.

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

While taking SPAN 2001 La Casa Immersion Experience students will live in M Street Hall and take part in common immersion activities such as having a Spanish table at the Language Lab; sharing meals at Arkansas Tech's cafet watching tv shows, news, and movies in Spanish; playing games; attending/participating in cultural events; visiting schools, studying together, etc. All of these activities offer a way for students to live in a setting similar to a Spanish speaking-world environment to improve their linguistic and cultural competence in the target language.

Students who complete the La Casa Immersion Experience will communicate more effectively in Spanish, have a fi understanding of Spanish-speaking cultures, and gain agency in shaping their own education.

Or did you just want the first line?

Thank you,

Alexis

Alexis Scrimshire
Associate Registrar
Office of the Registrar
Brown Hall, Suite 307
105 West O Street



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

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

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

Committee	Approval Date
Curriculum Committee	09-24-2019
Faculty Senate	10-08-2019

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

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

Request to change: (check appropriate box):

Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

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

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

3383

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - (1) become familiar with the basic concepts relating to the theory and practice of interpretation and translation its uses in professional life
 - (2) acquire a broad range of English-Spanish vocabulary related to health care procedures that will serve as their foundation for cross-lingual and cross-cultural communicative skills development
 - (3) develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Means and Measures

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

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

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

A syllabus for SPAN 3383 is appended.

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

This change will not affect any other department.


ARKANSAS TECH
A CENTURY FORWARD
Department of English and World Languages
Principles of Interpretation SPAN 3383



Profesora: Dr. Alejandra Karina Carballo
Oficina: 116-D, Dean Hall
Horas de oficina: lunes, miércoles y viernes de 10 a 11, martes y jueves de 8 a 9 o por cita

Correo electrónico: acarballo@atu.edu
Teléfono: (479) 968-0639

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





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

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

Required text/materials:

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

Recommended:

-  Kelz, Rochelle K. *Conversational Spanish for Health Professions*. 3er ed. Albany: Del Mar Publishers, 1999.
-  *Oxford Spanish-English Dictionary* (available on CD-ROM)
-  *American Heritage Larousse Spanish-English Dictionary*
-  *Larousse Spanish-English Dictionary*

Important Web Sites and Organizations

IMIA-International Medical Interpreters Association
 (<http://www.imiaweb.org/education/trainingnotices.asp>)
NBCMI- The National Board of Certification for Medical Interpreters

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

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

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

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

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

Practicing Spanish: www.practicingspanish.com

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

Glosario de errores comunes en la traducción económica y financiera:

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

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

Course Objectives:

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

General Education Objectives:

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

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

Course Expectations:

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

General information

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

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

Class Procedure:

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

Suggested Stages for translations:

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

Code for Corrections:

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

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



Cell phones OFF and OUT OF SIGHT

Attendance Policy: ATTENDANCE AND PARTICIPATION POLICY:

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

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

Course Components & Grading Scale:

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

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

Grading Scale

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

Small letters and common punctuations marks.

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

Another way:

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

Capital letters

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

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

Alt +0191 = ¿
 Alt +0161 = ¡

Alt+165 = Ñ

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

Americans with Disabilities Act

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

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

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

Academic Honor Code

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

CALENDARIO

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

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

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

Examen final: TBA



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

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

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

Committee	Approval Date
Curriculum Committee	09-24-2019
Faculty Senate	10-08-2019

Program Title:
Minor in Spanish for Medical Interpretation

Outline change in program:

- (1) Delete SPAN 3213 Advanced Grammar and Usage as a requirement.
- (2) Replace SPAN 3382 Principles of Interpretation with SPAN 3383 Principles of Interpretation

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

The proposed change will not affect staffing or space allocation.

Answer the following Assessment questions:

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

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

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

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

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

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

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

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

This change is not based on student learning assessment data.

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

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

- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. Program Learning Objectives

Program Learning Objectives:

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

Means and Measures

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

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

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

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

- SPAN 2303 Spanish for Medical Interpretation I
- SPAN 2313 Spanish for Medical Interpretation II
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II
- SPAN 3133 Spanish-American Civilization and Culture
- SPAN 3383 Principles of Interpretation



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	6-6-19

Title	Signature	Date
Department Head	<i>Carly Zamboni</i>	6-6-19
Dean	<i>[Signature]</i>	6/10/19
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Sammy Creanu</i>	6/20/19
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee	09-24-2019
Faculty Senate	10-08-2019

Program Title:
Certificate in Spanish for Medical Interpretation

Outline change in program:

(1) Replace SPAN 3382 Principles of Interpretation with SPAN 3383 Principles of Interpretation

What impact will the change have on staffing, on other programs and space allocation?

The proposed change will not affect staffing or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?

The certificate in Spanish for Medical Interpretation “empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A

- c. What is the rationale for this program change?

1. How will the program impact learning for students enrolled in this program?

Increasing the credit hours of this course from two to three will be a better match for the extent of the course’s content and will make it easier for the course to be part of a faculty member’s 12-credit load.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

This change is not based on student learning assessment data.

- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Arkansas Tech is the only institution in Arkansas to offer a certificate program in Spanish for Medical Interpretation. The growth of our Spanish-speaking population makes this program useful to health care workers across Arkansas.

- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. Program Learning Objectives

Program Learning Objectives:

- (1) become familiar with the basic concepts relating to the theory and practice of interpretation and translation its uses in professional life
- (2) acquire a broad range of English-Spanish vocabulary related to health care procedures that will serve as their foundation for cross-lingual and cross-cultural communicative skills development
- (3) develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics

Means and Measures

All three program learning objectives will be assessed through CPGE questions in SPAN 2303, SPAN 2313, and SPAN 3382. The questions will be scored Target, High-Acceptable, Low-Acceptable, Unacceptable, No Evidence. Our criterion for success will be that 75% of students will be scored Target or High-Acceptable.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

The changes in this minor do not directly impact any other program.

The 21 hours required for the proposed revision of the certificate in Spanish for Medical Interpretation are:

SPAN 2303 Spanish for Medical Interpretation I

SPAN 2313 Spanish for Medical Interpretation II

SPAN 3003 Conversation and Composition I

SPAN 3013 Conversation and Composition II

SPAN 3133 Spanish-American Civilization and Culture

SPAN 3213 Advanced Grammar and Usage

SPAN 3383 Principles of Interpretation



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
History and Political Science	June 24, 2019

Title	Signature	Date
Department Head	<i>David Blanks</i>	6/24/19
Dean	<i>J. A. Woods</i>	6/25/19
Assessment	<i>Christine Austin</i>	6/28/19
Registrar	<i>Gammy</i>	7/25/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 3123	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Environmental Ethics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Environmental Ethics		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- | | | |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? Select Fee Type

If selected other list fee type:

Elective Course Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

This course will not be required for a major or minor.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

This course requires no special resources.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

This course requires no special classroom.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **This course is not mandated by an accrediting or certifying agency.**
- If this course is required for the major or minor, complete the following. **This course is not required for a major or minor.**
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?
Applied ethics encompasses three major divisions: health care ethics, business ethics and environmental ethics. Adding Environmental Ethics to the Philosophy curriculum would give the Program a course in all three major divisions, completing the Program's offerings in applied ethics. Environmental ethics is an area of increasing public concern and controversy, making it important for Tech students to graduate with some fluency in the subject. Most philosophy programs nationwide offer an environmental ethics course. Such a course is offered at institutions comparable to Tech, including the University of Arkansas, Arkansas State University and Hendrix

College. Adding Environmental Ethics to the Philosophy Program's offerings would better align the Program with this disciplinary norm.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Philosophy Program Course Proposal:

Environmental Ethics

- a. Course subject: PHIL
- b. Course number: 3123
- c. Catalog course title: Environmental Ethics
- d. Catalog description: This upper-division course introduces students to contemporary ethical concerns around relations between human behavior and environmental conditions. Critical reasoning skills are stressed, as are verbal and written communication skills. Upon completion of this course, students will be able to demonstrate familiarity with current debates in environmental ethics, rigorously analyze competing ethical arguments within those debates and reach ethically defensible conclusions. Topics covered may include air pollution, water pollution, acid rain and forest death, waste, chemical fears, biodiversity and global climate change. This course is not cross-listed, and there are no prerequisites or co-requisites.

e.

Instructor: Michael Brodrick, PhD, Assistant Professor

E-mail: mbrodrick@atu.edu

Office: Witherspoon Hall, Suite 255

Office Hours: TBA

- f. Text required for the course: There is no textbook to purchase for this course; instead, required readings will be made available to students on Blackboard's **Content** screen.
- g. Bibliography (supplemental reading list): Please see below.
- h. Justification/rationale for the course: Applied ethics encompasses three major divisions: health care ethics, business ethics and environmental ethics. Adding Environmental Ethics to the Philosophy curriculum would give the Program a course in all three major divisions, completing the Program's offerings in applied ethics. Environmental ethics is an area of increasing public concern and controversy, making it important for Tech students to graduate with some fluency in the subject. Most philosophy programs nationwide offer an environmental ethics course. Such a course is offered at institutions comparable to Tech, including the University of Arkansas, Arkansas State University and Hendrix College. Adding Environmental Ethics to the Philosophy Program's offerings would better align the Program with this disciplinary norm.
- i. Course objectives: Please see below.
- j. Description of how course meets general education objectives: N/A (The course will not be included in the general education component).
- k. Assessment methods: Please see below.

- I. Policies: Please see below.
- m. Course Content: Please see below.

About the Course:

Goals and Purposes:

This upper-division course introduces students to contemporary ethical concerns around relations between human behavior and environmental conditions. Critical reasoning skills are stressed, as are verbal and written communication skills. Upon completion of this course, students will be able to demonstrate familiarity with current debates in environmental ethics, rigorously analyze competing ethical arguments within those debates and reach ethically defensible conclusions. Topics covered may include air pollution, water pollution, acid rain and forest death, waste, chemical fears, biodiversity and global climate change.

Student Learning Objectives:

- Develop active listening, critical thinking and written communications skills
- Develop leadership, teamwork and project management skills through collaborative learning activities
- Develop ethical perspectives

Methods of instruction:

Focused lectures, lively class discussions, rigorous writing assignments and collaborative learning activities are the central methods of instruction.

Materials needed:

All of the materials needed for this course will be provided on Blackboard's **Content** screen.

Readings:

Selections by Bjorn Lomborg, James Rachels, Rachel Carson, John Muir, Thomas Malthus and others.

Finding Things in Blackboard:

Help: For help using Blackboard, please visit the College of eTech's website at: <http://www.atu.edu/etech/about.php>.

Announcements: This is where your instructor will remind you of important information.

Content: This is where you will find the syllabus and readings for the semester. This is also the place to look for quizzes, assignment instructions and to submit your assignments.

My Grades: This is where you can see your grades for specific assignments and your current course grade. Please note that your final grade is a weighted average. This means that some assignments are worth a larger percentage of the final grade than others. You can see how each assignment is weighted by referring to the table below (pp. 5-6).

*To be clear, all written assignments will be delivered and must be submitted on Blackboard.

Classroom Activities (Participation):

Note: The instructor divides the class into two Discussion Groups, A and B. After the first week of classes, you can find your group on Blackboard by clicking "Groups" in the left-hand menu.

Note: The class is divided into "Reading" and "Discussion" Weeks. During "Reading" Weeks, the entire class meets on Tuesday and Thursday. During "Discussion" Weeks, only Group A meets on Tuesday and only Group B meets on Thursday.

During "Reading" Weeks (please see the Course Schedule below), classes consist of a presentation by the instructor with questions and discussion as needed.

"Discussion" Weeks (please see the Course Schedule below) are reserved for structured student-driven discussions in small teams. The purpose of these discussions is to help each other better understand the assigned readings, actively engage with ideas and improve leadership, teamwork on oral communications skills.

Participation in these activities must be respectful and supportive. Personal anecdotes and opinions may be referenced when directly relevant to the discussion; however, participants should focus on clarifying ideas and/or exploring their logical implications and real-world consequences.

****Please see “Grading” (below) for the standards used to evaluate class participation.**

Assignments:

Quizzes:

Starting the second week of classes, quizzes will be given approximately every other week over the readings due that week. Quizzes are short assessments that test for knowledge of basic ideas and arguments from the readings. Quizzes are given on Blackboard.

Papers:

These are formal academic papers that develop a specific thesis in a main argument section, consider an objection to that thesis and defend the paper’s thesis against that objection. The instructor provides specific instructions for each assignment at least a week before the assignment is due.

1. Paper One (due by TBA)
2. Paper Two (due by TBA)
3. Paper Three (due by TBA)

Paper Three will be written in class during the time designated for the final exam (**Date and Time: TBA**). Exam questions will be available to students at least one week prior to the exam date. Students should prepare to write on all of the exam questions, but the instructor will randomly select a single question to be answered on the day of the exam.

Grading:

Participation during “Reading” Weeks will be evaluated as follows:

- ✓ Shows familiarity with the assigned readings
- ✓ Focuses, clarifies or summarizes discussion
- ✓ Shows comprehension of key concepts and ability to apply them appropriately
- ✓ Stimulates further discussion
- ✓ Shows respect for those who disagree

For **participation during “Discussion” Weeks**, the instructor’s evaluation of each student’s participation will result in two grades on a scale of 0-100. The first grade will be assigned around mid-semester; the second grade will be assigned after the last Discussion Week. The final participation grade will be the average of those two grades.

Each participation grade reflects the relative (compared to peers in his or her discussion group) contributions made by each student, including:

- ✓ Demonstrating organized, focused and informed leadership when asked to lead the group
- ✓ Making informed comments or asking informed questions
- ✓ Referring the group to relevant quotations in the readings
- ✓ Setting a constructive and supportive tone
- ✓ Listening well
- ✓ Keeping the group on task
- ✓ Anything else that facilitated learning within the group

Please note that attendance in class by itself is not sufficient to earn a strong participation grade. Students are expected to actively listen and speak up during class, especially during Discussion Weeks.

For **papers**, the instructor will assign a grade on a scale of 0-100 according to the following requirements:

- ✓ Paper includes a clear statement of purpose (thesis) in paragraph one or soon thereafter.
- ✓ Paper’s main argument builds on the strongest arguments found in the assigned readings.
- ✓ Objection to the paper’s thesis builds on the strongest arguments found in the assigned readings and responds to the specific claims made in the main argument section.
- ✓ Major claims about arguments found in the assigned readings are supported by a properly documented quotation or paraphrase.
- ✓ Paper is free of spelling and grammatical errors.

IMPORTANT: Please note that your final grade is a weighted average. This means that some assignments are worth a larger percentage of the final grade than others. You can see how each assignment is weighted by reading the table below.

Assignment	Weight
Quizzes (6)	15%

Assignment	Weight
Participation (2)	25%
Paper One	15%
Paper Two	20%
Paper Three (Final Exam)	25%

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Policies:

Attendance:

Up to 3 absences are allowed for any reason; for each additional absence, the final grade for the course will be reduced by one increment (for example, from B to B-). The instructor understands that serious life events may lead to accumulating more than 3 absences. Students accumulating more than 3 absences due to a serious life event may appeal to the instructor. Appeals must be submitted to the instructor by e-mail and must provide a legitimate reason for the excessive absences. The instructor reserves the right to approve or deny such appeals according to his discretion. ***Students missing more than 10 classes may receive a failing grade for the course.***

Late Assignments:

Late assignments cannot be accepted without the instructor's written permission. Requests to submit assignments late must be e-mailed to the instructor at least 24 hours prior to the deadline for the assignment. Requests must explain why the assignment cannot be submitted on time. The instructor reserves the right to approve or deny such requests according to his discretion.

Academic Integrity:

Presenting someone else's work as one's own without appropriate references is cheating. Please do not cheat under any circumstances. ***Students caught cheating may not be allowed to pass the course.*** All assignments submitted to the instructor, including revised papers and drafts of papers, are governed by this policy.

Student Success Services:

To take advantage of Tech's student success services, please visit the Office of Student Success, located in Doc Bryan Building room 229, or call (479)-968-0278. More information about student success services can be found at: <http://www.atu.edu/studentsuccess/>.

Special Accommodations:

If you are a student with a disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, please contact the Office of Disability Services at (479)-968-0302. For more information, please visit the Office of Disability Services website at: <http://www.atu.edu/disabilities/index.php>.

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/> If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Changing the Course Schedule:

The instructor reserves the right to amend the following course schedule as necessary to support student learning.

Course Schedule:

Week One:	Topic: Welcome and Introduction	(Welcome and Introduction) <ul style="list-style-type: none"> Carefully review the syllabus. E-mail the instructor (mbrodrick@atu.edu) to confirm that you have access to the Blackboard course site and have reviewed the syllabus.
Week Two:	Topic: Air Pollution	(Reading Week) <ul style="list-style-type: none"> Complete Quiz # 1 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 163-177.

		<ul style="list-style-type: none"> • <i>Environmental Ethics: Readings in Theory and Application</i>, pp. 781-788.
Week Three:	<p>Topic:</p> <p>Air Pollution</p>	<p>(Discussion Week)</p> <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Four:	<p>Topic:</p> <p>Water Pollution</p>	<p>(Reading Week)</p> <ul style="list-style-type: none"> • Complete Quiz # 2 (Blackboard Content) before class next week. <p>Readings:</p> <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 189-202. • <i>Environmental Ethics: Readings in Theory and Application</i>, pp. 793-797.
Week Five:	<p>Topic:</p> <p>Water Pollution</p>	<p>(Discussion Week)</p> <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Six:	<p>Topic:</p> <p>Acid Rain and Forest Death</p>	<p>(Reading Week)</p> <ul style="list-style-type: none"> • Complete Quiz # 3 (Blackboard Content) before class next week. <p>Readings:</p> <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 178-182.
Week Seven:	<p>Topic:</p> <p>Acid Rain and Forest Death</p>	<p>(Discussion Week)</p> <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Eight:	<p>Topic:</p> <p>Waste</p>	<p>(Reading Week)</p> <ul style="list-style-type: none"> • Complete Quiz # 4 (Blackboard Content) before class next week. <p>Readings:</p> <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 206-210.

Week Nine:	Topic: Waste	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Ten:	Topic: Chemical Fears	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 5 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 215-248. • Selections from <i>Silent Spring</i> by Rachel Carson.
Week Eleven:	Topic: Chemical Fears	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Twelve:	Topic: Biodiversity	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 6 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 249-257.
Week Thirteen:	Topic: Biodiversity	(Discussion Week) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Week Fourteen:	Topic: Global Climate Change	(Reading Week) <ul style="list-style-type: none"> • Complete Quiz # 7 (Blackboard Content) before class next week. Readings: <ul style="list-style-type: none"> • <i>The Skeptical Environmentalist: Measuring the Real State of the World</i>, pp. 258-322. • <i>Environmental Ethics: Readings in Theory and Application</i>, pp. 674-689.

Week Fifteen:	Topic: Global Climate Change	(Review) <ul style="list-style-type: none"> • Group A meets on Tues. • Group B meets on Thurs.
Final Exam	Final Exam	(Final Exam)

Bibliography

Attfeld, Robin. *Environmental Ethics: A Very Short Introduction*. New York: Oxford University Press, 2019.

Carson, Rachel. *Silent Spring*. New York: Houghton Mifflin, 1990.

Lomborg, Bjorn. *The Skeptical Environmentalist: Measuring the Real State of the World*. New York: Cambridge University Press, 2016.

Malthus, Thomas. *An Essay on The Principle of Population and Other Writings*. Ed., Robert J. Mayhew. New York: Penguin Classics, 2015.

Muir, John. *Essential Muir: A Selection of John Muir's Best Writings*. Ed., Fred D. White. Berkeley, CA: Heyday Books, 2006.

Pojman, Louis P. *Environmental Ethics: Readings in Theory and Application*. Boston, MA: Cengage Learning, 2017.

Rachels, James. *The Elements of Moral Philosophy*. New York: McGraw-Hill, 2015.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
History and Political Science	6/24/19

Title	Signature	Date
Department Head <i>David Blucas</i>	<i>[Signature]</i>	6/24/19
Dean <i>Jeff Woods</i>	<i>[Signature]</i>	6/25/19
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>[Signature]</i>	7/25/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) Pols	Course Number: (e.g., 1003) 4023 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) Principles of Legal Study		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Principles of Legal Study		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- | | | |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? Select Fee Type

If selected other list fee type:

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

No

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

N/A

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?

Description

This course is designed to introduce students to the LSAT the standardized exam needed to get into law school. The class begins with a breakdown of each of the sections of the exam. Later on in the semester the students will led the class in solving LSAT questions. During the course of the semester students will be given three practice LSAT exams to see how much they are progressing

Justification

The LSAT is the number one criteria used by law schools in determining who gets admitted. In addition students who score particularly high on the LSAT can often receive scholarship money to help them pay for law school.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)

As mentioned the LSAT exam is the standardized exam for all law schools. The scores can range from 120 to 180. Over the past few years the average LSAT score for an Arkansas Tech University student is around 147 which falls below 150 which is the average score for the LSAT. This class is intended to improve this average to at least 150.

To assess progress in this class we will look at the average LSAT scores for the people who take the class versus the people who do not. The first time this class was taught as a pilot course in the Fall 2017 the averages of those who took the exam in December 2017 at the end of the class were about 5 points higher than those from Arkansas Tech University who did not take the class. Also student feedback through evaluations and other means will be important as well.

- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

POLS 4033
Principles of Legal Study
Arkansas Tech University
TR 9:30-10:50
Rothwell 321B
Spring 2019

Class Information

Instructor: Brendan Toner

Email: btoner@atu.edu

Phone: 479-356-2025

Office: Witherspoon 266

Office hours: TR 1-4

You may also email me, call me, or come by my office to see me if I am free at any time.

Objectives

- Help students prepare for the LSAT
- Have students become aware of different test taking techniques for the LSAT
- Outline options students have in terms of attending law schools both in Arkansas and throughout the nation
- Have a better idea of legal career options

Course Statements/Rules

- If you have any questions or comments about the direction of this course, or if you want to ask me about your individual progress during the semester, please feel free to email me at any time or visit during my office hours.
- Since this class is about more than me simply giving lectures, I am also hoping that we can have vigorous class discussions that will account for your participation grade along with your consistent attendance in class each day.
- You are to attend class on time, if you do not you will receive a late penalty that will affect your final participation grade.
- Class notes will be available on blackboard

Required Text

There is no text for the class however you must purchase a LSAT study book so that you can study as you are taking the class

Do NOT buy The Official LSAT Superprep II book since that is what we are going to use to go over the practice problems in class. If you want to buy the book buy it after the class has ended

Grading and Course Requirements:

Midterm Exam	20%
Class Journal	15%
Presentation/Question Breakdown	20%
Topic Papers	20%
Attendance	5%
Final Exam	20%

Exams: Exams will be given in class. The final will be on May 2nd. Makeup examinations are only given in the *most extraordinary circumstances* and are typically more difficult than the regular examination. In case inclement weather forces class cancellation on the day of an exam, the examination will be moved to the next class day. If you have a conflict with the time for the final examination, see me as soon as possible.

Papers: You will write three 2 page papers in this class. One will be on a topic you are interested in. A second will be on a topic you are not interested in and the third will be a topic that is given to you by random assignment. More details will be given about the paper as the semester progresses.

Journal: One of the most important parts of the LSAT is to prepare on your own. Therefore, members of the class will be asked to keep a journal of how they prepared for the LSAT every day. If you are not taking the LSAT or have taken the LSAT already discuss how you are preparing for your future career plans. In addition students will be expected to take a number of practice tests on their own throughout the semester as they are preparing. Each journal entry should be about a paragraph long.

Breakdown/Presentation: Every person in the class will be in charge of breaking down one LSAT question in front of the entire class so that they can see how to solve LSAT questions. This will be done towards the end of the semester. If someone has already taken the LSAT they will give a presentation on how they studied for the exam.

Practice Exams: Also during the semester we will take four mini-LSAT practice exams in class along with taking practice exams on your own. They will not be given an official grade but they will help you in determining what you have to improve upon in order to take the exam.

Participation/Attendance Grade:

This grade can sometime make or break your final grade in the class. **The grade will be a percentage of classes that you attend starting next week and not including the exams. For instance if we have twelve class meetings and you attend 9 of them you will receive a 75% for this part of the grade.** You will be expected to attend class and participate in the course actively. This PART OF THE grade can be an easy “A” if you just do your work and show me you are working hard.

Also make sure you sign the attendance sheet yourself. If someone signs it for you it DOES NOT count and you will lose 20 points on your overall grade the first time and 40 points the second time and so on.

In addition, you will be expected to give me documentation within one week of your return from the excused absence if not the absence will NOT be excused.

Super Attendance: If you attend every class or have an excused absence (with a limit of four excused absences) for a class you missed will get two extra points added on to your final grade. So for instance, if you have a final grade of 78 that will be moved up to 80 instead. This is above and beyond the regular attendance grade.

Disability Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class.

Class Schedule

Jan. 15:	First Class/Introductions/Practice Test 1
Jan. 17:	Introduction to the LSAT
Week of Jan. 22:	Kaplan Class
Week of Jan. 29:	Logic Games
Week of Feb. 5:	Reading Comprehension
Feb. 7:	Courthouse Visit – No Class
Week of Feb. 12:	Logical Reasoning
Feb. 19:	Practice Test 2
Midterm Exam:	February 28th
Week of Mar. 5:	Law School
Week of Mar. 12:	Beginning Presentations
Week of Mar. 19	Spring Break – No Class

Mar. 26:	Practice Test 3
Week of Mar. 26 –Apr. 2:	Presentations LSAT Review
Weeks of Apr. 9-23:	Presentations LSAT Solving
Apr. 4 and Apr. 11	SWAPLA Conference and UALR Visits – No Class
Apr. 23:	Practice Test 4
Final Exam:	Thursday May 2nd 10:30 AM

Disclaimer

The instructor has the right to change any detail of this syllabus should the need arise at any time, although we will PROBABLY follow most if not all of what is written here.



ARKANSAS TECH UNIVERSITY

RECEIVED

FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
College of Business	

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	2-5-19
Dean Lisa Toms	<i>Lisa Toms</i>	2-06-19
Assessment Christine Austin	<i>Christine Austin</i>	2-7-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
College of Business – Business Core Requirements

Outline change in program:

- (1) **Delete ACCT 3063: Managerial Accounting, or ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking, from the Business Core Requirements. BSBA Finance will continue to require ECON 3003: Money and Banking, and BSBA Accounting will continue to require ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking, as requirements for those respective majors.**

What impact will the change have on staffing, on other programs and space allocation?

The finance/economics faculty previously assigned to teach ECON 3003 will be teaching upper division finance/economics courses either required or allowed as electives in the newly revised finance major. Additionally, a departing accounting faculty member will be replaced with a finance faculty member; courses taught by the departing accounting faculty member will be split between the remaining faculty members and will replace the ACCT 3063 course hours which will no longer be required.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows additional courses to be taught in the majors which allows the students to gain a deeper and more current view of their respective discipline.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Accounting, Finance, and Economics	8/29/19

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	8-29-19
Dean Kevin Mason	<i>Kevin Mason</i>	8-29-19
Assessment Christine Austin	<i>Christine Austin</i>	8-29-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/29/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Science in Business Administration in Accounting

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Added ACCT 2000: Accounting Principles I Lab to the course matrix; this has been a required co-requisite for ACCT 2003: Accounting Principles I for five years but it had never been added to the catalog matrix.

What impact will the change have on staffing, on other programs and space allocation?

No change.....this class has been taught by the existing accounting faculty for the past five years in Rothwell Hall.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **N/A**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change? **This is simply the correction of an error in the catalog.**
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **See above**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. **N/A**

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Business Administration in Accounting (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: ACCT 2000: Accounting Principles I Lab</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

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FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Accounting and Economics	

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	2-5-19
Dean Lisa Toms	<i>Lisa Toms</i>	2/06/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>T Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
BSBA Finance

Outline change in program:

1. Delete ACCT 3063: Managerial Accounting and add a 3 hour 3000-4000 level economics elective
2. Add MATH 2243: Calculus for Business and Economics and delete a 3 hour 1000-2000 level elective.

3. Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

What impact will the change have on staffing, on other programs and space allocation?

A departing accounting faculty member will be replaced with a finance faculty member; courses taught by the departing accounting faculty member will be split between the remaining faculty members and will replace the ACCT 3063 course hours which will no longer be required. The new finance faculty member will be used to teach classes required in the new Finance major. The math addition will not impact the College of Business; historically, the combined Economics/Finance major required this course so it should have a minimal impact on mathematics.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows additional courses to be taught in the major which allows students to have a deeper and more current view of the finance discipline. Adding the calculus prepares students for graduate school.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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REGISTRAR'S OFFICE

In the attached matrix, include requested changes in the matrix and include course number and title.

Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Finance	
<p>Freshman Fall Semester</p> <p>Add/Change: U.S. History/Government</p> <p>Delete: Elective</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Science with a Lab</p> <p>Delete: U.S. History/Government</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Math 2243: Calculus for Business and Economics</p> <p>Delete: Science with Lab'</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add: Economics Elective (3000-4000) 3 hours</p> <p>Finance Major Elective 3 hours</p> <p>Delete: ECON 3003 Money and Banking ACCT 3063 Managerial Accounting</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add: ECON 3003 Money and Banking</p> <p>Delete: Finance Major Elective 3 hours</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

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FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Departments of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/06/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>T Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title: BSBA Business Data Analytics

Outline change in program:

- (1) Change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change).
- (2) Delete ACCT 3063: Managerial Accounting, or ACCT 4023: Cost Accounting, and ECON 3003: Money and Banking;
- (3) Add 6 hours of Specified Electives from the below list:

3 hours Advanced Elective:

MKT 4013: Digital Metrics

FIN 4033: Financial Modeling

COMS 1333: Web Publishing

COMS 2104: Foundations of Computer Programming I (Prerequisite COMS 1403/1411)

3 hours Support Elective:

MKT 3063: Social Media Marketing

PHIL 3103: Logic

HIM 4063: Organization and Administration (Prerequisite HIM 3023)

MGMT 4103: Supply Chain Management

(4) Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

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Registrar's Office

What impact will the change have on staffing, on other programs and space allocation?

Minimal impact on BDA faculty staffing,

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows additional courses to be required in the major which allows students to gain a deeper and more current understanding of the BDA discipline.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at

http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title. Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Business Data Analytics	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Change: BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change)</p> <p>Total Hours: 15 hours</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add: 3 hours Specified Elective</p> <p>Delete: ACCT 3063: Managerial Accounting or ACCT 4023: Cost Accounting</p> <p>Total Hours: 15 hours</p>
<p>Senior Fall Semester</p> <p>Add: 3 hours Specified Elective</p> <p>Delete: ECON 3003 Money and Banking</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

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FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/06/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
BSBA Management – Business Management, Entrepreneurship, and Human Resource Management Tracks

Outline change in program:

1. Delete ACCT 3063: Managerial Accounting and ECON 3003: Money and Banking;
2. Add 6 hours of Management Electives at the 3000-4000 level
5. Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

What impact will the change have on staffing, on other programs and space allocation?

This change will have a minimal impact on Management faculty/staffing requirements.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows students to take additional courses in the management major which allows them to gain a deeper and more current understanding of the management discipline.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
See a. above
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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Registrar's Office

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In the attached matrix, include requested changes in the matrix and include course number and title.

Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Management – Business Management, Entrepreneurship, and Human Resource Management Tracks	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add: Management Elective (3000-4000) 3 hours</p> <p>Delete: ECON 3003 Money and Banking</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add: Management Elective (3000-4000) 3 hours</p> <p>Delete: ACCT 3063 Managerial Accounting</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

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FEB 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/6/19
Assessment Christine Austin	<i>Christine Austin</i>	2/7/19
Registrar Tammy Weaver	<i>Tweaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
BSBA Marketing – Digital Marketing and Marketing Strategy Tracks

Outline change in program:

1. Delete ACCT 3063: Managerial Accounting and ECON 3003: Money and Banking;
2. Add 6 hours of College of Business Electives at the 3000-4000 level
3. Add ACCT 2000: Accounting Principles I Lab, to sophomore fall semester.

What impact will the change have on staffing, on other programs and space allocation?

Minimal impact on staffing for Marketing faculty.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change allows marketing students to take additional courses in any business discipline that they believe will help them better develop the skills needed for a career in marketing.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Each of the business disciplines continue to evolve at a fast pace due to technology advances and cultural shifts; these six hours can be used by each discipline to best meet the changing requirements for each major.**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **We reviewed the business core curriculum requirements for 21 other universities; only one of those schools required ECON 3003 (Money & Banking) while none of them required a third accounting (Managerial Accounting).**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A – There will be no change in our current program assessment measures (rubrics and Senior Business Exam).**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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Registrar's Office

In the attached matrix, include requested changes in the matrix and include course number and title.
 Registrar's Office

Curriculum Matrix for Catalog Curriculum in BSBA Marketing – Digital Marketing and Marketing Strategy Tracks	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add: College of Business Elective (3000-4000) 3 hours Delete: ECON 3003 Money and Banking Total Hours: 15	Junior Spring Semester Add: College of Business Elective (3000-4000) 3 hours Delete: ACCT 3063 Managerial Accounting Total Hours: 15
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Accounting, Finance, and Economics	8/29/19

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	8-29-19
Dean Kevin Mason	<i>Kevin Mason</i>	8-29-19
Assessment Christine Austin	<i>Christine Austin</i>	8-29-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/29/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals) <i>Judith Beas</i>	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Program Title:
Business Education for Teacher Licensure

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Added ACCT 2000: Accounting Principles I Lab to the course matrix; this has been a required co-requisite for ACCT 2003: Accounting Principles I for five years but it had never been added to the catalog matrix.

What impact will the change have on staffing, on other programs and space allocation?

No change.....this class has been taught by the existing accounting faculty for the past five years in Rothwell Hall.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **N/A**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change? **This is simply the correction of an error in the catalog.**
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **See above**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. **N/A**

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Business Education 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: ACCT 2000: Accounting Principles I Lab Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:



ARKANSAS TECH UNIVERSITY

RECEIVED

MAR 14 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Departments of Management and Marketing	

Title	Signature	Date
Department Head Kim Troboy	<i>Kim Troboy</i>	2/6/19
Dean Lisa Toms	<i>Lisa Toms</i>	2/06/19
Assessment Christine Austin	<i>Chr Aust</i>	2/7/19
Registrar Tammy Weaver	<i>Tweaver</i>	3/27/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title: Minor in Business Data Analytics

Outline change in program:

(1) Change BDA 2013: Business Spreadsheet Modeling, to BDA 3013: Business Spreadsheet Modeling (Course Number Change).

What impact will the change have on staffing, on other programs and space allocation?

No impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The change from a 2013 course number to a 3013 course number better reflects the level of material covered in this course and the type of work that the student is expected to create.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **See a. above**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **N/A**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **N/A**
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **N/A**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-24-19

Title	Signature	Date
Department Head	<i>Sandy U Smith</i>	6-24-19
Dean	<i>M L H</i>	6/24/19
Assessment	<i>Ch. Art</i>	6/28/19
Registrar	<i>Jammy Leanna</i>	7/16/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	2413	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
UAVs in Emergency Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No How many total hours? _____

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

- | | | |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? \$20 Other _____

If selected other list fee type: Lab fee - Emergency Management

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Course will utilize the DEM's UAVs.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Smart classroom would be ideal

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Emergency management officials are increasing expected to be able to operate an UAV, particularly during a time of disaster. During the floods of June 2019, the ATU DEM was called upon daily to assist local communities and officials with obtaining UAV footage of the unfolding disaster.

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For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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EAM 2413 | UAVs in EM

Department of Emergency Management

Spring 2019 Course Syllabus

Saturday – Brown 147

INSTRUCTOR: Bethany Swindell Dean Hall 107B
 bswindell@atu.edu (479) 964-0536

The best way to contact me is via email. Email usually is answered within 24 hours. If you do not receive a response within that time, please resend the email and/or text me. Please note that responses may be delayed on weekends. **When emailing questions, use subject line of “4993 Question ...” and include all your information.**

OFFICE HOURS: M: 1230 – 1330 W: 1230 – 1530 R: 1230 – 1430

CATALOG DESCRIPTION: **Prerequisite:** ENGL 1013
 Provides a broad overview of unmanned aerial vehicles (UAVs) in the emergency management context with practical and hands-on experience.

REQUIRED TEXTS: (2016). *Remote pilot test prep: UAS*. Newcastle, WA: Aviation Supplies & Academics, Inc.

SUPPLEMENTAL: Internet research and readings may be required as the semester progresses. For each topic or unit, I may assign additional readings. Students are advised to stay on top of current disaster events. Electronic newspapers are available at <http://www.nytimes.com> or <http://www.washingtonpost.com>. Other useful sites include fema.gov and reliefweb.int.

JUSTIFICATION: The field of emergency management continues to be profoundly impacted by the evolution of technology. In disaster management and homeland security, the prevention, protection, mitigation, response, and recovery to crisis is increasingly hinged on technology. This course will assist any student wishing to become more versatile in the knowledge of the laws, rules, and regulation pertaining to Part 107 exemptions.

COURSE OBJECTIVES: Upon successful completion of this course, you will be prepared to:

- Demonstrate the principles of flight planning, risk management, and safe drone operations.
- Objectively discuss laws and legal issues related to UAVs.
- Demonstrate the ability to operate a UAV in support of all phases of emergency management.
- Explain basic flight principles as they pertain to common UAV operations.

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COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Description	Points	Percent	Grade
Assignments – Individual and Group	50	90-100	A
Participation (In class and other forms of interactive learning)	50	80-89	B
Quizzes	50	70-79	C
Exam	50	60-69	D
		<59	F
Total Points	200		

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. Students will be expected to participate fully through Blackboard applications that may include discussion boards, wikis, Tegrity video tasks, and Collaborate rooms. You will be required to use APA 6 formatting in all written assignments. Blackboard will be used to record your grade. Do not depend on these averages as they may be incorrect until all scores are recorded. However, it should provide enough information for you to roughly calculate your current grade at any time.

COURSE CONTENT:

Topics to cover include:

- Written, oral, and team communication
- The impact of drone technology
- Weather and air space

The course content is subject to change should the instructor determine such change would better meet the students' educational needs.

EFFORT & SUBSTANCE: The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research. The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation.

POLICIES: Student Handbook: <https://issuu.com/arkansastechuniversity/docs/studenthandbook-2016>
Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook. Please refer to the following pages for clarification about policies related to this course:

- Academic Conduct – page 83
- Academic Dishonesty – page 83
- Academic Misconduct – page 84
- Class Absence – page 81

Assignment Completion - Students must complete their assignment within the timeframe specified by the instructor. Unless arrangements have been made with the instructor PRIOR to the due date; assignments must be received by the due date and time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** I will not accept hard copies of assignments or work that is emailed. Please plan accordingly to complete your assignments before the posted deadline.

Regular Contact – Email and Blackboard should be checked regularly.

Academic Dishonesty – Cheating and plagiarism will not be tolerated. Emergency managers should be aware of the fact that because of the major responsibilities associated with their career, they must earn the trust of those they serve. The instructor may adjust the grade as appropriate. At a minimum, the student (and any student caught assisting in the dishonesty) will be given an **automatic 'F'** for the test/assignment in question and possibly an 'F' for the course. This means **no copy and paste**.

Academic Misconduct – Students are expected to act in an appropriate manner while in class and shall not disrupt the learning environment. We will all respect each other and treat each other in a professional manner. In egregious cases of misconduct, the student may be immediately be removed from the classroom and/or from the course.

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Special Accommodations for Disabilities – A student must be registered with Disability Services in order to qualify for special accommodations. Registration must occur each semester; it does not carry over. In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course. More information provided below.

Excessive Unexcused Absences / Tardiness - If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course with an "FE" for excessive absences or non-performance. You should make every effort to attend all classes without being tardy. Excessive tardiness will not be tolerated as it is disruptive to everyone else.

****It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed. You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification.**

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

PROFESSIONALISM: It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views.

NON-DISCRIMINATION: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

ACCESS/DISABILITY SERVICES: Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

TECHNICAL ASSISTANCE: Technical support, including Blackboard support, is available via: Telephone Support: 1-800-582-6953 or Email Support: campussupport@atu.edu

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-24-19

Title	Signature	Date
Department Head	<i>Wandy M. Smith</i>	6-24-19
Dean	<i>Mr. L. H.</i>	6/24/19
Assessment	<i>Chris...</i>	6/28/19
Registrar	<i>Jimmy Weaver</i>	7/16/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	4XX3 4093	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Grants		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No How many total hours? _____

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

- | | | |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? _____ Other _____

If selected other list fee type: _____

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

Smart classroom or computer lab _____

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable*
- If this course is required for the major or minor, complete the following. *This is an elective course*
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?
Emergency management officials are expected to be able to apply for and manage grants. This course has been offered as an elective course in past semesters with students reporting that the course helped them to be competitive in the job market due to the skills gained from the Grants course.

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For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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Course Syllabus

COURSE NUMBER:

EAM ~~4XX3~~ 001/TC1

4093

COURSE TITLE:

Grants

COURSE TIME:

INSTRUCTOR:

Dr. Rejina Manandhar
Office Location: Dean Hall 107 A
Phone: 479-356-2014
Email: rmanandhar@atu.edu

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OFFICE HOURS:

Office Hours: TR 10:00 a.m. -1:00 p.m.; or By Appointment.

*Office hours are subject to change; changes will be posted on blackboard.

CATALOG DESCRIPTION:

Prerequisites: ENGL 1013 and EAM 1013 or Consent of the Department Head.

This course will cover the federal grant funding streams used by emergency management at the local, state, and federal levels. Students will learn the strategy behind each grant funding stream, eligibility qualifications, development of grant budgets and justifications. Students will learn the basics of grant writing, budgeting, purchasing, filing for reimbursement, and requirements for audit. Each basic step will be broken down into a series of tasks assigned each week throughout the semester.

REQUIRED TEXTS:

None

SUPPLEMENTAL READING LIST:

No specific text is required for this course rather material will be drawn from numerous resources. These resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA format for references to the materials.

JUSTIFICATION:

Grants are an excellent and oftentimes critical source of support for both emerging and established programs. A strong proposal focused on a concise problem, well organized, well researched, and well written can bring in additional income to enhance or expand a program. Few organizations are fully funded to solve the myriad of problems and must

pursue additional monetary resources is necessary to address new and evolving issues. A successful grant writer starts with a vision and possesses good skills in listening, researching, writing, word processing, analysis, budgeting, and critical thinking.

COURSE OBJECTIVES:

By the end of this course, the student will be able to:

- Identify funding sources and grants programs pertaining to emergency management and homeland security.
- Understand grant terminology and jargon.
- Analyze needs, define goals and objectives.
- Develop budget, timeline, and resume.
- Administer/Manage a grant.

COURSE ASSESSMENT:

Please note the following breakdown of points:

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Exercises (4x 60pts)	240	900- 1000	90-100	A
Assignments (5 x 100 pts)	500	800 - 899	80-89	B
Grant Project	260	700 - 799	70-79	C
		600 - 699	60-69	D
		< 599	0-59	F
Total Points	1000			

COURSE CONTENT:

Readings

All of the required readings will be made available on the Blackboard. Students are also encouraged to keep up to date with current grant funding trends and announcements. Some useful links include: <https://www.grants.gov/>, <http://foundationcenter.org/> and <http://www.adem.arkansas.gov/emergency-management-performance-grant> .

Exercises

Students will be required to complete a total of *four exercises*. Further instruction will be provided in the Blackboard.

Assignments

There will be a total of *five assignments* in the class. Each assignment will be related to some elements of the grants development and writing process. The assignments should be uploaded in the respective assignment submission tabs in the Blackboard. You must cite your sources in all the assignments using APA format unless otherwise instructed. Please review the class schedule for further information on the assignment and the due dates.

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Grant Project

In addition to the assignments, students will be required to complete a grant project. You will be provided with the grading rubric and further instruction in the class.

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor. Any new assignment will be posted on **Blackboard** under a **numbered Unit** on the day the assignment is given. Assignment due dates are shown in the **Course Schedule** and the **Unit Instruction** document. You must cite your sources in all the assignments using APA 6th edition format.

Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

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Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number**. And, if applicable, **list the name or number of the assignment** in the **“Subject Line” of the e-mail**. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Abandoning the Class

If, at any time during the semester, you abandon the class or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an “FE” for abandoning the class or non-performance. It is your responsibility to contact the instructor directly when you cannot complete your class work on time.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.”

You are responsible for explaining to the instructor the reason for not completing your assignments due to sickness, accident, or death in the family. The instructor is entitled to request verification. For excuses, which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class.

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Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and

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pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an **automatic** "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. **THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.**

Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

Received by the
Registrar's Office

JUN 27 2019

STATEMENT OF NON-DISCRIMINATION and ACCESS:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>

STUDENT NEEDS STATEMENT

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

TECHNICAL ASSISTANCE:

You have enrolled in an online course. It is your responsibility to ensure that you have access to the internet, a web camera, and a microphone. If you do not have the computer equipment required to support this educational environment, you may have access to it through your local library. Failure to access appropriate hardware or internet will not be accepted as an excuse for late or assignments that do not meet expectations. Arkansas Tech University offers exceptional technical support. You may reach Tech Support Services at 479.968.0646. During the summer, they are available to you by phone 24 hours a day, 7 days a week except for Friday and Saturdays from midnight to 7:00 AM. The office is also closed during university holidays.

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Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu

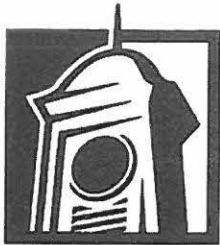
Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation:

24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

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JUN 27 2019



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Parks, Recreation, and Hospitality Administration	6/24/2019

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	6/28/19
Dean	<i>W L L</i>	6/28/19
Assessment	<i>Chris Rust</i>	7/2/19
Registrar	<i>Shannon</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RP	4573	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Interventions in Therapeutic Recreation II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Interventions in TR II		

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No _____

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
 If so, list course subject and number. Yes No _____

Is this course repeatable for additional earned hours? Yes No How many total hours? _____

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other

Does this course require a fee? Yes No How Much? _____ Select Fee Type _____

If selected other list fee type: _____

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

 Every other spring

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
 NO

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Yes, it is required by the National Council for Therapeutic Recreation Certification – As stated in the January/February 2019 NCTRC Newsletter “**Effective January 1, 2022; all applications submitted on or after January 1, 2022 will be required to meet the new standard. The standard pertaining to the required number of therapeutic recreation content courses will read as follows:**

Academic Path

“A minimum of 18 semester or 24 quarter credit hours of RT/TR content coursework. A minimum of **six (6)** courses in RT/TR is required and each course must be a minimum of three (3) credit hours. Two (2) of the required RT/TR courses may be taught by the applicant as a full-time educator. Content specific RT/TR coursework is recommended as part of the NCTRC professional eligibility requirements. Specific course content in the following areas: a) Assessment; b) TR Process; and c) Advancement of the Profession is highly recommended but not required for eligibility.”

b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.

Students will design, adapt, and facilitate individual or group programs, activities and/or interventions to meet the assessed needs of clients in diverse settings, cultures, and contexts using age and culturally appropriate recreation and leisure activities.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Development, implementation, and evaluation of a comprehensive/evidenced based therapeutic recreation program plan/protocol.

c. What is the rationale for adding this course? What evidence demonstrates this need?

Requirement from the National Council for Therapeutic Recreation Certification (NCTRC) – standard change

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY
Parks, Recreation, and Hospitality Administration Department
RP 4573
Spring

TITLE: **RP 4373 INTERVENTIONS IN THERAPEUTIC RECREATION**

COURSE DESCRIPTION: Study of the concepts and intervention techniques used in the application and process aspects of therapeutic recreation. Content includes evidence-based practice, planning and leading interventions, instructional techniques, counseling theory and practice, implementing groups, communication techniques, and facilitation techniques. A practical learning component is included. Offered Spring of even years.

CLASS MEETS: **Monday 2:00 – 4:50 p.m.**
Williamson 205

INSTRUCTOR: Dr. Cathi McMahan, CTRS
PHONE: (479)968-0385

OFFICE: 113 Williamson
EMAIL: cmcmahan@atu.edu

OFFICE HOURS: Monday 10:00 – 12:00 noon
Tuesday 11:00 – 12:00 noon
Thursday 2:00 p.m. – 4:00 p.m.
Friday 10:00 a.m. – 12:00 noon
*Additional hours arranged by appointment.

PREREQUISITES: RP 3013, RP 4073, or permission

DEPARTMENT MISSION STATEMENT:

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community, and society



**Council on
Accreditation**

Parks, Recreation, Tourism
and Related Professions

TEXTS: **Sumbo, N. J. & Wardlaw, B. (Eds.). (2011). *Facilitation of therapeutic recreation services: An evidence-based and best practice approach to techniques and processes*. State College, PA: Venture Publishing, Inc.**

Various handouts and readings from the Instructor.

**JUSTIFICATION/
RATIONALE FOR** Completion of this course is required in order to meet the National Council for Therapeutic Recreation (NCTRC) certification requirements

COURSE OBJECTIVES:

The student will be expected to demonstrate:

- An understanding of various Therapeutic Recreation facilitation techniques
- Knowledge of definitions associated with various Therapeutic Recreation facilitation techniques and interventions
- Knowledge of historical perspectives related to Therapeutic Recreation facilitation techniques and interventions
- Knowledge of historical perspectives related to Therapeutic Recreation facilitation techniques and interventions
- Understanding of theoretical foundations of Therapeutic Recreation facilitation techniques and interventions
- Ability to implement a variety of Therapeutic Recreation facilitation techniques and interventions
- Knowledge of various leadership and supervisory skills
- Knowledge of, and skills specific to, how to debrief and process activities

COURSE FORMAT:

The course will utilize a number of instructional formats including: lecture, discussion, guest speakers, videos, field trips, workshops, group projects, presentations, hands-on activities, and service learning.

ASSIGNMENTS:

- ✓ Students will submit a critique on each presentation/speaker. Critiques are to be approximately one page in length. These critiques will be due the next class meeting – critiques will not be accepted late. Each critique is worth 10 points. 100 points.
- ✓ Students are required to submit a written Activity Analysis of an activity assigned by the instructor. 50 points.
- ✓ Each Student, will prepare a presentation of at least one Leisure Education Activity (from one of the three Stumbo Manuals available in Dr. McMahan’s office) and facilitate the chosen Leisure Education activity during class this semester. 50 points.
- ✓ Students are required to select a topic from the Course Topics list and either present a presentation/in-service, hands-on activity, or bring in a guest speaker to cover the topic. Each presentation is to be a minimum of thirty minutes in length and no longer than sixty minutes in length. 100 points. Details to be discussed in class.
- ✓ Students are required to keep a notebook throughout the semester for all handouts, articles, and information received during the semester. 50 points.
- ✓ Students will also be required to research an intervention or facilitation technique and submit a five page research paper on their topic. Details to be discussed further in class. 100 points.
- ✓ One small group project will be assigned prior to the end of the semester. Details will be discussed further in class. 100 points
- ✓ Students will be required to complete 10 volunteer/service learning hours at an agency/facility that provides therapeutic recreation services (employ at least one Certified Therapeutic Recreation Specialist). Students will be required to submit a two page (minimum) paper summarizing their experience. This project is worth a total of 150 points.

GRADING:

90% - 100%	= A	Notebook	= 50 points
80% - 89%	= B	Mid-Term & Final	= 200 points
70% - 79%	= C	Activity Analysis	= 50 points
60% - 69%	= D	Critiques	= 100 points
Below 60%	= F	Service Learning	= 150 points
		Group Project	= 100 points
		Research Paper	= 100 points
		Presentation	= 100 points
		Leisure Education	= 50
		<hr/>	
		Total	= 900 points

- LATE POLICY:** All assignments are due at the beginning of class unless otherwise noted. Late assignments turned in after the beginning of class are subject to a 10% penalty. Assignments turned in after the due date will not be accepted and will receive no credit; unless previous arrangements have been made with the instructor.
- ATTENDANCE:** Students are expected to attend and participate in class. Attendance is also required for field trips and group presentations at various locations. . Please also make sure that you arrive on time for class and for all class related activities.
- CHEATING/
PLAGIARISM:** Any student caught cheating or plagiarizing someone else’s work on a test, project, or assignment will be given an “F” on the assignment. Students may be asked to provide proof of original work if there is a question of cheating or plagiarism. Plagiarism is defined as stealing thoughts or words and using them as your own. Student papers and reports may be submitted to ***turn-it-in.com*** to check papers and reports for plagiarism.
- STUDENT
ACCOMODATIONS:** In order for the instructor to make accommodations for students with disabilities or special needs, students should register with Disability Services. Disability Services is located in the University Testing Center in Doc Bryan, Suite 171, and may be reached by calling (479)968-0302, (479)968-3290 (TDD).
- ELECTRONIC
DEVICES:** While in class and on field trips, all electronic devices will be turned off. This includes cell phones, pagers, beepers, and any other device that may distract fellow students or the instructor during class. Students are not allowed to talk on cell phones or text message during class or any class related event/program. Devices creating disruptions may be confiscated by the instructor.

COURSE TOPICS

- | | |
|---|--------------------------------|
| Adventure Therapy/Ropes Courses | Anger Management |
| Aquatic Therapy | Expressive Arts |
| Leisure Education | Stress Management |
| Relaxation | Board Games |
| Animal Assisted Therapy | Horticulture/W/C Gardening |
| Sports/Wheelchair Sports | Reminiscence |
| Sensory Stimulation | Use of Exercise |
| Use of Humor | Use of Play |
| Transfer Training | Crisis Prevention Intervention |
| Value Clarification (Moral Development) | Cooking/Baking |
| Special Events | Social Skills Training |
| Assistive Technology | Therapeutic Horseback Riding |
| Problem-Solving Therapy | Assertiveness Training |
| Pain Management | Cognitive Behavioral Approach |
| Intergenerational Programs | Reality Orientation |
| Community Integration | Virtual Reality |

Course Outline RP 4573

Week	Date	Topic	Presenter	Reading/Assignment
1		Introduction Chapter 1	Dr. McMahan	Use of Therapeutic Modalities Chapter 1
2		Chapter 3 Selecting Programs	Dr. McMahan	Chapter 3
3		Chapter 4 Planning and Leading Group Activities	Dr. McMahan	Chapter 4
4		Chapter 5 Communication Techniques		Chapter 5
5		Chapter 6 Instructional Techniques		Chapter 6
6		Chapter 7 Counseling Theory and Practices Chapter 8 Health Behavior Change		Chapter 7 Chapter 8
7		Chapter 9 Problem-Solving Therapy Problem Solving Exercises		Chapter 9
8		Chapter 10 Anger Management Anger Management Interventions		Chapter 10
9		Spring Break	Spring Break	No class
10		Chapter 11 Social Skills Training Chapter 12 Assertiveness Training Interventions		Chapter 11 Chapter 12
11		Chapter 13 Physical Activity Adaptive Sports, Special Olympics, Senior Olympics,		Chapter 13
12		Chapter 14 Pain Management Chapter 15 Cognitive Behavioral Approaches		Chapter 14 Chapter 15
13		Chapter 17 Stress Management Stress Management Interventions		Chapter 17
14		Chapter 18 Sensory Stimulation/Sensory Integration		Chapter 18
15		Chapter 20 Community Reintegration		Chapter 20
		FINAL EXAM		



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Parks, Recreation, and Hospitality Administration	6/25/2019

Title	Signature	Date
Department Head	<i>Cathi Mc Mahan</i>	6/28/19
Dean	<i>Dr L H</i>	6/28/19
Assessment	<i>Chris Quast</i>	7/1/19
Registrar	<i>Shelley</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Recreation and Park Administration

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete RP 4013 Recreation and Park Administration from the RPA/Therapeutic Recreation emphasis
2. Move RP 4373 Interventions in Therapeutic Recreation to Fall of Senior year
3. Add RP 4573 Interventions in Therapeutic Recreation II (new course) to Spring of Senior year

What impact will the change have on staffing, on other programs and space allocation?

No impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. By adding this sixth Therapeutic Recreation content course it would allow students to meet the standards required to sit for their Certified Therapeutic Recreation Specialist exam and to pursue the career they have chosen.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Yes, this change is mandated by the National Council for Therapeutic Recreation Certification.

As stated in the January/February 2019 NCTRC Newsletter “**Effective January 1, 2022; all applications submitted on or after January 1, 2022 will be required to meet the new standard. The standard pertaining to the required number of therapeutic recreation content courses will read as follows:**

Academic Path

“A minimum of 18 semester or 24 quarter credit hours of RT/TR content coursework. A minimum of **six (6)** courses in RT/TR is required and each course must be a minimum of three (3) credit hours. Two (2) of the required RT/TR courses may be taught by the applicant as a full-time educator.

Content specific RT/TR coursework is recommended as part of the NCTRC professional eligibility requirements. Specific course content in the following areas: a) Assessment; b) TR Process; and c) Advancement of the Profession is highly recommended but not required for eligibility.”

- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
It will allow the students to be eligible to sit for the national exam and will also better prepare them to pass the exam.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This is a mandated course addition.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
This change is required for all colleges/universities that provide therapeutic recreation programs (nationwide). There are no other colleges/universities in the state that offer a degree in Therapeutic Recreation.

- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

This course will not be included in the Recreation and Park Administration Assessment Plan as the core courses in the degree are the courses that are currently included in the RPA Assessment Plan. This course is required only for the Therapeutic Recreation emphasis.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in <u>RPA/Therapeutic Recreation</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: RP 4373 Interventions in Therapeutic Recreation</p> <p>Delete: RP 4013 Recreation and Park Administration</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: RP 4573 Interventions in Therapeutic Recreation II</p> <p>Delete: RP 4373 Interventions in Therapeutic Recreation</p> <p>Total Hours:13</p>



ARKANSAS TECH UNIVERSITY

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SEP 03 2019

Registrar's Office

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Lucy Mahphel</i>	8/23/2019
Dean	<i>WLL</i>	8/30/19
Assessment	<i>Ch An 2</i>	9/3/19
Registrar	<i>Stueben</i>	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	2700
Official Catalog Title:	
Networking and Architecture Laboratory	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other _____

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Registrar's Office

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

2701

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Computer Architecture and Networks Laboratory

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

n/a

- b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Assessment is unchanged

- c. What is the rationale for adding this course? What evidence supports this action?

This changes gives explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. This change better captures the present curriculum.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

No other departments require this course

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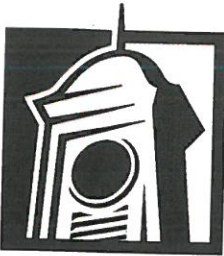
SEP 03 2019

Registrar's Office

Add to Curriculum Request for Course Change

REQUEST FOR COSMETIC COURSE CHANGES

Course Subject: (e.g., ACCT ENGL)	Course Number: (e.g., 1003)
COMS	2700
Official Catalog Title: Networks and Architecture Laboratory	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) 1. Change the title FROM: Networking and Architecture Laboratory, TO: Computer Architecture and Networks Laboratory.	
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A b. Explain the rationale for the cosmetic course change. The name of the Co-requisite course is changing to Computer Architecture and Networks. This change will allow the course and laboratory to have the same name.	
If this course will affect other departments, a Departmental Support Form for each 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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SEP 03 2019

Registrar's Office

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Louay Mahphel</i>	8/23/2019
Dean	<i>MLL</i>	8/30/19
Assessment	<i>[Signature]</i>	9/3/19
Registrar	<i>[Signature]</i>	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
<i>Linda Bean</i> Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	4700
Official Catalog Title:	
Data Communications and Networking Lab	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

- | | | |
|---|---------------------------------------|---|
| <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 | <input type="text"/> | |

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NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

4701

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

- Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

- Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

n/a

- b. If this course is required for the major or minor, complete the following.
- Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Assessment is unchanged

- c. What is the rationale for adding this course? What evidence supports this action?

This changes gives explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. This change better captures the present curriculum.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

No other departments require this course

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REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Linaq Mahroob</i>	8/23/2019
Dean	<i>Ar 64</i>	8/30/19
Assessment	<i>[Signature]</i>	9/5/19
Registrar	<i>[Signature]</i>	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

The department retracted proposal for consideration.

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	4710
Official Catalog Title:	
Heterogeneous Networks Lab	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

4711

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

n/a

- b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Assessment is unchanged

- c. What is the rationale for adding this course? What evidence supports this action?

This changes gives explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. This change better captures the present curriculum.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

No other departments require this course

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Liny Mahobeh</i>	8/23/2019
Dean	<i>Ar Lx</i>	8/30/19
Assessment	<i>Chm B</i>	9/3/19
Registrar	<i>Yelwam</i>	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title: Bachelor of Science in Computer Science

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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete 2 hrs of upper-level electives
2. Change COMS 2700 to COMS 2701
3. Change COMS 4700 to COMS 4701

4. *Modify Footnote 3 - Add 3000 level or higher MGMT course*

What impact will the change have on staffing, on other programs and space allocation?

No anticipated impact, as we are already teaching these labs

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

These changes give explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. These changes better capture the present curriculum.

No changes in assessment.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

No other departments require this course

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In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in _____ BS in Computer Science _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p><u>COMS 2701 Networking and Architecture Laboratory</u></p> <p>Delete:</p> <p><u>COMS 2700 Networking and Architecture Laboratory</u></p> <p>Total Hours: 17</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p><u>COMS 4701 Data Communications and Networking Lab</u></p> <p>Delete:</p> <p><u>COMS 4700 Data Communications and Networking Lab</u></p> <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Management Elective³ (footnote needs to be clarified – see highlighted change below)</p> <p>³This management elective is to be selected from <u>COMS 4053 Information Systems Resource Management</u>, <u>COMS 4063 IT Project Administration</u> IT Project Administration, or <u>3000+ MGMT</u> course approved jointly by the Department of Management and</p>

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Marketing and the Department of Computer and Information Science.

Delete:

Elective (3000-4000 level) (2 hrs)

Total Hours: 11

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REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	Lina Mahshel	8/23/2019
Dean	Mr. [Signature]	8/30/19
Assessment	Chu An [Signature]	9/3/19
Registrar	[Signature]	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Program Title:
Computer Science Education (for Teacher Licensure)

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- (1) Delete 7 hours of electives
- (2) Delete COMS 4801 Special Methods in Computer Science Education
- (3) Change COMS 2700 to 2701 (course change form being sent through in conjunction with this)
- (4) Add CSEC 2113 Introduction to Information Systems
- (5) Add COMS 4703 Data Communications and Networks and COMS 4701 Data Communications and Networking Lab

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What impact will the change have on staffing, on other programs and space allocation?

No anticipated impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Future computer science teachers will be more successful in the classroom with the addition of the two content courses.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
ADE changed Computer Science teacher competencies; curriculum had to be realigned to match new competencies.
- c. What is the rationale for this program change? ADE directive
 1. How will the program change impact learning for students enrolled in this program?
As stated above, future computer science teachers will be more successful in the classroom. New teacher competencies and high school curriculum directly address cybersecurity and networking.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
n/a
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
n/a
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
See Appendix A

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Changes to this curriculum will not affect other departments.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Computer Science Education	
<p>Freshman Fall Semester 1</p> <p>Add/Change: Science w/lab*</p> <p>Delete: COMS 1333 Web Publishing I</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester 2</p> <p>Add/Change: COMS 1333 Web Publishing I</p> <p>Delete: COMS 2703 Computer Architecture and Networks COMS 2700 Networking and Architecture Laboratory</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester 3</p> <p>Add/Change: COMS 2703 Computer Architecture and Networks COMS 2701 Networking and Architecture Laboratory (also, course number change from 2700 to 2701) CSEC 2113 Introduction to Information Systems</p> <p>Delete: COMM 2173 Business and Professional Speaking or COMM 2003 Public Speaking Science w/lab*</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester 4</p> <p>Add/Change: COMM 2173 Business and Professional Speaking or COMM 2003 Public Speaking</p> <p>Delete: Social Sciences</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester 5</p> <p>Add/Change: Social Sciences</p> <p>Delete: Elective (3 hours)</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester 6</p> <p>Add/Change: COMS 4703 Data Communications and Networks COMS 4701 Data Communications and Networking Lab (also, course number change from 4700 to 4701)</p> <p>Delete: Elective (4 hours)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester 7 (unchanged)</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester 8</p> <p>Add/Change:</p> <p>Delete: COMS 4801 Special Methods in Computer Science Education</p> <p>Total Hours: 12</p>

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Appendix A
Revised Assessment Plan

Changes from original assessment plan (submitted 2015-16) highlighted in yellow.

* This curriculum change was made in a previous year when SEED 3552 and SEED 4052 were combined into this one course.

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Standard 1 (InTASC 4-5): Content Knowledge	The prospective teacher displays competency in computational thinking; collaboration; computing practice and programming; and computers and communication devices.	COMS 1333 Web Publishing I COMS 1403 Orientation to Computing, Information, and Technology COMS 1411 Computer and Information Science Lab COMS 2903 Discrete Structures for Technical Majors COMS 2104 Foundations of Computer Programming I COMS 2203 Foundations of Computer Programming II COMS 2703 Computer Networks and Architecture COMS 2701 Networking and Architecture Laboratory COMS 2213 Data Structures COMS 3903 Systems Software and Architecture COMS 3053 Implications of Technology on Society COMS 3233 Database Design and Implementation COMS 3243 Data Mining COMS 3413 App Development COMS 4703 Data Communication COMS 4701 Networking Laboratory COMS 4033 Systems Analysis and Design I CSEC 2113 Introduction to Information Systems	Computer Science Praxis exam results Student checklist of competencies Student survey Supervising teacher survey	80% pass rate 90% of competencies met 90% "prepared" or higher status 90% "prepared" or higher status
Standard 2 (InTASC 1-2): Learner Development and Diversity	The prospective teacher uses understanding of individual differences and diverse cultures and communities, along with an understanding of how learners grow and develop, to ensure inclusive learning environments	SEED 4054 Educating Developing, Diverse and Exceptional Learners (course change/renumber from last assessment plan submitted)	RAP (Research Awareness Project)	Overall passing scores indicating a rating on the rubric as "Exceptional"

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	that enable each learner to meet high standards.			or "Acceptable"
Standard 3 (InTASC 3): Learning Environment	The prospective teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.	SEED 4556 Classroom Application of Educational Psychology	Second Teach	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 4 (InTASC 6-8): Instructional Practice	The prospective teacher understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.	SEED 4556 Classroom Application of Educational Psychology	Unit Plan	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 5 (InTASC 9 and 10): Professional Responsibility	The prospective teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	SEED 4809 Internship	Task 5 Reflection on Student Learning	Overall median ratings of "Acceptable" or "Exceptional" on the task.

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Professional Education Program Proposal
COVER SHEET

Institution: Arkansas Tech University Date Submitted: June 5, 2019

Program Contact Person: Becky Cunningham

Position/Title: Assistant Professor Phone: 479.880.4610 Email: rcunningham@atu.edu

Name of program: Computer Science Education CIP Code: 13.1321

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): B.S.

Indicate the title and grade range of the license for which candidates will be prepared:

Title: Computer Science Grade Range: 4-12

Proposal is for:

- New First-Time Licensure Program (Complete Section A)
 New Educator Licensure Endorsement Program (Complete Section B)
 Major Revision(s) to Approved Licensure Program (Complete Section C)
 Minor Revision(s) to Approved Licensure Program (Complete Section C)
 Deletion of Approved Licensure Program (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): 0 %

Proposed program starting date: Fall 2020

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

C. Revisions to an Existing Program

Proposals for revising existing programs should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and include the following components:

1. Cover Sheet (Use the front page of this guide or the fillable form [coversheet](#) from the website, which contains basic information about the proposed program.)
2. Rationale
 - a. Explain the reason for and a description of the proposed revision(s).

ADE released new teacher competencies for Computer Science Education on August 27, 2018. The curriculum for this degree needs to be modified slightly in order to meet those teacher competencies and prepare future teachers to teach the curriculum.

Revisions include replacing two elective courses with a course in forensics/security and a second course in networking. Also, a one-hour special methods course will be deleted.

3. Institutional Approval (Only required for major revisions)
 - a. Briefly describe the institution's educator preparation program approval process.
 - b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

n/a

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4. Documentation of Revisions
 - a. Changes to Curriculum
 - i. Provide a copy of the current program of study indicating the proposed revisions.

If the program is imbedded in a baccalaureate degree, include the current eight semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

2019-20 Program of Study

⊕ Freshman

Fall		Spring	
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
MATH 1113 College Algebra or higher level Mathematics	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Fine Arts & Humanities ¹	3
COMS 1333 Web Publishing I	3	COMS 2104 Foundations of Computer Programming I	4
COMS 1403 Orientation to Computing, Information, and Technology	3	COMS 2700 Networking and Architecture Laboratory	0
COMS 1411 Computer and Information Science Lab	1	COMS 2703 Computer Networks and Architecture	3
Total Hours	14	Total Hours	16

⊕ Sophomore

Fall		Spring	
SEED 2002 Education as Profession	2	Social Sciences ¹	3
COMM 2173 Business and Professional Speaking or <u>COMM 2003 Professional Speaking</u>	3	U.S. History/Government ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
COMS 2203 Foundations of Computer Programming II	3	COMS 2213 Data Structures	3
COMS 2903 Discrete Structures for Technical Majors	3	STAT 2163 Introduction to Statistical Methods	3
Total Hours	15	Total Hours	16

⊕ Junior

Fall		Spring	
COMS 3053 Implications of Technology on Society	3	Fine Arts & Humanities ¹	3
COMS 3233 Database Design and Implementation	3	SEED 3702 Introduction to Educational Technology	2
COMS 3903 Systems Software and Architecture	3	COMS 3243 Data Mining	3
Elective ³	6	COMS 3413 App Development	3
		Elective ³	4
Total Hours	15	Total Hours	15

⊕ Senior

Fall		Spring	
SEED 4054 Educating Developing, Diverse and Exceptional Learners	4	SEED 4503 Seminar in Secondary Education	3
SEED 4556 Classroom Application of Educational Psychology	6	SEED 4809 Teaching in the Elementary & Secondary School	9
COMS 4033 Systems Analysis and Design I	3	COMS 4801 Special Methods in Computer Science Education	1
COMS 4813 Teaching Methods in Computer Science Education	3		
Total Hours	16	Total Hours	13

Number of hours to complete current program: 120

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NOTE: Proposed curriculum changes are highlighted in yellow.

Computer Science Education Degree Plan

Proposed Changes for 2020-2021

Semester 1		Semester 2	
ENGL 1013 Composition I*	3	ENGL 1023 Composition II*	3
MATH 1113 College Algebra or higher level mathematics	3	Social Sciences*	3
TECH 1001 Orientation to the University	1	Fine Arts & Humanities*	3
Science w/lab*	4	COMS 1333 Web Publishing I	3
COMS 1403 Orientation to Computing, Information, and Technology	3	COMS 2104 Foundations of Computer Programming I	4
COMS 1411 Computer and Information Science Lab	1		
Total Hours	15	Total Hours	16
Semester 3		Semester 4	
COMS 2203 Foundations of Computer Programming II	3	Science w/lab*	4
COMS 2703 Computer Architecture and Networks	3	U.S. History/Government*	3
COMS 2701 Networking and Architecture Laboratory (changing from zero credit to one hour credit)	1	COMM 2173 Business and Professional Speaking or COMM 2003 Public Speaking	3
COMS 2903 Discrete Structures for Technical Majors	3	COMS 2213 Data Structures	3
CSEC 2113 Introduction to Information Systems	3	STAT 2163 Introduction to Statistical Methods	3
SEED 2002 Education as a Profession	2		
Total Hours	15	Total Hours	16
Semester 5		Semester 6	
Social Sciences*	3	Fine Arts & Humanities*	3
COMS 3053 Implications of Technology on Society	3	COMS 3243 Data Mining	3
COMS 3233 Database Design and Implementation	3	COMS 3413 App Development	3
COMS 3903 Systems Software and Architecture	3	COMS 4703 Data Communications and Networks	3
Elective	3	COMS 4701 Data Communications and Networking Lab	1
		SEED 3702 Introduction to Educational Technology	2
Total Hours	15	Total Hours	15
Semester 7		Semester 8	
COMS 4033 Systems Analysis and Design I	3	COMS 4801 Special Methods in Computer Science Education	0
COMS 4813 Teaching Methods in Computer Science Education	3	SEED 4503 Seminar in Secondary Education	3
SEED 4054 Educating Developing, Diverse and Exceptional Learners	4	SEED 4809 Teaching in the Elementary & Secondary School	9
SEED 4556 Classroom Application of Educational Psychology	6		
Total Hours	16	Total Hours	12

Total hours for degree program: 120

* or appropriate alternative/substitution as listed in General Education requirements

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- ii Provide a revised [curriculum matrix](#) that shows course alignment with the **current** corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

Computer Science Grades 4-12	Course Alignment with ADE Content Competencies																		SEED courses	Gen Ed*
	Orient	Lab	P1	P2	P3	Web	Arch/ Net	Intro to IS	Disc math	Ethics	DB	DM	App Dev	SS & Arch	Sys Anal	Netw	Meth			
1. Computing Systems	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
1.1 Operating systems	x	x					x							x						
1.2 Embedded systems	x									x			x							
1.3 Abstraction, layers	x	x			x		x				x					x				
1.4 Fetch/decode/execute	x	x	x																	
1.5 Computing systems	x												x	x						
1.6 Emerging technologies	x																			
2. Networks and the Internet	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
2.1 Types of data storage	x	x					x						x			x				
2.2 Communication/devices	x						x									x				
2.3 Network components	x						x									x				
2.4 Network functionality	x						x									x				
2.5 Internet/Web protocols	x						x									x				
2.6 Security	x							x		x										
2.7 Cybersecurity								x		x										
2.8 Web components	x						x	x					x			x				
2.9 Emerging technologies	x						x									x				
3. Data and Analysis	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
3.1 Bits	x	x					x							x		x				
3.2 Data encryption/decryption	x						x			x										
3.3 Spreadsheets	x											x								
3.4 Simulation/modeling	x											x								
3.5 Databases	x											x		x						
3.6 Data collection, etc												x	x							
3.7 Emerging uses/methods data	x											x		x						
4. Algorithms and Programming	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
4.1 Abstraction	x	x	x	x	x								x							
4.2 Algorithms	x		x	x	x				x				x							
4.3 Programming rules, etc	x	x	x	x	x								x							
4.4 Misc	x		x	x	x								x							
4.5 Emerging procedures/capab			x	x	x								x							

Computer Science Grades 4-12	Course Alignment with ADE Content Competencies																		SEED courses	Gen Ed*
	Orient	Lab	P1	P2	P3	Web	Arch/ Net	Intro to IS	Disc math	Ethics	DB	DM	App Dev	SS & Arch	Sys Anal	Netw	Meth			
5. Impacts of Computing	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
5.1 Creativity, prob solving, comm	x									x										
5.2 Equal access										x										
5.3 Benefits/harm	x									x										
5.4 Intellectual property	x									x										
5.5 Ethics & implications	x							x		x										
5.6 Privacy, security	x							x		x										
5.7 Emerging impacts of computing	x							x		x										
6. Computational Artifacts	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
6.1 Planning													x		x		x			
6.2 Creating			x	x	x	x							x		x		x			
6.3 Modifying			x	x	x								x		x		x			
6.4 Testing			x	x	x								x		x		x			
6.5 Error correction			x	x	x								x		x		x			
6.6 Evaluating			x	x	x								x		x		x			
6.7 Bleeding edge technologies					x								x				x			
7. Disciplinary Literacy	1403	1411	2104	2203	2213	1333	2703	2113	2903	3053	3233	3243	3413	3903	4033	4703	4813			
7.1																x	x	x		
7.2																x	x	x		
7.3			x	x	x											x	x	x		
7.4																	x	x		
7.5										x						x	x	x		
7.6										x					x	x	x	x		
7.7															x	x	x	x		
7.8										x						x	x	x		
7.9															x	x	x	x		

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- iii Provide the appropriate revised standards alignment [matrix](#) ([Arkansas Teaching Standards](#) for first-time licensure programs and [Standards for School Administrators in Arkansas](#) for administration licensure programs) showing alignment of the program's prescribed professional education courses and experiences with the appropriate standards, if applicable.

Arkansas Teaching Standards	SEED 2002	SEED 3072	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813
1. Learning Development			x	x	x	x	
2. Learning Differences			x	x	x	x	
3. Learning Environments			x	x	x	x	
4. Content Knowledge							x
5. Application of Content				x	x		x
6. Assessment				x			
7. Planning for Instruction		x	x	x	x	x	x
8. Instructional Strategies				x	x	x	x
9. Professional Learning and Ethical Practice	x	x	x	x	x	x	x
10. Leadership and Collaboration			x	x	x	x	x

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- iv Provide the appropriate revised evaluation [matrix](#) that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding TESS or LEADS standards ([TESS for classroom teachers](#), [TESS for Specialty Areas](#), or [LEADS](#)), if applicable.

		Course Alignment with Teacher Excellence and Support System												
Section I: Framework for Teaching		SEED 3702	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813							
Domain 1: Planning and Preparation														
	1.a			X		X	X							
	1.b		X	X	X	X								
	1.c		X	X		X								
	1.d	X	X	X		X	X							
	1.e	X	X	X		X	X							
	1.f	X	X	X		X	X							
Domain 2: The Classroom Environment														
	2.a			X		X	X							
	2.b			X		X	X							
	2.c			X		X	X							
	2.d			X		X	X							
	2.e			X		X								
Domain 3: Instruction														
	3.a			X		X	X							
	3.b			X		X	X							
	3.c	X		X		X	X							
	3.d	X		X		X	X							
	3.e			X		X	X							
Domain 4: Professional Responsibilities														
	4.a		X	X		X	X							
	4.b	X	X	X		X								
	4.c	X				X								
	4.d	X	X	X		X								
	4.e	X	X	X		X	X							
	4.f	X	X	X		X								

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		Course Alignment with Teacher Excellence and Support System													
Section I: Framework for Teaching		SEED 3702	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813								
Section II: Law and Process															
1: TESS Objectives (Arkansas Code §6-17-2802)															
	1.1				X										
	1.2				X										
	1.3				X										
	1.4				X										
	1.5				X										
	1.6				X										
	1.7				X										
2: TESS Teacher Requirements															
	2.1				X										
	2.2				X										
	2.3				X										
3: Framework for Teaching Design															
	3.1				X	X									
	3.2				X	X									
	3.3				X	X									
	3.4				X	X									
4: TESS Evidence Collection															
	4.1				X										
	4.2				X										
	4.3				X										
	4.4				X										
	4.5				X										
	4.6				X										
5. TESS Rubric Usage															
	5.1				X										
	5.2				X										
	5.3				X										

		Course Alignment with Teacher Excellence and Support System													
Section I: Framework for Teaching		SEED 3702	SEED 4054	SEED 4556	SEED 4503	SEED 4809	COMS 4813								
6. Professional Growth Plan (PGP)															
	6.1				X	X									
	6.2				X	X									
	6.3				X	X									
7. Novice Teacher Mentor Process															
	7.1				X	X									
	7.2				X	X									
	7.3				X	X									
	7.4				X	X									

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- v Provide syllabi which include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.
- Master's level first-time licensure programs (MAT, M.Ed., or MTLL) leading to special education licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy competencies](#).
 - Syllabi for professional education courses in educator preparation programs for first-time licensure should link each learning objectives to its corresponding [Arkansas Teaching Standard](#) and the [Teacher Excellence Support System \(TESS\)](#). This connection between objective and standard should occur directly on the syllabus itself.
 - Syllabi for courses in administrator preparation programs should link each learning objective to its corresponding [Standard for School Administrators in Arkansas](#) and the **Leaders Excellence and Development System (LEADS)**. This connection between objective and standard should occur directly on the syllabus itself.
 - Syllabi for professional education courses in the programs leading to licensure in gifted and talented K-12, instructional facilitator, reading specialist, and school guidance and counseling K-12, should link each learning objective to the appropriate **TESS for Specialty Areas** standards. This connection between objective and standard should occur on the syllabus itself
 - Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.

See Appendix A for new course syllabi (CSEC 2113 and COMS 4703/4700)

- vi Indicate any changes to common assessments throughout the program, including any changes to when state mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.

n/a

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- vii Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program.

Within the new Internship I experience implemented last year, the public school field experience hours tied to the SEED 4556 and SEED 4054 courses are now extended to 90 hours (40 in the first week and 50 in incremental spans for the remainder of the semester). In the past, this experience was a total of 20 hours.

SEED 4556 and SEED 4054 courses require students to complete:

- Specialized observations concerning aspects like management, motivation, assessment, etc.
- Some teaches in the public school
- A case study of a student with an exceptional learning need
- A developmental case study

b. Transition to DLT format

- i Submit a rationale for the transition.
- ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
- iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - Programs for building-level administrator licensure should include face-to-face interaction with program supervisors throughout the program.
- iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
- v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: [HLC policy](#) requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

n/a

c. Changes to Policies Overseeing Candidate Quality

- i Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate in the educator preparation program.
- ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points.
- iii Describe any changes to exit requirements, including the definitions of the following:
 - When a licensure officer will recommend a candidate for Arkansas licensure
 - When a candidate is considered a program completer
 - When a candidate is eligible for graduation

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5. Transition Plan

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

There are currently three students in the program and all three are fairly new. They will have time in their degree plan to add the two new classes so that they are prepared to teach the related high school classes.

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Appendix A

New course syllabi

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CSEC 2113: Introduction to Information Systems
Department of Computer and Information Science
Fall 2018

Course catalog description

Prerequisite: None

This course is an introduction to the infrastructure of information technology and systems. Topics include computer hardware and software, communication and networks, databases, e-commerce technology, design and development of information systems, cloud computing, information security, privacy, ethics, and social impact.

Required Text

Title: Essentials of MIS (Thirteenth Edition)

Author: Kenneth C. Laudon; Jane Laudon

Copyright: Pearson Education

ISBN: 978-0-13-480275-6

*Available: ATU Bookstore or online.

Supplemental, Required Software

- Microsoft Office 2013 (Word, Excel, Access, PowerPoint)
- Optional: Microsoft Visio 2013

Note: Access to this software is available through the university computers. In addition, Access and Visio are provided to the student by the Computer Science Department via Microsoft Development Network Academic Alliance program (MSDNAA). You will receive an email the second week of class from MSDNAA ... watch for it. Do not delete this e-mail.

Supplemental Readings

No specified books are required for supplemental readings.

Students will use the Internet to research various course topics and evaluate websites.

Course Justification

This course is part of a cybersecurity degree program. As such, students must demonstrate an exceptional understanding of computer information systems design and structure.

Course Objectives

Students successfully completing this course should be able to:

1. describe the major components and their functionality of a computer system.
2. describe the major components and their function of an information system.
3. describe the major components and their functionality of a network.
4. use university and departmental computing resources.
5. build a simple web site and describe how the web supports e-commerce.
6. identify mechanisms for securing data in a networked environment.
7. identify ethical issues related to privacy and security.
8. define and employ technical terms related to information technology.
9. explain cloud computing and the security vulnerabilities associated.
10. build a simple relational database.

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Course Assessment

Grades will be calculated on a total point basis. At any point in the course, simply divide your points by the total points possible to determine your grade. Blackboard should provide this average for you. If you have any issues determining your grade at any point, please contact me.

The traditional grading scale will be used to determine final grades:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

Please monitor your progress throughout the course. If you have any questions or concerns, contact me as soon as possible.

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COMS 4703 / 4700 – Computer Networks / Architecture
 ARKANSAS TECH UNIVERSITY
 Department of Computer and Information Science
 Spring 2019

COURSE INSTRUCTOR Roger Frye Office: Corley 244 Phone: 964-3252
 Email: rfrye@atu.edu

TEXT Business Data Communications and Networking 13th Ed.
 Wiley Textbooks
 Fitzgerald, Dennis, Durcikova

CATALOGUE Prerequisites: COMS 2703, COMS 2903; COMS 2223 or COMS 3903 Co-requisite: COMS 4700

DESCRIPTION Study of the concepts involved in interconnecting computers. Introduction to network topologies, routing, protocols, and security. Survey of network operating systems.

OBJECTIVES, CONTENT, & RATIONALE The student will be able to:

- Identify and describe the functions of each of the seven layers of the OSI reference model.
- Describe data link and network addresses and identify key differences between them.
- Define and describe the function of a MAC address.
- List the key internetworking functions of the OSI Network layer.
- Identify at least three reasons why the industry uses a layered model.
- Describe the two parts of network addressing, and then identify the parts in specific protocol address examples.
- Define and explain the conversion steps of data encapsulation.
- Describe the different classes of IP addresses and subnetting.
- Identify the functions of the TCP/IP network-layer protocols.
- Create a subnetted internetwork.

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ASSESSMENT

The final grade will consist of 100 percentage points, with the following breakdown:

Assignments Homework and in-class assignments will be submitted through Blackboard	5%
Completion of Lab Activities Weekly labs will be conducted in your COMS 4700 section.	35%
Exams These will be in class, closed book exams.	45%
Final Exam	15%
Total	100%

The following percentage table will be used to assign scores:

90-100% - A 80-89% - B 70-79% - C 60-69% - D Below 60% - F

PLEASE NOTE: Because this is a course where work is expected to be completed in class with lab resources, attendance is critical. THERE WILL BE NO MAKEUP LABS! (There will be no way to make up an unexcused absence)

BIBLIOGRAPHY There is no required supplemental reading list for this course.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Lina Mahabeh</i>	8/23/2019
Dean	<i>Ar Lee</i>	8/30/19
Assessment	<i>Chou 2</i>	9/3/19
Registrar	<i>Yuewen</i>	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Science in Information Systems

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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete 2 hrs of electives
2. Change COMS 2700 to COMS 2701
3. Change COMS 4700 to COMS 4701

What impact will the change have on staffing, on other programs and space allocation?

No anticipated impact, as we are already teaching these labs

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

These changes give explicit recognition of the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. These changes better capture the present curriculum.

No changes in assessment.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

No other departments require this course

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In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in _____ Bachelor of Science in Information Systems _____	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p><u>COMS 2701 Networking and Architecture Laboratory</u></p> <p>Delete:</p> <p><u>COMS 2700 Networking and Architecture Laboratory</u></p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Elective 2000-4000² (change elective hrs from 3 to 2)</p> <p>Delete:</p> <p>Total Hours: 14</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p><u>COMS 4701 Data Communications and Networking Lab</u></p> <p>Delete:</p> <p><u>COMS 4700 Data Communications and Networking Lab</u></p> <p>Elective (1 hr)</p> <p>Total Hours: 14</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	8/23/2019

Title	Signature	Date
Department Head	<i>Linaf Mahabeh</i>	8/23/2019
Dean	<i>Arly</i>	8/30/19
Assessment	<i>Chad</i>	9/3/19
Registrar	<i>Sharon</i>	9/3/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

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Program Title: Bachelor of Science in Information Technology	SEP 03 2019 Registrar's Office
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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete COMS 2003 as a required course (but encourage students to take it as an elective)
2. Add 2 hrs 2000+ COMS elective
3. Change COMS 2700 to COMS 2701
4. Delete 1 hr of upper level electives
5. Change COMS 4700 to COMS 4701

What impact will the change have on staffing, on other programs and space allocation?

No anticipated impact, as we are already teaching these labs

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

These changes give explicit recognition to the value of hands-on experiential learning, which the ATU president has stressed as an important part of education. These changes better capture the present curriculum.

No changes in assessment.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

No other departments require this course

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In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in _____ BS in Information Technology _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p><u>COMS 2701 Networking and Architecture Laboratory</u></p> <p>Delete:</p> <p><u>COMS 2700 Networking and Architecture Laboratory</u></p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>COMS elective² (2 hrs)</p> <p>² 2000+ or above</p> <p>Delete:</p> <p><u>COMS 2003 Microcomputer Applications</u></p> <p>Total Hours: 14</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p><u>COMS 4701 Data Communications and Networking Lab</u></p> <p>Delete:</p> <p><u>COMS 4700 Data Communications and Networking Lab</u></p> <p>Elective (3000-4000 level) (1 hr)</p> <p>Total Hours: 14</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>

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REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Biological Sciences (Fisheries and Wildlife Science)	6/18/2019

Title	Signature	Date
Department Head	<i>Jim Jackson</i>	6/21/19
Dean	<i>Jeff White</i>	2019 Jun 24
Assessment	<i>Chloe</i>	7/2/19
Registrar	<i>J. Adams</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9-24-2019
Faculty Senate (Undergraduate Proposals Only)	10-8-2019
Graduate Council (Graduate Proposals Only)	

Program Title:
Fisheries and Wildlife Science

JUN 25 2019

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Fisheries

1. Delete CHEM 3254 (Fundamentals of Organic Chemistry) as an organic chemistry option.
2. Reduce the number of physical science group credits from 7-8 to 4.
3. Delete GEOL 3083 (Hydrogeology) from the physical science group option list.
4. Add BIOL 3004 (Plant Taxonomy) or BIOL 4044 (Dendrology) as a required course.

Wildlife

1. Delete CHEM 3254 (Fundamentals of Organic Chemistry) as an organic chemistry option.
2. Delete GEOL 3083 (Hydrogeology) from the physical science group option list.

What impact will the change have on staffing, on other programs and space allocation?
The proposed changes will have no impact.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?

ATU Mission

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

The proposed program changes will improve student success and excellence by providing the needed learning outcomes necessary to be a successful fisheries and wildlife professional today and in the future.

If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

- b. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?

The changes will better align optional and required courses to The American Fisheries Society Professional Certification requirements as well as minimum federal job requirements for a fisheries and wildlife biologists.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

- **CHEM 3254 has prerequisites that are now not met with the Fisheries and Wildlife Program curriculum due to changes made by the Department of Physical Science. Therefore, this course should be removed from the curriculum.**

- The American Fisheries Society Professional Certification now allows FW/GEOG 2883 (Introduction to Geographic Information Systems) to be used as a physical science requirement. FW/GEOG 2883 is currently a required course in the curriculum. This change reduces the number of additional credits needed to 4 in the physical science group. In addition, this initiates the removal of GEOL 3083, a three credit course, from the physical science group option list.
- As a result of the physical science group credit reduction, we propose adding the choice of BIOL 3004 or BIOL 4044 as a replacement. This aligns the Fisheries option with the Wildlife option and allows students to meet the number of plant/botany courses required for federal biologist employment.

- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The Fisheries and Wildlife Program curriculum is one of the few programs in the United States that meets all requirements for Professional Certification standards set by The American Fisheries Society and The Wildlife Society. The proposed changes will better align the curriculum to meet this standard.

- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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FW-BS Program Learning Outcomes

1. **Communication**
1.1 Students will be able to produce a high quality written report. Students will be able to produce a high quality oral presentation. Students will be able to integrate information from several sources to produce a cogent report or presentation.
2. **Ecological Concepts**
2.1 Students will have a solid foundation in basic biological principles. Students will have a working knowledge of general ecological principles. Students will have a working knowledge of forest ecology and management, wetlands ecology, or limnology.
3. **Management Principles**
3.1 Students will have a working knowledge of basic fisheries and wildlife management principles. Students will understand how habitat manipulations can be used to manage fish and wildlife. Students will be able to recognize important components of state and federal laws that regulate use of natural resources. Students will understand how the human dimension influences the fisheries and wildlife professions.
4. **Quantitative and/or Analytical**
4.1 Students will be proficient in word processing, production of graphs for reports, use of basic spreadsheets, preparation of presentations, and basic statistical applications. Students will understand basic statistical concepts. Students will have a working knowledge of population dynamics principles.

5. **Field Skills**

5.1 Students will be proficient in identification and knowledge of taxonomy and life history characteristics of regional plants, mammals, birds, or fish. Students will have a working knowledge of the methods used to age, sex, capture, and mark fish and wildlife. Students will demonstrate a basic ability to use GPS equipment, aerial photographs, and maps for fish and wildlife management purposes.

6. **Professionalism**

6.1 Graduates will understand ethics of scientific research and understand and abide by the standards of professionalism conduct as established by the American Fisheries Society or The Wildlife Society.

The addition of BIOL 3004 or BIOL 4044 to the Fisheries option is the only proposed change that has program student learning outcome assessment implications. The Field Skills learning outcome will be assessed based on scores from an identification and taxonomy laboratory practicum given to each student.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Received by the
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JUN 25 2010

In the attached matrix, include requested changes in the matrix and include course number and title

JUN 25 2019

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Fisheries & Wildlife Science	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete: CHEM 3254 Fundamentals of Organic Chemistry</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: superscript W associated with BIOL 4044 Dendrology</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: superscript W associated with BIOL 3004 Plant Taxonomy</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Footnote Changes (Below is how the footnotes should be written)

¹See appropriate alternatives or substitutions in "General Education Requirements". One of the social sciences must be ECON 2003 Principles of Economics I.

²Statistics must be taken either fall or spring term.

³F and W superscripts designate courses required for certification in fisheries and wildlife, respectively. Students seeking wildlife certification must choose one course from each of the following course sequences: (1) FW 3154 Mammalogy or FW 3144 Ornithology; (2) FW 4014 Forest Ecology and Management or FW 4064 Wetland Ecology and Management; Students seeking fisheries certification must choose FW 3084 Ichthyology and FW 4024 Limnology. Meeting requirements for fisheries or wildlife certification is a requirement for graduation.

⁴Must include at least two courses from the biology elective group (BIOL 3174 Physiological Ecology, BICL 3034 Genetics, BIOL 4064 Evolutionary Biology, BIOL 3064 Parasitology, AGPM 3104 Introduction to Entomology, BIOL 3184 Animal Behavior, BIOL 3004 Plant Taxonomy, BIOL 4044 Dendrology, BIOL 4094 Coastal Ecology), one course from the physical science elective group (any physics course, AGSS 2014 Soils, GEOL 1014 Physical Geology), and three 3000-4000 level fisheries and wildlife elective courses. Sufficient additional electives to produce 120 total credit hours are required for graduation.

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Physical Science	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature: _____



Date: 6/19/19

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JUN 25 2019



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE DELETION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeanie S. Myers</i>	<i>6/26/19</i>
Dean	<i>J. W. Roth</i>	<i>2019 Jun 27</i>
Assessment	<i>Ch. Roth</i>	<i>6/28/19</i>
Registrar	<i>Yammy Wallace</i>	<i>7/2/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>9/16/19</i>
Curriculum Committee (Undergraduate Proposals Only)	<i>9/24/19</i>
Faculty Senate (Undergraduate Proposals Only)	<i>10/8/19</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	4772
Official Catalog Title:	
Mathematics Teaching Practicum	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Will the cross-listed course be deleted? Yes No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

NA

- b. If this course was required for the major or minor, complete the following.

1. How will program level learning outcome(s) previously addressed by this course now be addressed?

- **Course was found not to be meeting any program level learning outcomes.**

- c. What is the rationale for deleting this course? What evidence supports this action?

- **During our reaccreditation process for our Mathematics for Teacher Licensure program it was found that this course is not meeting any program level learning outcomes. While the course description does read, "a course designed to provide mathematics education majors with experience in teaching mathematics and assessing student performance" it is important to note that this experience occurred at the post-secondary level, which is not recognized as "field experience" by CAEP.**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.



ARKANSAS TECH UNIVERSITY

RECEIVED
JUN 27 2019

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeanie L. Myer</i>	6/26/19
Dean	<i>Jeff W. Reth</i>	2019 Jun 27
Assessment	<i>M. H. T.</i>	6/28/19
Registrar	<i>Yammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MATH	3703	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Mathematics in the Secondary Schools		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MATH IN THE SECONDARY SCHOOLS		

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- 01 Lecture 02 Lecture/Laboratory 03 Laboratory only
 05 Practice Teaching 06 Internship/Practicum 07 Apprenticeship/Externship
 08 Independent Study 09 Readings 10 Special Topics
 12 Individual Lessons 13 Applied Instruction 16 Studio Course
 17 Dissertation 18 Activity Course 19 Seminar 98 Other

Does this course require a fee? Yes No How Much? Select Fee Type

If selected other list fee type:

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Every Spring semester.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

- **The course will require a classroom with SMART technologies.**

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

NA

- b. If this course is required for the major or minor, complete the following.

1. Provide the program level learning outcome(s) it addresses.

PLO 1 – Content Knowledge

PLO 2 – Mathematical Practice

PLO 4 – Mathematical Learning Environment

PLO 5 – Impact on Student Learning

PLO 7 – Secondary Mathematics Field Experiences and Clinical Practice

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

PLO'S 1 & 2 will be assessed throughout the course in the form of mathematic content competency exams.

PLO'S 4, 5 and 7 will be assessed through a field component project.

- c. What is the rationale for adding this course? What evidence demonstrates this need?
- The creation and addition of this course is in response to comments we received in our National Recognition Report from NCTM (National Council of Teachers of Mathematics) regarding Standard 7 – Element 7a. Currently we are “Nationally recognized with conditions”. NCTM Standard 7-Element 7a states that preservice teacher candidates are expected to, “engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.”

Element 7a is an essential (required) element for our NCTM SPA. It is the only element not currently met under Standard 7. If we can meet Element 7a, then we can meet Standard 7. The comment regarding Element 7a stated, “It is not clear that prior to student teaching the candidates have field experience in both the middle school and high school. While SEED 4052 gives the candidates experience with a special need student, it is not specified they work with a diverse range of students individually, in small groups or in a large classroom setting. Nor is it clear they work in varied settings that reflect cultural, ethnic, linguistic, gender and learning differences. Field experiences prior to student teaching are limited to 35 hours.”

This course is designed to provide the second field experience in our “sequence of planned field experiences and clinical practice prior to a full-time student/teaching internship experience.” With the addition of this new course MATH 3703 our Mathematics for Teacher Licensure program would then contain a sequence of planned field experiences spanning 1) SEED 2002, 2) MATH 3703 (new course addition), and 3) MATH 4703 in conjunction with Internship I (SEED 4054 and SEED 4556). This would ensure that our preservice teacher candidates are receiving a minimum of 105 hours of field experience prior to their full-time internship experience. The course will require our program’s preservice teacher candidates to observe and participate in either a middle school Algebra classroom or high school Geometry classroom. The preservice teacher candidates will be required to work with a diverse range of students individually and/or in small groups for the duration of the course.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Syllabus

- a. Course subject: MATH
- b. Course number: 3703
- c. Catalog course title: Mathematics in the Secondary Schools
- d. Catalog description:
MATH 3703: Mathematics in the Secondary Schools
Prerequisites: SEED 2002 and junior standing.

This course is an in-depth study of the mathematics curriculum currently taught in secondary schools with an emphasis on content knowledge for teaching. The course consists of classroom instruction and a field component.

Note: A grade of "C" or better must be earned in the course used to satisfy the general education mathematics requirement.

- e. Instructor information:

Instructor:

Office:

Office hours:

Telephone:

Email:

- f. Text(s) required:

Andreasen, J. B., Dixon, J. K., Nolan, E. C., & Roy, G.J. (2016). *Making sense of mathematics for teaching grades 6 – 8*. Bloomington, IN: Solution Tree Press.

Dixon, J. K., Hacımeroglu, E. S., Nolan, E. C., & Safi, F. (2016). *Making sense of mathematics for teaching high school*. Bloomington, IN: Solution Tree Press.

- g. Bibliography (supplemental reading list):

Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250–257.

Hung, M. (2015). Talking circles promote equitable discourse: A structured discussion format disrupts patterns of stratified talk and facilitates broader participation. *Mathematics Teacher*, 109(4), 256–260.

Jett, C. C., Stinson, D. W., & Williams, B. A. (2015). Communities for and with Black male students. *Mathematics Teacher*, 109(4), 284–289.

Karp, K. S., Bush, S. B., & Dougherty, B. J. (2015). 12 math rules that expire in the middle grades. *Mathematics Teaching in the Middle School*, 21(4), 208–215.

Larnell, G. V., Bullock, E. C., & Jett, C. C. (2016). Mathematics, social justice, and race: A critical race analysis of teaching mathematics for social justice. *Journal of Education*, 196(1), 19–29.

- Lesser, L. M. (2014). Staring down stereotypes. *Mathematics Teacher*, 107(8), 568–571.
- National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: National Council of Teachers of Mathematics.
- National Council of Teachers of Mathematics. (2018). *Catalyzing change in high school mathematics: Initiating critical conversations*. Reston, VA: National Council of Teachers of Mathematics.
- Oslund, J. A., & Barton, J. (2017). Creating zines: Supporting powerful math identities. *Mathematics Teaching in the Middle School*, 23(1), 20–28.
- Paoletti, T., Stevens, I. E., & Moore, K. (2017). Tricks may inhibit students' reasoning. *Mathematics Teacher*, 110(6), 446–453.
- Perry, A. (2018). 7 features of equitable classroom spaces. *Mathematics Teacher*, 112(3), 186–191.
- Rubel, L. H. (2016). Speaking up and speaking out about gender in mathematics. *Mathematics Teacher*, 109(6), 434–439.
- Wu, H. (2011). The mis-education of mathematics teachers. *Notices of the AMS*, 58(3), 372–384.

h. Justification/rationale for the course:

This mathematics course is designed to address the unique needs of our Mathematics for Teacher Licensure program's preservice teacher candidates. In the course, preservice teacher candidates will engage in explorations, activities and a field component designed to 1) strengthen and expand their knowledge of the topics found in secondary mathematics and their corresponding curricular materials and instructional strategies, 2) illuminate the connections between secondary and college mathematics, 3) illustrate good use of technology in teaching, and 4) illuminate connections between various areas of mathematics.

i. Course objectives:

In revisiting secondary mathematics content, preservice mathematics teacher candidates are expected to:

- Deepen and broaden mathematical content knowledge from Algebra through Calculus by exploring relevant topics in inquiry based learning situations,
- Make connections between college mathematics and secondary school mathematics,
- Make connections between various areas of mathematics,
- Build preliminary knowledge of professional and state mathematics curriculum standards,
- Use reflective and collaborative learning, and develop a stronger sense of professionalism and leadership,
- Create efficient seekers of content knowledge,
- Present mathematical ideas and topics in a knowledgeable and effective manner,
- Explore, learn and demonstrate appropriate uses of technology in the mathematics classroom.

j. Description of how course meets general education objectives:

Students successfully completing this course will be able to:

- Communicate effectively,
- Think critically,
- Apply scientific and quantitative reasoning.

k. Assessment methods:

- Homework (20%): Homework will be assigned in class and will be submitted one week after being assigned. It is designed to assess content knowledge, written communication skills, and the use of professional mathematical terminology. While collaboration with classmates is strongly encouraged, every student is expected to submit their own assignment.
- Exams (40%): Exams (3 in total) will be administered in class and will consist of an assessment of the mathematics concepts covered.
- Field Component Project (20%): You will be required to complete a minimum of 15 hours of field experience. More details, including specific field component assignments, project information and grading rubrics, will be provided in class.
- Final Exam (20%): The final examination will consist of a cumulative assessment of the mathematics concepts covered throughout the entire semester.

Grading Scale: A 100-90%, B 89-80%, C 79-70%, D 69-60%, F < 60%

l. Policies:

Attendance: Learning requires a time commitment, beginning with prompt and regular class attendance. As a future teacher, I expect you to behave in a professional manner, beginning with your commitment to attend class. Tardiness will not be tolerated. Excessive absences (more than 2) can result in you being dropped from the class with an FE for non-attendance.

Late Work: Late work will not be accepted. The nature of the course is such that we will explore and make connections among many mathematical concepts. Submission of late work would make these connections disjointed and thus fail to meet the objectives of the course.

Class Behavior: My goal is to create an atmosphere conducive to learning. As future teachers, I expect you to exhibit a desire to learn and be an active participant in the learning process.

Academic Dishonesty: Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. Punishment, determined by the severity of the offence, will range from receiving a 0 on an assignment or exam to being dropped from class with a grade of F for repeated infractions. For more information on Academic Dishonesty please refer to the Student Handbook.

Other Services:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience with them. The Title IX Coordinator will then be available to assist you in understanding all of your options and connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

m. Course content:

*Secondary mathematics curriculum to be reviewed will include:

- Functions and Relations
- Sequences/Patterns
- Geometric Concepts
- Data and Regression
- Parametric and Polar Relations
- Differential Equation Models
- Qualitative Graphing
- Mathematical Modeling
- Matrices
- Complex Numbers and Properties

* Emphasis on content knowledge for teaching

Technology resources to be explored include:

- GeoGebra, Desmos, and TI graphing calculators.



ARKANSAS TECH UNIVERSITY

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/19

Title	Signature	Date
Department Head	<i>Jeanie L. Myer</i>	6/26/19
Dean	<i>Jeff W. Roth</i>	2019 Jun 27
Assessment	<i>Chris ...</i>	6/28/19
Registrar	<i>Jimmy ...</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 3772	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) Praxis II Mathematics: Content Knowledge Test Preparation		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) PRAXIS II TEST PREPARATION		

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
 If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes No How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

<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?
 Every Spring semester.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
 - No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
 - This course will require a classroom with SMART technologies.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **NA**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 PLO 1 – Content Knowledge
 PLO 2 – Mathematical Practice
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 PLO'S 1 & 2 will be assessed during the course with periodic mathematical knowledge and competency exams as well as using pass rate data from the students who complete the Praxis Mathematics: Content Knowledge test within one semester of finishing the course.
- What is the rationale for adding this course? What evidence demonstrates this need?
 Since the change in the Praxis Mathematics: Content Knowledge test our department has noted a decline in the pass rate of the preservice teacher candidates enrolled in our Mathematics for Teacher

Licensure program. For the 2017 calendar year our program had 10 preservice teacher candidates attempt the Praxis Mathematics: Content Knowledge test. Scores from 14 attempts were received by the university; only 3 attempts returned a passing score. During the 2018 calendar year 24 score reports were received by the university (generated by 10 different preservice candidates); only 2 of which were reflective of a passing score. The proposed MATH 3772 course will provide the preservice teacher candidates in our Mathematics for Teacher Licensure program with a necessary and timely intensive study of the mathematical knowledge and competencies assessed by the Praxis Mathematics: Content Knowledge test.

Our department has also noted a decline in the first-attempt pass rate of our preservice teacher candidates. For the 2015 – 2016 academic year 67% of our candidates who passed the Praxis II Mathematics: Content Knowledge test passed on their first attempt. That percentage has steadily decreased in the academic years that follow (50% for 2016 – 2017 and 33% for 2017 - 2018). By adding this course to our program our department also aims to help our preservice teacher candidates be successful in passing the Praxis II Mathematics: Content Knowledge test on their first attempt. Preservice teacher candidates cannot advance into Internship II without having passed the Praxis Mathematics: Content Knowledge test. Such a delay results in a degree change for the majority of our preservice teacher candidates who struggle to pass the test. It is important to note that each attempt at the test is costing a candidate \$120.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
 2. Cross-listing
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites
 5. Co-requisites
 6. Description
 7. Notes (e.g., information not in description such as course may be repeated for credit)
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Syllabus

- a. Course subject: MATH
- b. Course number: 3772
- c. Catalog course title: Praxis Mathematics: Content Knowledge Test Preparation

d. Catalog description:

MATH 3772: Praxis Mathematics: Content Knowledge Test Preparation

Prerequisite: Admission to Stage II of the teacher education program.

This course is designed to provide preservice teacher candidates in the Mathematics Teacher Licensure program with an intensive study of the mathematical knowledge and competencies assessed by the Praxis Mathematics: Content Knowledge test.

e. Instructor information:

Instructor:

Office:

Office hours:

Telephone:

Email:

f. Text(s) required:

Mometrix Teacher Certification Test Team (2019). *Praxis II mathematics: Content knowledge (5161) exam secrets study guide*. United States: Mometrix Test Preparation.

g. Bibliography (supplemental reading list): None.

h. Justification/rationale for the course:

Preservice teacher candidates in the Mathematics Teacher Licensure program must pass the Praxis Mathematics: Content Knowledge test before being enrolled in Internship II (full-time student teaching experience). Failure to pass the test will result in a delay in the preservice teacher candidate's completion of the program.

i. Course objective(s):

After the successful completion of this course students will be prepared to:

- Demonstrate mathematical competency in the area of:
 - o Number and Quantity
 - o Algebra and Functions
 - o Calculus
 - o Geometry
 - o Probability and Statistics
 - o Discrete Mathematics

- Undertake the Praxis Mathematics: Content Knowledge test.

j. Description of how course meets general education objectives:

The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the course will be able to:

- Think critically,
- Apply scientific and quantitative reasoning.

k. Assessment methods:

- Homework (20%) Homework will be assigned in class and will be submitted one week after being assigned. Late work will not be accepted unless prior arrangements have been made with the instructor.
- Exams (40%) Exams (2 in total) will be administered in class and will consist of an assessment of the mathematical knowledge and competencies covered.
- Quizzes (20%): Quizzes will be administered in class and cannot be made up.
- Final Exam (20%): The final examination will consist of a cumulative assessment of the mathematical knowledge and competencies presented throughout the semester.

Grading Scale: A 100-90%, B 89-80%, C 79-70%, D 69-60%, F < 60%

l. Policies:

Attendance: Learning requires a time commitment, beginning with prompt and regular class attendance. I expect you to behave in a professional manner, beginning with your commitment to attend class. Tardiness will not be tolerated. Excessive absences (more than 2) can result in you being dropped from the class with an FE for non-attendance.

Class Behavior: My goal is to create an atmosphere conducive to learning. I expect you to exhibit a desire to learn and be an active participant in the learning process.

Academic Dishonesty: Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom. Punishment, determined by the severity of the offence, will range from receiving a 0 on an assignment or exam to being dropped from class with a grade of F for repeated infractions. For more information on Academic Dishonesty please refer to the Student Handbook.

Other Services:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual

harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience with them. The Title IX Coordinator will then be available to assist you in understanding all of your options and connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Students are responsible for information announced in class and conveyed by email. Any assignments announced in class or conveyed by email become the responsibility of the student.

m. Course content:

Content Categories

- I. Number and Quantity
- II. Algebra and Functions
- III. Calculus
- IV. Geometry
- V. Probability and Statistics
- VI. Discrete Mathematics

Test Preparation Categories

- I. Information Organization, Time Management and Study Environment
- II. Retention and Modality
- III. Pacing
- IV. Strategies for Test Taking
 - a. Question strategies
 - b. Answer choice strategies
 - c. General strategies
- V. Test Anxiety



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 27 2019

REQUEST FOR COURSE CHANGE

Registrar's Office

Department Initiating Proposal	Date
Mathematics Department	06/28/19

Title	Signature	Date
Department Head	<i>Jeannette Meyer</i>	6/26/19
Dean	<i>Jeff W. Roth</i>	2019 Jun 27
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Sammy Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/16/19
<i>Linda Bles</i> Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	4703
Official Catalog Title:	
Special Methods in Mathematics	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

- | | | |
|--|--|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input checked="" type="checkbox"/> Prerequisite | <input checked="" type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

This course provides preservice teacher candidates with knowledge of current research and practice in mathematics education; a setting in which to apply that knowledge; and the opportunity to assess their teaching performance and formulate a plan for improvement.

New Cross List:

- Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

Prerequisite: Admission to Stage II of the teacher education program.

New Co-requisite (list all, as you want them to appear in the catalog):

Co-requisiteS: SEED 4054 and SEED 4556

- Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

NA

b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

PLO 3 – Content Pedagogy

PLO 4 – Mathematical Learning Environment

PLO 5 – Impact on Student Learning

PLO 6 – Professional Knowledge and Skills

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

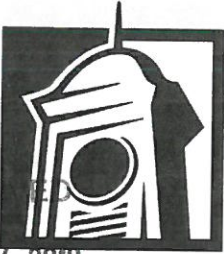
Preservice teacher candidates enrolled in MATH 4703 Special Methods in

Mathematics will be completing a Unit Plan [NCTM Assessment #3] project which will assess elements of each of PLO's listed above.

c. What is the rationale for adding this course? What evidence supports this action?

The course is not being added to the program – the department is requesting a change to the prerequisite, co-requisites, and description of the course. The requested prerequisite and co-requisite changes are in response to our overall expected program changes. MATH 4703 Special Methods in Mathematics is now proposed to be taken concurrently with SEED 4054 and SEED 4556 (Internship I – hence the need for admission to Stage II of the teacher education program). This will allow our preservice teacher candidates enrolled in the MATH 4703 course a setting (90+ hours of field experience) in which to apply their growing knowledge of current research and practice in mathematics education as well as the opportunity to assess their teaching performance and formulate a plan for improvement. The course description request change is to simply reflect the language of the NCTM CAEP (2012) Standards.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

RECEIVED
JUN 27 2019

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Mathematics	06/28/2019

Title	Signature	Date
Department Head	<i>Jeanne L. Myser</i>	6/26/19
Dean	<i>Jeff W. Keith</i>	2019 Jun 27
Assessment	<i>[Signature]</i>	6/28/19
Registrar	<i>Gammie Weaver</i>	7/2/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals) <i>Linda Bean</i>	9/16/19
Curriculum Committee (Undergraduate Proposals Only)	9/24/19
Faculty Senate (Undergraduate Proposals Only)	10/8/19
Graduate Council (Graduate Proposals Only)	



Program Title:

Mathematics for Teacher Licensure

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- (1) Delete TECH 1001; add MATH 1001 Orientation to Mathematics
- (2) Delete 3 hours of elective; add MATH 3703 Mathematics in the Secondary Schools
- (3) Delete MATH 4772; add MATH 3772 Praxis Mathematics: Content Knowledge Test Preparation
- (4) Change MATH 4703. (Corequisite requirement of SEED 4054 and SEED 4556).
- (5) Relocate MATH 4971 in the degree map.

What impact will the change have on staffing, on other programs and space allocation?

No expected changes to staffing, other programs or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?

The mission statement for Arkansas Tech states that the university is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. As part of the “responsive campus community” of the university our mathematics department takes seriously the gaps in our Mathematics for Teacher Licensure program that were brought to our attention by our most recent attempt at attaining national recognition through the NCTM SPA. We believe that the program changes outlined in this form are reflective of our department’s dedication to “student success, access and excellence” and will provide further opportunities for “progressive intellectual development” for our program’s preservice teacher candidates.

- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

NA

- c. What is the rationale for this program change?

1. How will the program change impact learning for students enrolled in this program?

The replacement of TECH 1001 with MATH 1001 will allow for greater and timelier interactions between our faculty and our prospective preservice teacher candidates with the dual aims of 1) improving retention and 2) increasing the 4-year graduation rate in our Mathematics for Teacher Licensure program.

The addition of MATH 3703 will allow the program’s preservice teacher candidates to engage in explorations, activities and a field component designed to 1) strengthen and expand their knowledge of the topics found in secondary mathematics and their corresponding curricular materials and instructional strategies, 2) illuminate the connections between secondary and college mathematics, 3) illustrate good use of technology in teaching, and 4) illuminate connections between various areas of mathematics. [NCTM CAEP Standards (2012) – Standard Element 1a, Standard Elements 2d, 2e, and 2f, Standard Elements 3c and 3d, and Standard Element 4e]

The addition of MATH 3772 will allow the program to specifically target the mathematical knowledge and competencies assessed by the Praxis Mathematics: Content Knowledge test in one course with the goal of increasing the pass rate. The greater goal being an increase in our Mathematics for Teacher Licensure program's completer rate. [Preservice teacher candidates cannot advance into Internship II without having passed the Praxis Mathematics: Content Knowledge test. Such a delay results in a degree change for the majority of our preservice teacher candidates who struggle to pass the test.]

The change in the placements of MATH 4703 (to be taken concurrently with SEED 4054 and SEED 4556 i.e. Internship I) and MATH 4971 (to be taken concurrently with SEED 4503 and SEED 4909 i.e. Internship II) in the program's degree map will allow for a greater degree of clinical practice for our program's preservice teacher candidates.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Our department used the Sankey Diagram generator to track the movement of freshman entering the Mathematics for Teacher Licensure program over the course of 8 terms.

Semester Entered	Freshman Enrolled in Program	Candidates graduating the Program in 8 terms	Number of candidates lost in the 1 st semester	Number of candidates lost in the 2 nd semester
Fall 2012	16	1	4	5
Fall 2013	5	0	3	2
Fall 2014	12	3	7	2
Fall 2015	4	1	0	0

MATH 1001 Orientation to Mathematics will be structured so as to foster early and meaningful interactions between mathematics education faculty and preservice teacher candidates – providing detailed program guidelines, expectations, and resources. It is our expectation that the early access to our preservice teacher candidates provided by the proposed course will 1) improve retention for the program (the table illustrates that the majority of our program losses are occurring within the candidates' first two terms) and 2) increase our program's 4-year graduation rate (since the Fall of 2012 our program's 4-year graduation rate for has averaged about 14%).

The aims of MATH 3703 were formulated in direct response to the program assessment data we received in our NCTM SPA reviewer's revised report, specifically regarding NCTM CAEP Standards (2012) standard 3 – element 3d, standard 4 – elements 4a and 4e, and standard 7 – element 7a.

The Arkansas Department of Education has set the passing score for the Praxis Mathematics: Content Knowledge test at 160. The national mean score on the test is a 153/154. For the 2016 – 2017 academic year our state pass rate for the Praxis Mathematics: Content Knowledge test was only 43.8%. The state mean score for that academic year was 150.7. While our program pass rates since the 2015 – 2016 academic year have exceeded that percentage it no less presents an issue for our program. For the 2015 – 2016 academic year 67% of our candidates who passed the Praxis II Mathematics: Content Knowledge test passed on their first attempt. That

percentage has steadily decreased in the academic years that follow (50% for 2016 – 2017 and 33% for 2017 - 2018). Failure to pass the test can result in a delay in program completion (as a passing score is required for admission to Internship II) or a failure to complete the program entirely.

The change of placement for MATH 4703: Special Methods in Mathematics in the degree map to the semester of the candidate's Internship I experience was at the suggestion of the Secondary Education Committee.

Prior to this proposed program change the preservice teacher candidate's research capstone projects for MATH 4971: Mathematics Senior Seminar were not reflective of current mathematics education research. With the change in placement in the degree map to the semester of the candidate's Internship II experience the type and level of mathematics education research that the candidates can be involved in is much more collegial and valuable from a post-graduate stand point.

- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Many departments on campus have their own departmental version of TECH 1001.

The University of Central Arkansas and the University of Arkansas both offer licensure programs in the area of mathematics. They each have a similar course (or courses) to our suggested course of MATH 3703: MATH 4313 Functions and Modeling and MATH 3370 Mathematics in the Secondary Schools (UCA) and MATH 2903 Functions, Foundations and Models (U of A).

No other Arkansas or regional educational institutions have a course similar to our proposed MATH 3772: Praxis Mathematics: Content Knowledge Test Preparation. Most data found on preparation for the Praxis Mathematics: Content Knowledge test indicated that the preparation was occurring inside university testing centers and/or university sponsored Praxis testing labs. It should be noted that these observed measures of test preparation do not seem adequate as the nation mean score for the test is currently 153.6 with a state mean score of 150.7 (both of which are below the Arkansas cut score of 160). Our program has proposed this course as a proactive measure to address the low pass rate of the Praxis Mathematics: Content Knowledge test.

- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

The Mathematics for Teacher Licensure program student learning outcomes and assessments are dictated by the Council for the Accreditation of Educator Preparation (CAEP). CAEP requires that our preservice teacher candidates develop competencies outlined by the National Council of Teachers of Mathematics (NCTM).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in <u>Mathematics for Teacher Licensure</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: MATH 1001 Orientation to Mathematics 1</p> <p>Delete: TECH 1001 Orientation to the University 1</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: MATH 3703 Mathematics in the Secondary Schools 3 MATH 3772 Praxis Mathematics: Content Knowledge Test Preparation 2</p> <p>Delete: MATH 4703 Special Methods in Mathematics 3 Elective 3</p> <p>Total Hours: 13</p>
<p>Senior Fall Semester</p> <p>Add/Change: MATH 4703 Special Methods in Mathematics 3</p> <p>Delete: MATH 4772 Mathematics Teaching Practicum 2 MATH 4971 Mathematics Senior Seminar 1</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/Change: MATH 4971 Mathematics Senior Seminar 1</p> <p>Delete:</p> <p>Total Hours: 13</p>

PROGRAM LEARNING OUTCOMES

REQUIRED COURSES		PLO 1 Content Knowledge	PLO 2 Mathematical Practice	PLO 3 Content Pedagogy	PLO 4 Mathematical Learning Environment	PLO 5 Impact on Student Learning	PLO 6 Professional Knowledge and Skills	PLO 7 Secondary Mathematical Field Experiences and Clinical Practice
	MATH 1001						I	
	MATH 2703		I/R					
	MATH 2914	I/R						
	MATH 2924	I/R	R					
	MATH 2934	I/R	R					
	MATH 3003	I/R	R					
	MATH 3123	I/R	I/R					
	MATH 3203	I/R	R					
	MATH 3243	I/R	R					
	MATH 3703	R	R		I	I		R
	MATH 3772	R	R					
MATH 4003	I/R	R						

		PLO 1 Content Knowledge	PLO 2 Mathematical Practice	PLO 3 Content Pedagogy	PLO 4 Mathematical Learning Environment	PLO 5 Impact on Student Learning	PLO 6 Professional Knowledge and Skills	PLO 7 Secondary Mathematical Field Experiences and Clinical Practice
REQUIRED COURSES	MATH 4033	I/R	R					
	MATH 4113		R	I				
	MATH 4123		R					
	MATH 4703			R	R	R	R	
	MATH 4971	M	R	R		R	R	R
	PHYS 2114		R					
	PHYS 2124		R					
	SEED 2002						R	I
	SEED 3702			I	I			
	SEED 4054		R	R	R	R	R	R
	SEED 4556		R	R	R	R	R	R
	SEED 4503		M	M	M	M	M	M
SEED 4909		M	M	M	M	M	M	
STAT 3153	I/R	R						

	Assessment						
	Assessment #1	Assessment #2	Assessment #3	Assessment #4	Assessment #5	Assessment #6	Assessment #7
	[Praxis 5161 Data]	[Course Grades]	[Unit Learning Plan] (MATH 4703)	[Internship II]	[Exit Portfolio]	[History Portfolio] (MATH 4113)	[Internship I]
[PLO 1] Standard 1: Content Knowledge							
1a NCTM Mathematics Content	X	X					
[PLO 2] Standard 2: Mathematical Practices							
2a Problem Solving		X		X	X		X
2b Reasoning		X		X			X
2c Mathematical Models		X					
2d Mathematical Thinking		X		X			
2e Interconnectedness		X					
2f Mathematical Intersections		X					
[PLO 3] Standard 3: Content Pedagogy							
3a Apply Curriculum Standards			X	X	X		X
3b Research in Planning			X				
3c Plan Lessons			X	X			X
3d Communication			X	X			
3e Student Engagement				X	X		X
3f Assessment			X	X			
3g Monitor Progress					X		
[PLO 4] Standard 4: Mathematical Learning Environment							
4a Adolescent Learning and Development				X			
4b Plan and Create Learning Opportunities			X	X	X		X
4c Diversity			X		X		

4d Equity and Ethics			X	X	X		X
4e Instructional Tools			X	X			X
[PLO 5] Standard 5: Impact on Student Learning							
5a Conceptual Understanding				X	X		
5b Mathematical Activities			X	X			
5c Assessment				X	X		
[PLO 6] Standard 6: Professional Knowledge and Skills							
6a Professional Development				X	X		
6b Collaborative Learning				X			
6c Professional Resources			X	X	X		
[PLO 7] Standard 7: Secondary Mathematics Field Experiences and Clinical Practice							
7a* Field Experiences and Clinical Practice							
7b** Student Teaching and Internship							
7c Develop Knowledge, Skills, and Professional Behaviors			X	X			

7a* - Documented in Section I – Context #2 of Program Report for the Preparation of Secondary Mathematics Teachers NCTM 2012 Standards

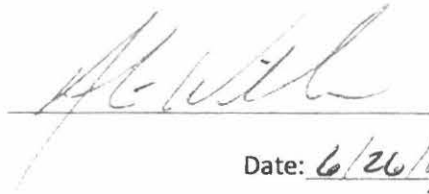
7b** - Documented in Section I – Context #2 and Context #6 of Program Report for the Preparation of Secondary Mathematics Teachers NCTM 2012 Standards

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: College Student Personnel	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The mathematics department is deleting TECH 1001 Orientation to the University and replacing it with MATH 1001 Orientation to Mathematics in both our Mathematics and Mathematics for Teacher Licensure programs. This is a similar change to other departments who have moved orientation to their departments for retention purposes.	

Department Head Signature: _____



Date: 6/26/19

Curriculum Committee
AGENDA
Tuesday, October 22, 2019
Brown Building, Room 356, 3:00 p.m.

I. Call to Order

- A. Approval of minutes from August 19, 2019, meeting

II. New Business

A. Curricular Items

College of Business – Department of Accounting, Finance, and Economics

- 1. Delete ACCT 4071, 4072, and 4073: Seminar in Accounting, from the course descriptions.

College of Arts and Humanities – Department of Behavioral Sciences

- 1. delete RS 4294: Field Placement II, from the course descriptions;
- 2. add RS 2003: Introduction to Rehabilitation Science, as a prerequisite to the following courses:
 - RS 3013: The World of Work;
 - RS 3073: Organization and Structure in the Rehabilitation-Human Services Setting;
 - RS 3083: Supported Employment Concepts and Strategies;
 - RS 3093: Rehabilitation Services for the Aging Adult;
 - RS 3123: Ethics and Professional Development;
 - RS 3133: Diversity and Inclusion in Human Service Settings;
 - RS 3141, 3142, 3143: Rehabilitation Science Seminar;
 - RS 3183: Mental Health Issues in Rehabilitation Settings;
 - RS 3243: Social Services for Individuals and Families;
 - RS 4023: Case Management Strategies;
 - RS 4084: Field Placement Related to Child Welfare Services;
 - RS 4104: Service Learning in Rehabilitation Science;
 - RS 4123: Survey of Counseling Theories;
 - RS 4173: Family Centered Services;
 - RS 4183: Family Services Seminar;
 - RS 4951, 4952, 4953, 4954: Undergraduate Research in Rehabilitation Science; and
 - RS 4991, 4992, 4993, 4994: Special Problems in Rehabilitation Science;
- 3. Change the course number for RS 3004: Medical and Psychosocial Aspects of Disability, TO: 3003; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;

4. Change the course number for RS 3033: Introduction to Vocational Rehabilitation and the Vocational Rehabilitation Process, TO: 2033; change the title TO: Introduction to Vocational Rehabilitation; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
5. Change the course number for RS 3043: Introduction to Social Services and the Social Service Case Process, TO: 2043; change the title TO: Introduction to Social Services; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
6. Change the course number for RS 3203: Interviewing Skills, TO: 3204; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
7. Change the course number for RS 4163: Introduction to Addictions, TO: 2163; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
8. Change the title for RS 4194: Field Placement I, to Field Placement; modify the prerequisites FROM: Prerequisites: RS 2003: Introduction to Rehabilitation Science, RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, all with C or better, junior standing, 2.000 grade point average, and consent of the instructor; TO: Prerequisites: RS 2003: Introduction to Rehabilitation Science, RS 3204: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, all with C or better, junior standing, 2.000 grade point average, and consent of the instructor; and add the NOTE: This course must be taken twice. It can only be taken once in a semester;
9. Modify the Curriculum in Rehabilitation Sciences, as follows: (a) require RS 4194: Field Placement I, (title change Field Placement) be taken twice; (b) delete RS 4294: Field Placement II; (c) replace RS 3004: Medical and Psychosocial Aspects of Disability, with RS 3003 Medical and Psychosocial Aspects of Disability; and (d) replace RS 3203: Interviewing Skills with RS 3204: Interviewing Skills;
10. Modify the Minor in Addictions for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities; and add PSY 3053: Physiological Psychology;
11. Modify the Minor in Aging for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163: Introduction to Addictions, TO: 2163; and add RS 4133: Seminar in Severe Disabilities;
12. Modify the Minor in Child Welfare and Social Services for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 3043: Introduction to Social Services and the Social Service Case Process, TO: 2043; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities;
13. Delete the Minor in Corrections for Rehabilitation Science majors only;
14. Modify the Minor in Disability Studies for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 3033: Introduction to Vocational Rehabilitation and the Vocational Rehabilitation Process, TO: 2033; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities; and add PSY 3053: Physiological Psychology;

15. Modify the Minor in Recreation Services for Rehabilitation Science majors only, as follows:
(a) require RS 3013: The World of Work; (b) change the section: Complete 9 hours from the below courses, and Complete 15 hours from the below courses; TO: Complete 15 hours from the below courses; and (c) modify the list as follows: delete RP 3013: Inclusive Rehabilitation, and RS 4163: Introduction to Addictions, and add RS 2163: Introduction to Addictions, and RS 4133: Seminar in Severe Disabilities; and
16. Modify the Minor in Rehabilitation Science, as follows: (a) add RS 3113: Diversity and Inclusion in Human Services Settings; (b) change RS 3203: Interviewing Skills, TO: 3204; (c) delete RS 4023: Case Management Strategies; and (d) change the RS Electives FROM: 9 hours, TO: 8 hours.

III. Announcements and Information Items

Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 356

Tuesday, November 26, 2019

Tuesday, December 3, 2019 (Last Day of Class) or Wednesday, December 4, 2019 (Reading Day)

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, October 22, 2019, at 3 p.m. in Brown Building, Room 356. The following are members of the committee:

2019-20 Curriculum Committee members include:

Completing Last Year of 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

Dr. Dong Soo Lee (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cynthia Jacobs (NHS)

Newly Elected for 2 Year Term:

Dr. Jason Ulsperger (AH)

Dr. Efosa Idemundia (BA)

Dr. Mohamed Ibrahim (ED)

Dr. David Hoelzeman (EAS)

Ms. Jennifer Saxton (SN)

Dr. Jessica Young (NHS)

Dr. Robert Stevens (at large; 1 year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sheryle Tinerella, Library (ex officio)

Emily Lisenbey, SGA members (ex officio)

Payton Youngblood, SGA members (ex officio)

All committee members were present except Dr. Ulsperger and Dr. Austin. The following were present to answer questions regarding curriculum proposals: Dr. Penny Willmering, Department of Behavioral Sciences. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

Dr. Callaway called the meeting to order and indicated that a quorum was present so business could be conducted. Dr. Callaway asked for approval of the minutes from the last meeting. Motion by Dr. Young, seconded by Dr. Goza, to approve the minutes as presented. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

CURRICULAR ITEMS

Motion by Dr. Young, seconded by Ms. Saxton, to approve the proposals below from the College of Business – Department of Accounting, Finance, and Economics. Motion approved.

College of Business – Department of Accounting, Finance, and Economics

1. Delete ACCT 4071, 4072, and 4073: Seminar in Accounting, from the course descriptions.

Motion by Ms. Saxton, seconded by Dr. Hoelzeman, to approve all proposals by College of Arts and Humanities – Department of Behavioral Sciences. Motion approved.

College of Arts and Humanities – Department of Behavioral Sciences

1. delete RS 4294: Field Placement II, from the course descriptions;
2. add RS 2003: Introduction to Rehabilitation Science, as a prerequisite to the following courses:
 - RS 3013: The World of Work;
 - RS 3073: Organization and Structure in the Rehabilitation-Human Services Setting;
 - RS 3083: Supported Employment Concepts and Strategies;
 - RS 3093: Rehabilitation Services for the Aging Adult;
 - RS 3123: Ethics and Professional Development;
 - RS 3133: Diversity and Inclusion in Human Service Settings;
 - RS 3141, 3142, 3143: Rehabilitation Science Seminar;
 - RS 3183: Mental Health Issues in Rehabilitation Settings;
 - RS 3243: Social Services for Individuals and Families;
 - RS 4023: Case Management Strategies;
 - RS 4084: Field Placement Related to Child Welfare Services;
 - RS 4104: Service Learning in Rehabilitation Science;
 - RS 4123: Survey of Counseling Theories;
 - RS 4173: Family Centered Services;
 - RS 4183: Family Services Seminar;
 - RS 4951, 4952, 4953, 4954: Undergraduate Research in Rehabilitation Science; and
 - RS 4991, 4992, 4993, 4994: Special Problems in Rehabilitation Science;
3. Change the course number for RS 3004: Medical and Psychosocial Aspects of Disability, TO: 3003; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
4. Change the course number for RS 3033: Introduction to Vocational Rehabilitation and the Vocational Rehabilitation Process, TO: 2033; change the title TO: Introduction to Vocational Rehabilitation; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
5. Change the course number for RS 3043: Introduction to Social Services and the Social Service Case Process, TO: 2043; change the title TO: Introduction to Social Services; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
6. Change the course number for RS 3203: Interviewing Skills, TO: 3204; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;

7. Change the course number for RS 4163: Introduction to Addictions, TO: 2163; and add RS 2003: Introduction to Rehabilitation Science, as a prerequisite;
8. Change the title for RS 4194: Field Placement I, to Field Placement; modify the prerequisites FROM: Prerequisites: RS 2003: Introduction to Rehabilitation Science, RS 3203: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, all with C or better, junior standing, 2.000 grade point average, and consent of the instructor; TO: Prerequisites: RS 2003: Introduction to Rehabilitation Science, RS 3204: Interviewing Skills, RS 3123: Ethics and Professional Development, and RS 4023: Case Management Strategies, all with C or better, junior standing, 2.000 grade point average, and consent of the instructor; and add the NOTE: This course must be taken twice. It can only be taken once in a semester;
9. Modify the Curriculum in Rehabilitation Sciences, as follows: (a) require RS 4194: Field Placement I, (title change Field Placement) be taken twice; (b) delete RS 4294: Field Placement II; (c) replace RS 3004: Medical and Psychosocial Aspects of Disability, with RS 3003 Medical and Psychosocial Aspects of Disability; and (d) replace RS 3203: Interviewing Skills with RS 3204: Interviewing Skills;
10. Modify the Minor in Addictions for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities; and add PSY 3053: Physiological Psychology;
11. Modify the Minor in Aging for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163: Introduction to Addictions, TO: 2163; and add RS 4133: Seminar in Severe Disabilities;
12. Modify the Minor in Child Welfare and Social Services for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 3043: Introduction to Social Services and the Social Service Case Process, TO: 2043; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities;
13. Delete the Minor in Corrections for Rehabilitation Science majors only;
14. Modify the Minor in Disability Studies for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 3033: Introduction to Vocational Rehabilitation and the Vocational Rehabilitation Process, TO: 2033; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities; and add PSY 3053: Physiological Psychology;
15. Modify the Minor in Recreation Services for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 9 hours from the below courses, and Complete 15 hours from the below courses; TO: Complete 15 hours from the below courses; and (c) modify the list as follows: delete RP 3013: Inclusive Rehabilitation, and RS 4163: Introduction to Addictions, and add RS 2163: Introduction to Addictions, and RS 4133: Seminar in Severe Disabilities; and
16. Modify the Minor in Rehabilitation Science, as follows: (a) add RS 3113: Diversity and Inclusion in Human Services Settings; (b) change RS 3203: Interviewing Skills, TO: 3204;

(c) delete RS 4023: Case Management Strategies; and (d) change the RS Electives FROM: 9 hours, TO: 8 hours.

ANNOUNCEMENTS AND INFORMATION ITEMS

Ms. Weaver reminded the committee of future meeting dates, time, and location – 3 p.m. – Brown Building, Room 356 – Tuesday, November 26, 2019, and Tuesday, December 3, 2019 (Last Day of Class) or Wednesday, December 4, 2019 (Reading Day). Ms. Weaver indicated we have one remaining proposal to consider after the Teacher Education Council meets. It was suggested the committee meet electronically if no other proposals are brought forward. All members agreed.

ADJOURNMENT

Motion by Dr. Jacobs, seconded by Ms. Saxton, to adjourn. Motion approved. Adjourned at 3:25 p.m.

AGENDA
FACULTY SENATE
Tuesday, Nov. 12, 2019
3:00 p.m., Rothwell 456

- I. Call to Order
 - A. Approval of the minutes of the Oct. 8, 2019, meeting
 - B. VPAA update

- II. New Business
 - A. Curricular items (page 2)
 - B. International Student Admissions --- Mike Rivas and Yasushi Onodera
 - C. General Education Committee changes --- David Blanks
 - D. Verifying student identity --- Thomas Pennington
 - E. Caps on Adjunct Teaching

- III. Old Business
 - A. Recycling --- Shellie Hanna and the Hooligans
 - B. Salary compression proposal --- Jon Clements
 - C. Graduate Council revisions --- Schwehm
 - D. Faculty Satisfaction Survey
 - E. Alternative credentials policy
 - F. Faculty Excellence Awards (untenured)
 - G. Departmental Promotion and Tenure Committees (Schwehm)

- IV. Open Forum

- V. Announcements and Information Items

- VI. Adjournment

Curricular Items (see the following website for the proposals):
https://www.atu.edu/registrar/curriculum_current_proposals.php

Please note that bookmarks have been set up on the PDF file to help you navigate the proposals. Bookmarks are very easy to open with Chrome, Firefox, and older versions of Explorer. If you are using the Chrome browser, you will have to disable plugins to use the bookmarks.

See the following instructions for opening bookmarks using the new Explorer 10: Open Acrobat or Acrobat Reader. In the Preferences dialog box, choose General in the Categories list, and then select the Enable PDF thumbnail previews in Windows Explorer check box. Click OK. Wait for a few seconds while Acrobat is configured to show thumbnail previews in Windows Explorer.

October 22, 2019, Curriculum Committee/November 12, 2019, Faculty Senate

College of Business – Department of Accounting, Finance, and Economics

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College of Arts and Humanities – Department of Behavioral Sciences

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 - RS 4951, 4952, 4953, 4954: Undergraduate Research in Rehabilitation Science; and
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9. Modify the Curriculum in Rehabilitation Sciences, as follows: (a) require RS 4194: Field Placement I, (title change Field Placement) be taken twice; (b) delete RS 4294: Field Placement II; (c) replace RS 3004: Medical and Psychosocial Aspects of Disability, with RS 3003 Medical and Psychosocial Aspects of Disability; and (d) replace RS 3203: Interviewing Skills with RS 3204: Interviewing Skills;
10. Modify the Minor in Addictions for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163: Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Severe Disabilities; and add PSY 3053: Physiological Psychology;
11. Modify the Minor in Aging for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and (c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163: Introduction to Addictions, TO: 2163; and add RS 4133: Seminar in Severe Disabilities;
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16. Modify the Minor in Rehabilitation Science, as follows: (a) add RS 3113: Diversity and Inclusion in Human Services Settings; (b) change RS 3203: Interviewing Skills, TO: 3204; (c) delete RS 4023: Case Management Strategies; and (d) change the RS Electives FROM: 9 hours, TO: 8 hours.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The meeting of the 2019-20 Faculty Senate was held at 3:00 p.m. on Tuesday, November 12, 2019 in Rothwell 456. The following members were present:

Dr. Glen Bishop	Dr. Carey Ellis Laffoon
Dr. Pam Carr	Dr. Joshua Lockyer
Dr. Alejandra Carballo	Dr. Jeremy Schwehm
Dr. Jon Clements	Dr. Asim Shrestha
Dr. Michael Davis	Dr. Jamie Stacy
Dr. Pam Dixon	Dr. Brendan Toner
Dr. David Eshelman	Dr. Alaric Williams
Dr. Newt Hilliard	Dr. Joe Stoeckel
Dr. Scott Jordan	Dr. Shellie Hanna

Absent: Dr. Jack Tucci; Ms. Holly Ruth Gale

Visitors: Dr. Barbara Johnson, Dr. Penny Willmering; Dr. Peter Dykema, Dr. David Blanks, Ms. Pat Chronister, Ms. Charity Smith, Ms. Brandi Duvall, Ms. Karissa Webb, Mr. Mike Rivas, Mr. Yasu Onodera, Mr. Brent Hogan, Mr. Matt Frasier

- I. CALL TO ORDER Dr. Eshelman called the meeting to order and requested a motion to approve the October meeting minutes.
- A. Approval of the Minutes **Motion by Dr. Bishop, seconded by Dr. Lockyer to approve the minutes. Motion carried.**
- II. NEW BUSINESS: Dr. Eshelman explained to Senate that curricular items could be voted on individually or as a block.
- A. Curricular Items **Motion by Dr. Clements, seconded by Dr. Stacy to vote individually and approve the College of Business curricular items. Motion carried.**
- Motion by Dr. Lockyer, seconded by Dr. Stacy, to approve the College of Arts and Humanities curricular items. Motion carried.**
- B. International Student Admissions Dr. Eshelman noted receiving questions about the English proficiency of international students and invited individuals from the offices of International Admissions and International Student Services to speak to Senate. Mr. Onodera, Associate Dean for International and Multicultural Student Services, mentioned services provided to international students have both a student affairs and admissions component. Mr. Rivas, Assistant Director of International Admissions, talked about the admissions process for international students. Mr. Rivas explained that admissions standards, including requirements for English proficiency on the TOEFL (Test of English as a Foreign Language), PTE (Pearson Language Assessment), and others have not changed. Additionally, international transfer students have proficiency exams waived if they complete English Composition I and II with a grade of C or better.
- Mr. Onodera explained the shifting demographics of our international student body, noting that the majority of international students now come from China and Japan. In the past,

students from Saudi Arabia were the largest group of international students. Students from Saudi Arabia had more training in English, whereas students from China and Japan are prepared for passing English proficiency exams, but not necessarily using English in practice.

Mr. Rivas and Mr. Onodera discussed the impact that raising proficiency exam requirements would have on international student recruitment and retention, as well as voicing concerns that raising proficiency exam requirements would not sufficiently address the problem. The past use of the English Language Institute (ELI) was discussed as a possible model to use in the future. Dr. Stacy asked if the current proficiency exams did an adequate job of measuring English skills necessary to succeed. Dr. Stoeckle suggested scores on the TOEFL and other proficiency exams be tied to participation in the ELI. Dr. Hanna mentioned that at one time, all international students participated in the ELI.

Dr. Shrestha asked if Tech's proficiency exam requirements compared to other schools. Mr. Rivas stated the exam requirements are set by Academic Affairs and are comparable to other schools in the region. Dr. Clements suggested we use the Early Warning System as a way to identify students who would benefit from using the English Language Institute. Dr. Lockyer asked if the English Language Institute had the resources to handle a potential increase in students. Mr. Hogan assured the faculty that the ELI had the necessary resources in place to handle an increased load.

C. General Education Committee Changes

Dr. David Blanks, Department Head of History and Political Science and current chair of the General Education Committee, introduced a proposal to restructure the General Education Committee. Dr. Blanks informed Senate that the proposal was developed over the course of two years. The development process included members of the General Education Committee attending various conferences and visiting with peer institutions to identify best practices in General Education. The current General Education curriculum at Arkansas Tech is dated, but renewal of the curriculum, as well as meaningful assessment and oversight, are difficult under the current structure of the General Education Committee because of the lack of continuity of the chair. Additionally, the General Education Committee requires more expertise from individuals who develop and teach in general education curriculum and those who are fully vested in the process.

Dr. Davis asked why the physical and biological sciences were considered under one area in representation. Dr. Blanks said a change could be made to the proposal to add one representative each from physical and biological sciences. Dr. Clements asked if the new structure of the committee would make it more difficult to add more general education courses to the curriculum. Dr. Blanks stated the purposes of the committee change were to revise the view of general education on campus, help educate students and faculty on the purposes of general education, and promote the general education curriculum using the concepts of college (tools for success), career (career readiness), and community (engaged citizens).

Dr. Hilliard asked if there should also be representatives from the arts and languages and Dr. Stacy asked why some departments were included and not others. Dr. Eshelman stated the committee worked to find balance between representation and a realistic membership for the committee. It was noted that colleges retain membership on the committee through the nomination and voting process. Colleges are encouraged to vote individuals on the committee who come from areas not represented by appointed positions.

Dr. Schwehm noted that the General Education Committee had worked over the last few years to develop a process that would work for the institution, including sending multiple faculty to conferences to learn about best practices for general education program development and assessment.

Motion by Dr. Bishop, seconded by Dr. Carr, to approve the General Education proposal with the amendment to include one representative each from physical and biological sciences. Motion carried.

D. Verifying Student Identity

Mr. Pennington, University Counsel, discussed the need for a statement on the verification of student identity in online courses. Student identity is verified through the use of the username and password used to log in to the University system. Mr. Pennington asked for feedback on the appropriate place in the student handbook to include a statement on verification of identity and suggested looking at sections on class absence, academic dishonesty, or creating a new section. Dr. Stacy requested if the information on student identity was a stand-alone section that it be tied back to academic dishonesty.

Motion by Dr. Stacy, seconded by Dr. Williams to include a statement on the verification of student identity in the academic dishonesty section of the student handbook. Dr. Hilliard made an amendment to the motion to create a stand-alone section for the statement, but to include wording to tie misconduct to the academic dishonesty policy. Motion, with amendment, carried.

E. Caps on Adjunct Teaching

Dr. Eshelman stated that Ms. Chambliss could not be in attendance and could report at the next Senate meeting. He then asked Ms. Chronister, Assistant to the Vice President for Academic Affairs, for information on limits on adjunct teaching load. Ms. Chronister stated that Affordable Care Act and Department of Labor guidelines require health benefits be provided to employees who average over 30 hours/week of work over a 12-month time period. As applied to faculty, this comes to an average of less than 12 credits taught per term. The teaching cap on adjunct faculty is in place to remain under the 30 hours/week threshold. Adjunct faculty are limited to teaching loads in the Fall and Spring term that do not go over the 30 hour/week average.

REPORT BY VICE PRESIDENT

Dr. Barbara Johnson, Vice President of Academic Affairs, reported a committee is working to formalize the alternate credentials policy. The alternate credentials policy will cover individuals who do not meet traditional qualifications, such as completion of a terminal degree. Dr. Johnson noted that Dr. Stacy had shared the policy with department heads and deans. The department heads and deans had made minor requests for changes. The plan is to present the alternate credentials policy at the next Faculty Senate meeting for a vote. The alternate credential policy is a requirement for HLC.

Dr. Johnson stated the need for a formal credit hour policy. The policy will outline what constitutes a credit hour. Currently, the University uses federal policy. Dr. Robertson, Dean of the College of Natural and Health Sciences and Interim Dean of the Graduate College, led the deans in development of the policy. The policy will be brought to Faculty Senate.

The HLC steering committee continues to collect evidence to prepare the assurance argument for the upcoming HLC review. The Executive Council is working with the HLC steering committee to identify and collect all necessary data. The plan is to finalize the arguments in enough time before the visit to complete a mock review. The HLC steering committee will hold a poster session on January 8 to present the HLC criteria. Faculty will have the opportunity to review the criteria and the evidence. Faculty are encouraged to provide feedback and help identify additional information relevant to the arguments. Additionally, the HLC steering committee will hold weekly Friday sessions to allow feedback from faculty and staff.

Dr. Johnson provided an update on the ongoing dean searches for the College of Arts and Humanities and the Graduate College. She stated the CVs for candidates appearing on campus will be made available two business days in advance of the visit.

Dr. Johnson stated she was asked to talk about a master's program that was approved by the Graduate Council but not allowed to move forward to the Board of Trustees for approval. She stated the program was stopped because of concerns with faculty workload and expressed concern with faculty offering to teach uncompensated courses. She also mentioned issues that might arise with college reorganization in the future. The department proposing the degree is in a college that might undergo reorganization.

Dr. Schwehm stated it was a proposal from his department that was stopped. He pointed out that the current number of faculty in his department is the same as when the administration and the Board of Trustees approved the white paper in May 2018 and when the program was approved through the faculty governance process in October 2018. He also shared that full-time faculty load at full implementation of the program would be the same as if the program did not move forward based off of enrollment projections for the graduate and undergraduate enrollment in his department. He stated it is common for faculty proposing a new program to offer to teach low enrollment courses as a service to the department/institution for a fixed amount of time.

Dr. Schwehm also expressed concern as to how a program that meets the University's stated need for more interdisciplinary, online master's degrees could be stopped after going through the curricular process. The proposed degree program is a collaborative effort involving all colleges on campus. He also questioned why it took a year after Graduate Council approval for a reason to be articulated as to why the program was not allowed to move forward, particularly because the department was asked to complete additional steps to provide support for the program during that year. Dr. Eshelman stated this would be a good topic for the Shared Governance Committee to address.

III. OLD BUSINESS:

A. Recycling

Drs. Hanna, Dykema, and Mr. Frasier discussed their efforts to increase recycling on campus as part of their project for Leadership Tech. Their goal is to help educate the academic and administrative offices on campus about what possibilities already exist that many employees do not know about. One objective is to help some of the different groups, committees, and offices better coordinate recycling efforts. The group, through extensive research, found that there are actually a lot of recycling initiatives going on, but no one has coordinated them. They are working to coordinate this process. The group chose to work with offices because they discovered that there are several highly organized plans already occurring for the students on campus.

B. Salary Compression Proposal

Dr. Clements spoke with Mr. Robert Freeman, Director of Human Resources, about the salary compression proposal drafted by committee and submitted to Ms. Hinkle, Vice President of Administration and Finance, and Dr. Gunter, Chief of Staff. Dr. Clements suggested Senate invite Ms. Hinkle and/or Dr. Gunter to the next Senate meeting to speak about the salary compression proposal. Dr. Eshelman stated he would send an invitation to Mr. Hinkle and Dr. Gunter to speak on the proposal.

C. Graduate Council Changes

Dr. Schwehm stated any changes made to the Graduate Council structure would have to go through Senate because it would require a change in the faculty handbook. The committee recommends any changes to the Graduate Council structure originate in the Graduate Council. The committee identified the areas in the handbook that would need to be addressed if any changes are proposed.

- D. Faculty Satisfaction Survey Dr. Schwehm informed Senate that the Faculty Satisfaction Survey ad hoc committee plans to present the draft survey to Senate at the February meeting for feedback with the intent to distribute the survey to the general faculty in February 2020. The survey results will be presented to the Senate for review and distribution in March 2020. Dr. Eshelman requested a question be added to the survey asking if the results of the previous survey were sufficiently addressed.
- E. Alternative Credentials Policy Discussed as part of the VPAA update.
- F. Faculty Excellence Awards Members of the committee who worked on the policies and procedures of the award will work with Dr. Johnson on December 11, 2020 at 4:00pm to review the budget implications of the awards. The members of the committee are Drs. Lockyer, Schwehm, and Tucci.
- G. Departmental Promotion and Tenure Committee Dr. Schwehm said the committee plans to submit a draft of changes to Senate at the February Senate meeting. The intent is for Senate to vote on the changes at the March Senate meeting.
- IV. OPEN FORUM
- Dr. Eshelman reported that we will not be required to get physicals as part of our 2020 health insurance coverage.
- Tegrity lecture capture software is ending and being replaced by Kaltura.
- Dr. Eshelman read an email received through the Faculty Senate website requesting information on David L. Eddy and payments paid to the name. Dr. Eshelman notified Senate that David L. Eddy is the name of an LLC and payments were for attorney services used by Arkansas Tech in the purchase of property.
- The Shared Governance Committee plans to have a speaker at the January professional development day, as well as forums and workshops on shared governance for faculty.
- The response rate for department head and dean evaluations was 45%. Dr. Eshelman expressed concern that this shows a measure of apathy among the faculty. He also requested everyone respond to the Shared Governance Committee survey by the November 15 deadline. Dr. Hanna noted that the normal pop-up that appears in Blackboard to complete evaluations would be helpful in reminding faculty to complete the dean and department head evaluations. A request was made to extend the evaluation period.
- Dr. Eshelman stated the Executive Council is not a formal organization, although it is listed in the organizational chart in the faculty handbook. Dr. Bowen, President of Arkansas Tech University, uses the Executive Council for consultation and guidance. However, initiatives do not stop in the Executive Council, but with the President.
- Dr. Shrestha asked about the design of online courses and about how content was created and delivered. He received a course shell for an online course that had limited instructional content. He asked about expectations for content in an online course, including creation of instructional videos, assignments, and additional course content. Dr. Johnson stated that online courses are reviewed based on outcomes and the amount of peer-to-peer and faculty interaction. Dr. Schwehm recommended faculty work with instructional design to help build a quality online course and that there is a voluntary certification process faculty can utilize. He stated that currently, non-certified online courses should be vetted at the departmental level in the same manner that face-to-face courses are evaluated.

Dr. Stoeckel reported concerns with search committees being asked not to rank candidates or report strengths and weaknesses of candidates. He stated some faculty on search committees have been told to put forward a specified number of candidates, usually three, but not to rank the candidates or rate them based on strengths and weaknesses. Drs. Lockyer and Schwehm both stated they had not experienced this on faculty searches. Dr. Schwehm stated he was part of a dean search committee where they were asked not to rank the three recommended finalist. He said they were able to convey strengths and weaknesses to the search chair. Dr. Johnson stated she would be asking for information on strengths and weaknesses of candidates from the search committees.

Dr. Stoeckel stated some concern among faculty that individuals applying for positions are listing publications from sham, pay-to-publish journals.

Dr. Carballo asked if Arkansas Tech had explored joining with other colleges/universities in the state to help lower the cost of healthcare. Dr. Clements stated that this option has been explored, but that other institutions do not want to partner with Tech because it is not cost-beneficial for them.

V.
ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Dr. Ellis Laffoon said the Stop-the-Bleed initiative has certified 290 students. Faculty can contact Dr. Ellis Laffoon to visit their classes and facilitate Stop-the-Bleed certification. Facilitation requires one training for every 10 students.

VI. ADJOURNMENT

Motion by Dr. Stacy, seconded by Dr. Hanna to adjourn. Motion carried.

Respectfully submitted,



David Eshelman, Ph.D., President



Jeremy Schwehm, Ph.D., Secretary

GENERAL EDUCATION COMMITTEE PROPOSAL

The Faculty Senate Chair in consultation with previous the General Education Chair will appoint the Chair of the General Education Committee to a 3-year term, from a faculty member that is currently a member of the committee.

A representative from each of the Departments that teach large numbers of general education courses will be appointed by their respective deans: English, Math, Physical or Biological Sciences, History and Political Science, and Behavioral Sciences.

The rest of the committee and elected membership will remain the same, viz.

Director of Assessment and Institutional Effectiveness (ex officio)¹
One appointed member from Student Government Association (ex officio)

One appointed member from Academic Affairs²
One appointed member from Faculty Senate
One appointed member from Assessment Committee
One appointed member from Student Government Association (ex officio)
One appointed member from the Adjunct Committee

One elected member from College of Arts and Humanities³
One elected member from College of eTech
One elected member from Ozark Campus
One elected member from College of Natural and Health Sciences
One elected member from College of Education
One elected member from College of Business
One elected member from College of Engineering and Applied Science

¹Ex officio members remain on the committee by virtue of their positions.

²All appointed members serve three year appointments.

³All elected members serve three year terms.

GENERAL EDUCATION COMMITTEE PROPOSAL (Addendum)

The Faculty Senate Chair in consultation with previous the General Education Chair will appoint the Chair of the General Education Committee to a 3-year term, from a faculty member that is currently a member of the committee.

If approved, the new committee structure will go into effect in 2020-2021. The new chair will be appointed for a three-year term that will begin in fall 2020.

A representative from each of the Departments that teach large numbers of general education courses will be appointed by their respective deans: English, Math, Physical or Biological Sciences, History and Political Science, and Behavioral Sciences.

It is felt that the committee as it now stands is too small for the volume of work it is undertaking, especially as this will increase both in the run up to and in the aftermath of the HLC visit. Moreover, the committee feels that the departments that teach the bulk of the general education courses should be represented. It is hoped that by appointing (as opposed to electing) a proportion of the committee members that those chosen will be people who are uniquely qualified and who have a vested interest in general education. It should be noted that the elected members of the committee will still outnumber those appointed from departments and that the committee will still report to the faculty senate.

Finally, it should be noted that the General Education Committee voted unanimously to propose this restructuring at its meeting on April 11, 2019.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Accounting, Finance, and Economics	8/28/2019

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	9-11-19
Dean Kevin Mason	<i>Kevin Mason</i>	9-11-19
Assessment Christine Austin	<i>Christine Austin</i>	9-11-19
Registrar Tammy Weaver	<i>Tammy Weaver</i>	9/19/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
ACCT	4071,4072,4073
Official Catalog Title:	
Seminar in Accounting	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Will the cross-listed course be deleted? Yes No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- b. If this course was required for the major or minor, complete the following.
 1. How will program level learning outcome(s) previously addressed by this course now be addressed? **N/A**
- c. What is the rationale for deleting this course? What evidence supports this action?
This course has not been offered in over eight years and it is not a required course in the accounting major or minor. Any "special" topics class can be taught using the ACCT 4103: Special Topics in Accounting course number.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. **N/A**

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Deletes old Field Placement

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>[Signature]</i>	<i>9/16/19</i>
Assessment <i>C. Austin</i>	<i>[Signature]</i>	<i>9/18/19</i>
Registrar	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 4294
Official Catalog Title: Field Placement II	

Received by the Registrar's Office

SEP 16 2019

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Will the cross-listed course be deleted? **N/A**

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course was required for the major or minor, complete the following.
 1. How will program level learning outcome(s) previously addressed by this course now be addressed? ***The materials will be taught in Field Placement, RS 4194, which is being changed to RS 4194- Field Placement Experiences. Students will be required to complete RS 4194 twice in order to meet the requirements of CAAHEP accreditation standard, Experiential Learning .***
- c. What is the rationale for deleting this course? What evidence supports this action? ***Due to the fact that we do not have enough faculty resources to offer both RS 4194 and RS 4294 every semester this deletion allows us to offer RS 4194 only every semester.***

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

Received by the
Registrar's Office

SEP 16 2019



ARKANSAS TECH UNIVERSITY

1/1/19

REQUEST FOR COURSE CHANGE

(Note: contains list of changes for all forms)

Department Initiating Proposal	Date
Department of Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>7/4/19</i>
Dean <i>W Powell</i>	<i>W Powell</i>	<i>9/14/19</i>
Assessment <i>C. Austin</i>	<i>[Signature]</i>	<i>9/18/19</i>
Registrar <i>[Signature]</i>	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) See attached list.
Official Catalog Title: See attached list.	

Received by the Registrar's Office

SEP 16 2019

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

See the attached list.

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):

See attached list.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

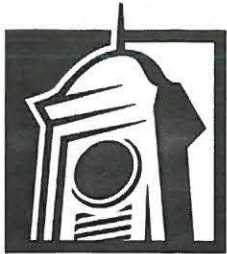
- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **New CAAHEP Standards including Lived Experiences of Disabilities, Legislation, and Service Delivery Systems.**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. This course addresses multiple domains in the new CAAHEP standards, and serves as the foundation for the other RS Courses. **Students will obtain knowledge related to disabilities, legislation, and service delivery systems.**
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?). Course exams, discussion questions and short papers with class achievement of 80% or better on all assignments.

Received by the
Registrar's Office

SEP 16 2019

Add RS 2003: Introduction to Rehabilitation Science, as a prerequisite to the following courses:

- RS 3013: The World of Work
- RS 3073: Organization and Structure in the Rehabilitation-Human Services Setting
- RS 3083: Supported Employment Concepts and Strategies
- RS 3093: Rehabilitation Services for the Aging Adult
- RS 3123: Ethics and Professional Development
- RS 3133: Diversity and Inclusion in Human Service Settings
- RS 3141, 3142, 3143: Rehabilitation Science Seminar
- RS 3183: Mental Health Issues in Rehabilitation Settings
- RS 3243: Social Services for Individuals and Families
- RS 4023: Case Management Strategies
- RS 4084: Field Placement Related to Child Welfare Services
- RS 4104: Service Learning in Rehabilitation Science
- RS 4123: Survey of Counseling Theories
- RS 4173: Family Centered Services
- RS 4183: Family Services Seminar
- RS 4951, 4952, 4953, 4954: Undergraduate Research in Rehabilitation Science
- RS 4991, 4992, 4993, 4994: Special Problems in Rehabilitation Science



ARKANSAS TECH UNIVERSITY

13/1/2

REQUEST FOR COURSE CHANGE

Proposal/Title

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Wanz</i>	<i>D. Wanz</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>W Powell</i>	<i>9/15/19</i>
Assessment <i>A. Austin</i>	<i>A. Austin</i>	<i>9/18/19</i>
Registrar	<i>Yammy Guevara</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 3004
Official Catalog Title: Medical and Psychosocial Aspects of Disability	

Received by the Registrar's Office

Is this course cross-listed with another existing course? If so, list course subject and number

Yes No

SEP 16 2019

Request to change: (check appropriate box):

~~XX Course Number~~

~~XX Title~~

Course Description

Cross-Listing

XX Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RS 3003

~~New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)~~

Introduction to Vocational Rehabilitation

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):

RS 2003

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

XX Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **New CAAHEP Standards require this course content.**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. **Students will demonstrate knowledge in varied disabilities in terms of medical and psychological implications.**
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?). **Case Studies, papers, presentations, class discussions and overall class performance of 80% or better across all assignments.**
- c. What is the rationale for adding this course? What evidence supports this action?
This course does not have enough materials to require it to be a 4 hour course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at

http://www.atu.edu/registrar/curriculum_forms.php.

Received by the
Registrar's Office
SEP 16 2019

Tammy Weaver

From: Penny Willmering
Sent: Thursday, September 19, 2019 4:19 PM
To: Tammy Weaver
Cc: Christine Austin; David Ward
Subject: Re: Rehabilitation Science Curriculum Changes

Hello,
My apologies!

RS 3004-title should remain: Medical and Psychosocial Aspects of Disability and the new course number should be RS 3003

RS 3033-title should be changed from Introduction to Vocational Rehabilitation and the Vocational Rehabilitation Process TO: RS 3033 Introduction to Vocational Rehabilitation

Thank you so much for your patience and for working with us on these important changes.

Best,
Penny

Penny P. Willmering, Ph.D., CRC, LPC, FNRCA, Certified Humor
Professional
Director and Professor of Rehabilitation Science
Arkansas Tech University
336E Witherspoon Hall
Russellville, AR 72801
479-968-0461

"You may encounter many defeats, but you must not be defeated".
-Maya Angelou-

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From: Tammy Weaver <tweaver@atu.edu>
Sent: Thursday, September 19, 2019 4:10 PM
To: Penny Willmering <pwillmering@atu.edu>
Cc: Christine Austin <caustin@atu.edu>; David Ward <dward@atu.edu>
Subject: RE: Rehabilitation Science Curriculum Changes



ARKANSAS TECH UNIVERSITY

14/16

REQUEST FOR COURSE CHANGE

*New Number/
pre req*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>[Signature]</i>	<i>9/16/19</i>
Assessment <i>C. Austin</i>	<i>[Signature]</i>	<i>9/18/19</i>
Registrar	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 3033
Official Catalog Title: Introduction to Vocational Rehabilitation and the Rehabilitation Process	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Received by the Registrar's Office

SEP 16 2019

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

XX Other--Change Course Name

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RS 2033

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Introduction to Vocational Rehabilitation

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):

RS 2003

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. **Students will demonstrate the knowledge regarding how the State-Public Vocational Rehabilitation Program works as well as its' benefits to consumers and taxpayers.**
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?). **Short case studies, papers, discussion questions with overall class performance at 80% or better.**
- c. What is the rationale for adding this course? What evidence supports this action? **Not a new course. Course is more consistent with 2000 level coursework in terms of depth and breadth of materials.**

Received by the
Registrar's Office

SEP 16 2017

15/16



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Change number

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Warz</i>	<i>[Signature]</i>	9/16/19
Dean <i>W Powell</i>	<i>[Signature]</i>	9/16/19
Assessment <i>P. Austin</i>	<i>[Signature]</i>	9/18/19
Registrar	<i>[Signature]</i>	9/19/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 3043
Official Catalog Title: Introduction to Social Services and the Social Service Process	

Received by the Registrar's Office
SEP 16 2019

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

XX Course Number

XX Title

Course Description

Cross-Listing

XX Prerequisite

Co-requisite

Grading

Fee

XX Other--Course Name

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RS 2043

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Introduction to Social Services

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):

RS 2003

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

XX Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. ***Students will demonstrate knowledge regarding social services available for children and families, and the social service (DHS, DCFS) programs.***
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?). ***Case studies, discussions, class presentations, with overall class performance of 80% or better.***
- c. What is the rationale for adding this course? What evidence supports this action? ***Course is not being added. Depth and breadth of subject material does not justify it being above 2000 level course.***

Received by the
Registrar's Office

SEP 16 2019



ARKANSAS TECH UNIVERSITY

12/12

REQUEST FOR COURSE CHANGE

Pre req

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/16/19</i>
Dean <i>W. B. Well</i>	<i>[Signature]</i>	<i>9/14/19</i>
Assessment <i>[Signature]</i>		
Registrar <i>[Signature]</i>		<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 3203
Official Catalog Title: Interviewing Skills	

Received by the Registrar's Office

SEP 16 2019

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Request to change: (check appropriate box):

XX Course Number

Title

Course Description

Cross-Listing

XX Prerequisite

Co-requisite

Grading

Fee

Other

Increase hours from 3 to 4

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RS 3204

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):

RS 2003

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

XX Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Skills and knowledge taught in course mandated by new CAAHEP Standards.**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. **Students will acquire and demonstrate knowledge and skills involved in basic interviewing competencies such as active listening, effective confrontation, and problem solving, as well as open and closed ended questions.**
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Required class videotapes reviewed by instructor and attainment of an overall score of 80% or above for each student.

Received by the Registrar's Office

SEP 16 2019

- c. What is the rationale for adding this course? What evidence supports this action?
Not a course addition. However, this course requires a great deal of outside work for both students and the instructor. An analysis of the course requirements and time spent in each assignment justifies this change.

If this course will affect other departments, a Departmental Support Form for each 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 by the
Registrar's Office
SEP 16 2019



ARKANSAS TECH UNIVERSITY

10/14

REQUEST FOR COURSE CHANGE

Pre req added

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>D. Ward</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>W Powell</i>	<i>9/14/19</i>
Assessment <i>P. Austin</i>	<i>P. Austin</i>	<i>9/18/19</i>
Registrar <i>[Signature]</i>	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 4163
Official Catalog Title: Introduction to Addictions	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

Received by the Registrar's Office
SEP 16 2019

Request to change: (check appropriate box):

XX Course Number

Title

Course Description

Cross-Listing

XX Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RS 2163

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):

RS 2003

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

XX Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. **Students will have a basic understanding of addictive substances, medical and psychosocial aspects of addiction, and treatment methodology.**
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Course discussions exams and class presentation with a score of 80% or above.**
- c. What is the rationale for adding this course? What evidence supports this action?

If this course will affect other departments, a Departmental Support Form for each 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

3/16

REQUEST FOR COURSE CHANGE

*Preced's
for field placement*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>D. Ward</i>	9/16/19
Dean <i>W. Powell</i>	<i>W. Powell</i>	9/16/19
Assessment <i>C. Austin</i>	<i>C. Austin</i>	9/18/19
Registrar <i>Yammy</i>	<i>Yammy</i>	9/19/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RS	Course Number: (e.g., 1003) 4194
Official Catalog Title: Field Placement 1	

Is this course cross-listed with another existing course? If so, list course subject and number.

Yes No

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Request to change: (check appropriate box):

Course Number

XX Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

XX Other: Add to catalog description: This course must be taken twice and not in the same semester.

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Field Placement Experiences

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

Prerequisites: RS 2003, RS 3204, RS 3123, and RS 4023 all with C or better, junior standing, 2.00 grade point average, and consent of the instructor.

A supervised 14-week field placement (Fall, Spring), or 10-week field placement (Summer).

NOTE: This course must be taken twice. It can only be taken once in a semester.

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):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

XX Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **This course is mandated under Experiential Learning in the new CAAHEP standards.**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. Students will apply the knowledge and skills learned in the RS curriculum.

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- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?). **Students will score Above Average or higher across 80% of the domains measured in the Field Experience Supervisor Evaluation form.**
- c. What is the rationale for adding this course? What evidence supports this action?

If this course will affect other departments, a Departmental Support Form for each 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

2/16

REQUEST FOR PROGRAM CHANGE

*Field Placement
Change*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/6/19</i>
Dean <i>W Powell</i>	<i>W Powell</i>	<i>9/16/19</i>
Assessment <i>C. Austin</i>	<i>[Signature]</i>	<i>9/18/19</i>
Registrar	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: Rehabilitation Science	Received by the Registrar's Office
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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- 1) RS 4194 Field Placement I-require students to take this course twice. (2 different semesters) AND change name to Field Placement Experiences.
- 2) RS 4294 Field Placement II-Delete this course.
- 3) RS 3004-Change course number to RS 3003 Medical and Psychosocial Aspects of Disability (move from 4 hours to 3 hours).
- 4) RS 3203- Change course number to RS 3204 Interviewing Skills (move from 3 hours to 4 hours).

What impact will the change have on staffing, on other programs and space allocation?

There will be no impact on staffing, other programs and space allocation. Deleting RS 4294 will not alleviate faculty load as we will require all students to take RS 4194 twice.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. These changes are aligned with this mission in terms of keeping offering the required field work courses every semester. Further, the 4 hour credit for Interviewing Skills more accurately reflects the course work expected of students. The 3 hour credit more accurately reflects the course work in Medical and Psychosocial Aspects.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires Experiential Learning (Field Placement) for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? The impact is reflected in giving students more accurate credit in Medical and Psychosocial Aspects of Disability and Interviewing Skills. In addition, the impact is that students will not have to wait for both sections of field placement to be offered.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. According to the Association of Specialized and Professional Accreditors, accredited programs provide competency assessment and program determined indicators. Therefore, these changes, which will assist with attaining and maintaining accreditation, will assist with continued gathering of student learning assessment. Furthermore, these changes are also supported by feedback from employers and graduates from the RS program (a yearly survey is sent out).
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
1) Students will effectively complete Field Placement Experiences as evidenced by the

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employer evaluations, meetings with supervisors, and final grades. Employer evaluation includes items such as work ethic, rehabilitation plans, and knowledge of disabilities. Overall, 80% of students are expected to score above average or higher on all assessed domains.

2). Students will demonstrate effective interviewing skills through videotaped sessions viewed by the instructor and graded via matrix of effective of skills sets. Overall, students will complete all assignments with a completion grade of 80% or higher.

3). Students will demonstrate basic knowledge of psychological and medical effects of disability by conducting a case study or completing a paper or presentation. Overall, students will complete the assignments with a score of 80% or better.

If this course will affect other departments, a Departmental Support Form for each 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 Rehabilitation Science (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: RS 3203 change course number to RS 3204 Interviewing Skills</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: RS 3004 change to RS 3003 Medical and Psychosocial Aspects of Disability.</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: RS 4194 (drop the number 1 after it) and note: Must be taken twice for credit to meet program requirements.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: Drop RS 4294. Note: Must be taken twice for credit to meet program requirements.</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

9/14

REQUEST FOR PROGRAM CHANGE

Change additions minor

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>D. Ward</i>	<i>9/16/19</i>
Dean <i>W. Powell</i>	<i>W. Powell</i>	<i>9/19/19</i>
Assessment <i>C. Austin</i>	<i>C. Austin</i>	<i>9/18/19</i>
Registrar <i>G. Williams</i>	<i>G. Williams</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: **Minor in Addictions for Rehabilitation Science majors Only**

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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Modify the minor in Addictions for Rehabilitation Science majors only, as follows : a) require RS 3013: World of Work; b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163 Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Disabilities; and add PSY 3053: Physiological Psychology.

What impact will the change have on staffing, on other programs and space allocation?

There will be no impact on staffing, other programs and space allocation. PSYCH 3053 may experience a growth in enrollment (estimated maximum 10 students per year).

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Requiring RS 3013 is mandated by CAAHEP accreditation standards, lowering the course to a 2000 level increases student access to lower division courses, and RS 4133 Seminar in Severe Disabilities increases student choice in the minor. Adding PSY 3053, Physiological Psychology, increases student choice in the minor and is a good choice for pre allied health majors (students who continue on to graduate school).
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires the materials covered in RS 3013 for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? The impact is reflected in allowing students to graduate from an accredited program, offering more choice in minor courses, and increasing the number of lower level courses (RS has only had one course in the past at the 2000 level).
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. According to the Association of Specialized and Professional Accreditors, accredited programs provide competency assessment and program determined indicators. Therefore, these changes, which will assist with attaining and maintaining accreditation, will assist with continued gathering of student learning assessment. Furthermore, these changes are also supported by feedback from employers and graduates from the RS program (a yearly survey is sent out).
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
 - 1). Students will have a basic knowledge of addictive substances, and the psychological and physical impacts of each. Students will demonstrate knowledge of these concepts through case studies, discussion questions and class exams with an overall class score of

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80% or higher.

2). Students will have a basic knowledge of varied treatment methods and their efficacy in addictions treatment. Students will demonstrate knowledge of these concepts through case studies, discussion questions, and class exams with an overall class score of 80% or higher.

3). Students will demonstrate basic knowledge and skills of job analysis, job placement, and job resources for individuals with disabilities. Students will demonstrate knowledge and skills in these competencies through a job placement assignment, with an overall course score of 80% of higher.

If this course will affect other departments, a Departmental Support Form for each 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

9/14

REQUEST FOR PROGRAM CHANGE

Modify "Agios" Minor

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head D. Ward	<i>[Signature]</i>	9/16/19
Dean W Powell	<i>[Signature]</i>	9/16/19
Assessment <i>[Signature]</i>	<i>[Signature]</i>	9/18/19
Registrar	<i>[Signature]</i>	9/19/19
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: **Minor in Aging for Rehabilitation Science majors only**

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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Modify the minor in Aging for Rehabilitation Science majors only, as follows : a) require RS 3013: World of Work; b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163 Introduction to Addictions, TO: 2163; and add RS 4133: Seminar in Disabilities.

What impact will the change have on staffing, on other programs and space allocation?

There will be no impact on staffing, other programs and space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Requiring RS 3013 is mandated by CAAHEP accreditation standards, lowering the course to a 2000 level increases student access to lower division courses, and RS 4133 Seminar in Severe Disabilities increases student choice in the minor.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires the materials covered in RS 3013 for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? The impact is reflected in allowing students to graduate from an accredited program, offering more choice in minor courses, and increasing the number of lower level courses (RS has only had one course in the past at the 2000 level).
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. According to the Association of Specialized and Professional Accreditors, accredited programs provide competency assessment and program determined indicators. Therefore, these changes, which will assist with attaining and maintaining accreditation, will assist with continued gathering of student learning assessment. Furthermore, these changes are also supported by feedback from employers and graduates from the RS program (a yearly survey is sent out).
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
 - 1). Students will have a basic knowledge of the psychological and physical impacts of aging. Students will demonstrate knowledge of these concepts through case studies, discussion questions and class exams with an overall class score of 80% or higher.
 - 2). Students will have a basic knowledge of health and wellness methods and their efficacy in aging treatment. Students will demonstrate knowledge of these concepts through case

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studies, discussion questions, and class exams with an overall class score of 80% or higher.

3). Students will demonstrate basic knowledge and skills of job analysis, job placement, and job resources for individuals with disabilities. Students will demonstrate knowledge and skills in these competencies through a job placement assignment, with an overall course score of 80% of higher.

If this course will affect other departments, a Departmental Support Form for each 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

2/16

REQUEST FOR PROGRAM CHANGE

*Mobilization
Social Sciences
Minor*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>[Signature]</i>	<i>9/18/19</i>
Assessment <i>C Austin</i>	<i>[Signature]</i>	<i>9/18/19</i>
Registrar	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: *Minor in child welfare and Social Sciences for
Rehabilitation Science majors only*

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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Modify the minor in Child Welfare and Social Services for Rehabilitation Science majors only, as follows: a) require RS 3013: World of Work; b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163 Introduction to Addictions, TO: 2163; and add RS 4133: Seminar in Disabilities.

change RS 3043 to 2043

What impact will the change have on staffing, on other programs and space allocation?

There will be no impact on staffing, other programs and space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Requiring RS 3013 is mandated by CAAHEP accreditation standards, lowering the course to a 2000 level increases student access to lower division courses, and RS 4133 Seminar in Severe Disabilities increases student choice in the minor.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires the materials covered in RS 3013 for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? The impact is reflected in allowing students to graduate from an accredited program, offering more choice in minor courses, and increasing the number of lower level courses (RS has only had one course in the past at the 2000 level).
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. According to the Association of Specialized and Professional Accreditors, accredited programs provide competency assessment and program determined indicators. Therefore, these changes, which will assist with attaining and maintaining accreditation, will assist with continued gathering of student learning assessment. Furthermore, these changes are also supported by feedback from employers and graduates from the RS program (a yearly survey is sent out).
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
 - 1). Students will have a basic knowledge of the services offered from the Department of Human Services and the Department of Children and Families. Students will demonstrate knowledge of these concepts through case studies, discussion questions and class exams with an overall class score of 80% or higher.
 - 2). Students will have a basic knowledge of child welfare treatment methods and their

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efficacy in keeping families intact. Students will demonstrate knowledge of these concepts through case studies, discussion questions, and class exams with an overall class score of 80% or higher.

3). Students will demonstrate basic knowledge and skills of job analysis, job placement, and job resources for individuals with disabilities. Students will demonstrate knowledge and skills in these competencies through a job placement assignment, with an overall course score of 80% of higher.

If this course will affect other departments, a Departmental Support Form for each 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

11/18

REQUEST FOR PROGRAM CHANGE

*Deletes
corrections
minor*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/16/19</i>
Dean <i>Upowell</i>	<i>U Powell</i>	<i>9/15/19</i>
Assessment <i>C. Austin</i>	<i>[Signature]</i>	<i>9/16/19</i>
Registrar	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: *Minor in Corrections*
 Rehabilitation Science *major only*

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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

DELETE the Minor in Corrections for Rehabilitation Science majors only.

What impact will the change have on staffing, on other programs and space allocation?

There will be no impact on staffing, other programs and space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Students can complete a degree in Criminal Justice rather than a minor in Corrections. Also, given the large number of majors and low number of faculty, RS faculty cannot effectively offer this minor.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires the materials covered in RS 3013 for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? There will be minimal impact as we have averaged 1-2 Corrections minors students in the past three years.
- b. Provide an example or examples of student learning assessment evidence which supports the changes in the program. N/A
- c. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.
- d. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
N/A

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

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ARKANSAS TECH UNIVERSITY

6/1/4

REQUEST FOR PROGRAM CHANGE

*Mod. Cris Dis. Studies
Minor*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Wanz</i>	<i>D. Wanz</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>W Powell</i>	<i>9/15/19</i>
Assessment <i>C Austin</i>	<i>C Austin</i>	<i>9/18/19</i>
Registrar	<i>J Meenan</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: *Minor in Disability Studies for* Received by the
 Rehabilitation Science *majors only* Registrar's Office

SEP 16 2019

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Modify the minor in Disability Studies for Rehabilitation Science majors only, as follows : a) require RS 3013: World of Work; b) change the section: Complete 18 hours from the below courses; TO: 15 hours; and c) modify the list as follows: delete RS 3013: The World of Work; change RS 4163 Introduction to Addictions, TO: 2163; add RS 4133: Seminar in Disabilities; and add PSY 3053: Physiological Psychology.

Change RS 3033 to 2033

What impact will the change have on staffing, on other programs and space allocation?

There will be no impact on staffing, other programs and space allocation. PSYCH 3053 may experience a growth in enrollment (estimated maximum 10 students per year).

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Requiring RS 3013 is mandated by CAAHEP accreditation standards, lowering the course to a 2000 level increases student access to lower division courses, and RS 4133 Seminar in Severe Disabilities increases student choice in the minor. Adding PSY 3053, Physiological Psychology, increases student choice in the minor and is a good choice for pre allied health majors (students who continue on to graduate school).
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires the materials covered in RS 3013 for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? The impact is reflected in allowing students to graduate from an accredited program, offering more choice in minor courses, and increasing the number of lower level courses (RS has only had one course in the past at the 2000 level).
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. According to the Association of Specialized and Professional Accreditors, accredited programs provide competency assessment and program determined indicators. Therefore, these changes, which will assist with attaining and maintaining accreditation, will assist with continued gathering of student learning assessment. Furthermore, these changes are also supported by feedback from employers and graduates from the RS program (a yearly survey is sent out).
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
 - 1). Students will have a basic knowledge of disabilities, impairments and handicaps, and the psychological and physical impacts of each. Students will demonstrate knowledge of these concepts through case studies, discussion questions and class exams with an overall

Received by the
Registrar's Office

SEP 16 2019

class score of 80% or higher.

2). Students will have a basic knowledge of varied treatment methods and their efficacy in working with individuals with disabilities. Students will demonstrate knowledge of these concepts through case studies, discussion questions, and class exams with an overall class score of 80% or higher.

3). Students will demonstrate basic knowledge and skills of job analysis, job placement, and job resources for individuals with disabilities. Students will demonstrate knowledge and skills in these competencies through a job placement assignment, with an overall course score of 80% of higher.

If this course will affect other departments, a Departmental Support Form for each 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

SEP 16 2010



ARKANSAS TECH UNIVERSITY

10/16

REQUEST FOR PROGRAM CHANGE

*Modify Rec Serv
Minor*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>[Signature]</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>[Signature]</i>	<i>9/14/19</i>
Assessment <i>C. Austin</i>	<i>[Signature]</i>	<i>9/18/19</i>
Registrar	<i>[Signature]</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: <i>Minor in Recreation Services for Rehabilitation Science Majors only</i>	Received by the Registrar's Office SEP 16 2019
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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Modify the Minor in Recreation Services for Rehabilitation Science majors only, as follows: (a) require RS 3013: The World of Work; (b) change the section: Complete the following courses (9 hours), and Complete 9 hours from the below courses; TO: Complete 15 hours from the below courses; and (c) modify the list as follows: Change the course number for RS 4163: Introduction to Addictions, to RS 2163; and add RS 4133: Seminar in Severe Disabilities, to the list to satisfy 15 hours.

The minor in Recreation Services should read as follows:

RS 3013: World of Work

Complete 15 hours from the following list:

RP 3013: Inclusive Rehabilitation

RP 4073: Principles Techniques of Therapeutic Recreation

RP 4173: Therapeutic Recreation Assessment and Documentation

RP 4373: Interventions in Therapeutic Recreation

RP 4473: Issues and Trends in Therapeutic Recreation

RS 2163: Introduction to Addictions

RS 3141-4: Rehabilitation Science Seminar

RS 3153: Assistive Technology in Rehabilitation Settings

RS 4133: Seminar in Severe Disabilities

RS 4143: Disabilities Throughout the Life Span

RS 4991-4: Special Problems in Rehabilitation Science

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Requiring RS 3013 is mandated by CAAHEP accreditation standards, lowering the course to a 2000 level increases student access to lower division courses, and RS 4133 Seminar in Severe Disabilities increases student choice in the minor.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CAAHEP, our new accrediting body, requires the materials covered in RS 3013 for all students.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? The impact is reflected in allowing students to graduate from an accredited program, offering more choice in minor courses, and increasing the number of lower level courses (RS has only had one course in the past at the 2000 level).
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. According to the Association of Specialized and Professional Accreditors, accredited programs provide competency assessment and program determined indicators. Therefore, these changes, which will assist with attaining and maintaining accreditation, will assist with continued gathering of student learning assessment. Furthermore, these changes are also supported by feedback from employers and graduates from the RS program (a yearly survey is sent out).

- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **There are no other accredited or recognized undergraduate rehabilitation programs in the state of Arkansas. At this time there are 11 undergraduate programs awaiting accreditation through the new accrediting body and these changes increase chances of being accredited. These programs have similar curriculum.**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
- 1). Students will have a basic knowledge of therapeutic recreation concepts. Students will demonstrate knowledge of these concepts through case studies, discussion questions and class exams with an overall class score of 80% or higher.**
- 2). Students will have a basic knowledge of therapeutic recreation methods and their efficacy in working with individuals with disabilities. Students will demonstrate knowledge of these concepts through case studies, discussion questions, and class exams with an overall class score of 80% or higher.**
- 3). Students will demonstrate basic knowledge and skills of job analysis, job placement, and job resources for individuals with disabilities. Students will demonstrate knowledge and skills in these competencies through a job placement assignment, with an overall course score of 80% of higher.**

If this course will affect other departments, a Departmental Support Form for each 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

5/16

REQUEST FOR PROGRAM CHANGE

*Minor in
Behavioral Sciences*

Department Initiating Proposal	Date
Behavioral Sciences	9/5/19

Title	Signature	Date
Department Head <i>D. Ward</i>	<i>D. Ward</i>	<i>9/16/19</i>
Dean <i>W Powell</i>	<i>W Powell</i>	<i>9/14/19</i>
Assessment <i>C Austin</i>	<i>C Austin</i>	<i>9/18/19</i>
Registrar	<i>J Meador</i>	<i>9/19/19</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/22/2019
Faculty Senate (Undergraduate Proposals Only)	11/12/2019
Graduate Council (Graduate Proposals Only)	

Program Title: Minor in Rehabilitation Science	Received by the Registrar's Office
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SEP 16 2019

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

Modify the minor in Rehabilitation Science, as follows : a) add RS 3113 Diversity and Inclusion in Human Service Settings; RS 3203: Interviewing Skills, TO: 3204; delete RS: Case Management Strategies; and change the RS electives FROM: 9 hours, to 8 hours. **4023**

change

What impact will the change have on staffing, on other programs and space allocation?

Deleting Case Management is necessary because we do not have enough RS faculty to offer multiple sections of this course which overfills every semester with RS majors.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The University mission is dedicated to student success, access and excellence. Requiring Diversity and Inclusion as well as Interviewing skills will assist all minors with basic competencies for success in the work place.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable N/A.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? This will benefit minors who consistently are unable to enroll in Case Management and who will benefit from knowledge of diversity and interviewing competencies.
 - b. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Change is needed due to students unable to enroll in the Case Management class. Students report the usefulness of both Interviewing Skills and Diversity Issues in their graduate surveys.
 - c. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. This is a change for RS minors who are not RS majors. There is no comparable program.
 - d. 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.)
 - 1). Students will have a basic knowledge of diversity issues and how a diverse society benefits all. Students will demonstrate knowledge of these concepts through case studies, discussion questions and class exams with an overall class score of 80% or higher.
 - 2). Students will have a basic knowledge of varied methods to increase multicultural competencies. Students will demonstrate knowledge of these concepts through case studies, discussion questions, and class exams with an overall class score of 80% or higher.
 - 3). Students will demonstrate basic interviewing skills such as active listening, asking open ended questions, and encouragement. Students will demonstrate knowledge and skills in these competencies through interviewing assignments, with an overall course score of 80% of higher.

Received by the
Registrar's Office

SEP 16 2019

Alexis Scrimshire

From: Tammy Weaver
Sent: Monday, November 11, 2019 10:40 AM
To: Tammy Weaver
Cc: Barbara Johnson; Shellie Hanna; Tim Carter; Linda Bean; Brent Etzel; Christine Austin; Cynthia Jacobs; David Hoelzeman; David Ward; Dong Soo Lee; Efosa C. Idemudia; Jason Ulsperger; Jessica Young; Mohamed Ibrahim; Robert Stevens; Tennille Lasker-Scott; Jennifer Saxton; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Emily Lisenbey; Michelle McMinn; Pat Chronister; Sheryle Tinerella; Tammy Weaver; Nina Goza; Payton Youngblood; Rebecca Callaway
Subject: Electronic Curriculum Committee Meeting
Attachments: Minutes October 22, 2019.pdf; Agenda November 26, 2019.pdf

CURRICULUM COMMITTEE MEETING November Electronic Meeting

As discussed at the October meeting, the November Curriculum Committee will be held electronically because we only have one proposal for review. Please email me your vote by **Tuesday, November 19, at 5 p.m.**

Attached is the agenda for the meeting and minutes from the last meeting. Curriculum proposals are located on the Curriculum web site at the following web address: https://www.atu.edu/registrar/curriculum_current_proposals.php If you have questions regarding the proposal, please email me your question and I can direct to Dr. Shellie Hanna, Curriculum and Instruction department head.

Please note that bookmarks have been set up on the PDF file to help you navigate the proposals. Bookmarks are very easy to open with Chrome, Firefox, and older versions of Explorer. If you are using Chrome browser, you will have to disable plugins to use the bookmarks.

See the following instructions for opening bookmarks using the new Explorer 10: Open Acrobat or Acrobat Reader. In the Preferences dialog box, choose General in the Categories list, and then select the Enable PDF thumbnail previews in Windows Explorer check box. Click OK. Wait for a few seconds while Acrobat is configured to show thumbnail previews in Windows Explorer.

2019-20 Curriculum Committee members include:

Completing Last Year of 2 Year Term:

Dr. David Ward (AH)
Dr. Nina Goza (BA)
Dr. Rebecca Callaway, Chair (ED)
Dr. Dong Soo Lee (EAS)
Dr. Tennille Lasker-Scott, Secretary (ET)
Dr. Cynthia Jacobs (NHS)

Newly Elected for 2 Year Term:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)

Dr. Jessica Young, Chair Elect (NHS)

Dr. Robert Stevens (at large; 1 year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sheryle Tinerella, Library (ex officio)

Emily Lisenbey, SGA members (ex officio)

Payton Youngblood, SGA members (ex officio)

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

Please take a minute to complete this survey on the service you received.

<http://www.atu.edu/registrar/survey.php>



Alexis Scrimshire

From: Tammy Weaver
Sent: Tuesday, November 19, 2019 4:44 PM
To: Tammy Weaver
Cc: Linda Bean; Tim Carter; Connie Herring; Debra Murphy; Jeremy Schwehm; David Eshelman; Brent Etzel; Christine Austin; Cynthia Jacobs; David Hoelzeman; David Ward; Dong Soo Lee; Efosa C. Idemudia; Jason Ulsperger; Jessica Young; Mohamed Ibrahim; Robert Stevens; Tennille Lasker-Scott; Jennifer Saxton; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Emily Lisenbey; Michelle McMinn; Pat Chronister; Sheryle Tinerella; Tammy Weaver; Nina Goza; Payton Youngblood; Rebecca Callaway
Subject: FW: Electronic Curriculum Committee Meeting
Attachments: Minutes October 22, 2019.pdf; Agenda November 26, 2019.pdf

All voting members voted to approve the proposal for the College of Education.

CURRICULUM COMMITTEE MEETING November Electronic Meeting

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See the following instructions for opening bookmarks using the new Explorer 10: Open Acrobat or Acrobat Reader. In the Preferences dialog box, choose General in the Categories list, and then select the Enable PDF thumbnail previews in Windows Explorer check box. Click OK. Wait for a few seconds while Acrobat is configured to show thumbnail previews in Windows Explorer.

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Completing Last Year of 2 Year Term:

Dr. David Ward (AH)
Dr. Nina Goza (BA)
Dr. Rebecca Callaway, Chair (ED)
Dr. Dong Soo Lee (EAS)
Dr. Tennille Lasker-Scott, Secretary (ET)
Dr. Cynthia Jacobs (NHS)

Newly Elected for 2 Year Term:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemundia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young, Chair Elect (NHS)

Dr. Robert Stevens (at large; 1 year term)

Ms. Tammy Weaver, Registrar (ex officio)
Dr. Christine Austin, Assessment (ex officio)
Ms. Sheryle Tinerella, Library (ex officio)
Emily Lisenbey, SGA members (ex officio)
Payton Youngblood, SGA members (ex officio)

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

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>



Tammy Weaver

From: David Ward
Sent: Monday, November 18, 2019 12:58 PM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

I vote for the proposal(s).

David

David Ward, Ph.D.
Department Head and Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University
Russellville, AR 72801
(479) 968-0305

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 18, 2019 10:35 AM
To: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <idemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <nngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
Subject: FW: Electronic Curriculum Committee Meeting

The following Curriculum Committees have voted:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)

Please email me your vote by Tuesday, November 19, at 5 p.m. 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

Tammy Weaver

From: Rebecca Callaway
Sent: Monday, November 18, 2019 11:34 AM
To: Tammy Weaver
Subject: RE: Electronic Curriculum Committee Meeting

I vote to approve.

Rebecca Callaway, Ed.D.
Professor of Instructional Design & Technology
Curriculum & Instruction
Crabaugh 308-D
479-964-0583 ext 2550

From: Tammy Weaver
Sent: Monday, November 18, 2019 10:35 AM
To: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <ngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
Subject: FW: Electronic Curriculum Committee Meeting

The following Curriculum Committees have voted:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)

Please email me your vote by Tuesday, November 19, at 5 p.m. 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

Tammy Weaver

From: Dong Soo Lee
Sent: Tuesday, November 19, 2019 8:45 AM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

Tammy,

Good morning.

I support the change of removing the course from the required courses for the BS-EDD.

Sincerely,

Dong-Soo Lee, Ph.D.

Associate Professor, Parks, Recreation and Hospitality Administration
Arkansas Tech University
Williamson Rm.102
1205 N. El Paso Ave. Russellville, AR 72801
Phone: 479-968-0607
Fax: 479-968-0600
Email: dlee13@atu.edu

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 11, 2019 10:40 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Barbara Johnson <bjohnson@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tim Carter <tcarter@atu.edu>; Linda Bean <lbean@atu.edu>; Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <ngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
Subject: Electronic Curriculum Committee Meeting

CURRICULUM COMMITTEE MEETING

November Electronic Meeting

As discussed at the October meeting, the November Curriculum Committee will be held electronically because we only have one proposal for review. Please email me your vote by **Tuesday, November 19, at 5 p.m.**

Attached is the agenda for the meeting and minutes from the last meeting. Curriculum proposals are located on the Curriculum web site at the following web address: https://www.atu.edu/registrar/curriculum_current_proposals.php If

Tammy Weaver

From: Tennille Lasker-Scott
Sent: Tuesday, November 19, 2019 10:05 AM
To: Tammy Weaver
Subject: RE: Electronic Curriculum Committee Meeting

Hello Ms. Tammy.

Sorry about the late response.

I vote to approve the minutes from the previous meeting.

I vote to approve the modification of the Curriculum in Elementary Education, as follows: (a) delete MATH 1113: College Algebra; and add 3 hours of social studies (history, economics, and/or geography).

Please enjoy your break.

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 18, 2019 10:35 AM
To: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <nngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
Subject: FW: Electronic Curriculum Committee Meeting

The following Curriculum Committees have voted:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)

Please email me your vote by Tuesday, November 19, at 5 p.m. Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

Tammy Weaver

From: Cynthia Jacobs
Sent: Tuesday, November 19, 2019 1:31 PM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

Hi Tammy,

I vote for approval of the curriculum change in the Elementary Education degree to delete MATH 1113 and add 3 hours of social science.

Thank you.

Cindy Jacobs

Cynthia H Jacobs, D.V.M.
Professor of Biology
Arkansas Tech University
Russellville, Arkansas

cjacobs@atu.edu

479-968-0326

MCE 115

Office hours Fall 2019: M 9-11am; W 9-11 am; R 2-4pm; or by appointment

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 18, 2019 10:35 AM
To: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <idemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <ngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
Subject: FW: Electronic Curriculum Committee Meeting

The following Curriculum Committees have voted:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)

Please email me your vote by Tuesday, November 19, at 5 p.m. Thanks.

Tammy

Tammy Weaver, Registrar

Tammy Weaver

From: Jason Ulsperger
Sent: Monday, November 18, 2019 8:36 AM
To: Tammy Weaver
Subject: RE: Electronic Curriculum Committee Meeting

I vote “yes” and approve of the changes.

Jason

Jason S. Ulsperger, Ph.D.
Region VI Representative, Alpha Kappa Delta
Professor of Sociology
Witherspoon Hall 355
Arkansas Tech University
Russellville, AR 72801
(479) 968-0464

From: Tammy Weaver
Sent: Monday, November 11, 2019 10:40 AM
To: Tammy Weaver
Cc: Barbara Johnson; Shellie Hanna; Tim Carter; Linda Bean; Brent Etzel; Christine Austin; Cynthia Jacobs; David Hoelzeman; David Ward; Dong Soo Lee; Efosa C. Idemudia; Jason Ulsperger; Jessica Young; Mohamed Ibrahim; Robert Stevens; Tennille Lasker-Scott; Jennifer Saxton; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Emily Lisenbey; Michelle McMinn; Pat Chronister; Sheryle Tinerella; Tammy Weaver; Nina Goza; Payton Youngblood; Rebecca Callaway
Subject: Electronic Curriculum Committee Meeting

CURRICULUM COMMITTEE MEETING November Electronic Meeting

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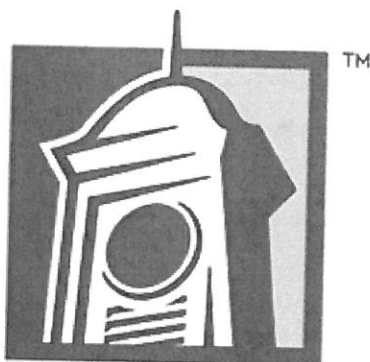
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Tammy Weaver

From: Efosa C. Idemudia
Sent: Monday, November 11, 2019 7:40 PM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

My vote is yes/approved...
Thank you,
Efosa



ARKANSAS
TECH
UNIVERSITY

Efosa C. Idemudia, MBA, Ph.D.
Fulbright Scholar & Carnegie Fellow
Member of the Editorial Board, International Journal of Technology Diffusion
Member of the Editorial Board, Journal of Information Technology Management
Associate Editor, International Journal of Risk and Contingency Management
Member of the Editorial Board, American Journal of Science and Technology of AASCIT
Member of the Editorial Board, Journal of the Southern Association for Information Systems
Associate Editor, The African Journal of Information Systems
Member of the Editorial Board, the International Journal of Semiotics and Visual Rhetoric (IJSVR)
College of Business
Department of Management & Marketing
Office Room: 448
Arkansas Tech University
Russellville

Tammy Weaver

From: Mohamed Ibrahim
Sent: Tuesday, November 12, 2019 12:21 PM
To: Tammy Weaver
Subject: RE: Electronic Curriculum Committee Meeting

Hello Ms. Weaver,
I would like to let know that my vote for these changes is: Approved
Thank you
Mohamed

Mohamed Ibrahim, PhD

Director, Master of Education: Instructional Design & Technology
Associate Professor of Curriculum and Instruction
College of Education
Arkansas Tech University
(479) 964-0583 ext. 2452
mibrahim1@atu.edu
<https://mohamedibrahi7.wixsite.com/dribrahim>

From: Tammy Weaver
Sent: Monday, November 11, 2019 10:40 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Barbara Johnson <bjohnson@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tim Carter <tcarter@atu.edu>; Linda Bean <lbean@atu.edu>; Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <ngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
Subject: Electronic Curriculum Committee Meeting

CURRICULUM COMMITTEE MEETING

November Electronic Meeting

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Tammy Weaver

From: David Hoelzeman <dhoelzeman@atu.edu>
Sent: Tuesday, November 12, 2019 1:48 PM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

Ignore my previous - I forgot I wasn't looking at the whole paperwork in the e-mail. Oops!

DH

On 11/11/2019 10:40 AM, Tammy Weaver wrote:

> CURRICULUM COMMITTEE MEETING

>

> November Electronic Meeting

>

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> Enable PDF thumbnail previews in Windows Explorer check box. Click OK.

> Wait for a few seconds while Acrobat is configured to show thumbnail

> previews in Windows Explorer.

>

Tammy Weaver

From: David Hoelzeman <dhoelzeman@atu.edu>
Sent: Tuesday, November 12, 2019 1:36 PM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

Tammy,

Did they give a "why" they chose MATH1113 to delete instead of a different course to delete so they could add social studies?

DH

On 11/11/2019 10:40 AM, Tammy Weaver wrote:

> CURRICULUM COMMITTEE MEETING
>
> November Electronic Meeting
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Tammy Weaver

From: Jennifer Saxton
Sent: Monday, November 18, 2019 11:53 AM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

I approve of the modification to the elementary education curriculum.

Jennifer

Jennifer Saxton

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 18, 2019 10:35:05 AM
To: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <ngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
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The following Curriculum Committees have voted:

Dr. Jason Ulsperger (AH)
Dr. Efosa Idemundia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)

Please email me your vote by Tuesday, November 19, at 5 p.m. 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

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>

Tammy Weaver

From: Jessica Young
Sent: Monday, November 18, 2019 2:41 PM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

Tammy,

I vote in favor of the change to the elementary ed curriculum proposed.

Jessica Conry Young, PhD
Director, Arkansas Junior Science and Humanities Symposium
Associate Professor of Physics
Arkansas Tech University
Russellville, AR 72801

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 18, 2019 10:35 AM
To: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jessica Young <jyoung35@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Robert Stevens <rstevens5@atu.edu>; Tennille Lasker-Scott <tlaskerscott@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Emily Lisenbey <elisenbey@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sheryle Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Nina Goza <nngoza@atu.edu>; Payton Youngblood <pyoungblood@atu.edu>; Rebecca Callaway <rcallaway@atu.edu>
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Office of the Registrar
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105 West O Street
Russellville, AR 72801-2222

Telephone: 479.968.0643

Tammy Weaver

From: Robert Stevens
Sent: Monday, November 18, 2019 10:46 AM
To: Tammy Weaver
Subject: Re: Electronic Curriculum Committee Meeting

Got it. Thank you for that. Vote still is approved. Thanks for all you do and have a great rest of your Monday!

Robert (Rob) L Stevens, PhD, CRC, LPC
Assistant Professor of Rehabilitation Sciences
Department of Behavioral Sciences
College of Arts & Humanities
Arkansas Tech University
Witherspoon Hall 336B
Russellville, AR 72801
(479) 964-0545
rstevens5@atu.edu
Pronouns: He, Him, His

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, November 18, 2019 10:44 AM
To: Robert Stevens <rstevens5@atu.edu>
Subject: RE: Electronic Curriculum Committee Meeting

Yes MATH 1003 or higher will satisfy the general education mathematics requirement. Attached is a detail from Dr. Tim Carter regarding additional rationale for the change.

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
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Russellville, AR 72801-2222

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Email: tweaver@atu.edu

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From: Robert Stevens
Sent: Monday, November 18, 2019 10:43 AM

To: Tammy Weaver <tweaver@atu.edu>
Subject: Re: Electronic Curriculum Committee Meeting

My vote is approved. As I am understanding this change is college algebra is no longer required and they will be able to take college mathematics as their gen ed Math requirement.

Robert (Rob) L Stevens, PhD, CRC, LPC
Assistant Professor of **Rehabilitation Sciences**
Department of Behavioral Sciences
Witherspoon Hall 336B
Arkansas Tech University
Russellville, AR 72801
(479) 964-0545
rstevens5@atu.edu
Pronouns: He, Him, His

Sent from my iPhone

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<image001.jpg>

From: Tammy Weaver
Sent: Monday, November 11, 2019 10:40 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Barbara Johnson <bjohnson@atu.edu>; Shellie Hanna <shanna@atu.edu>; Tim Carter <tcarter@atu.edu>; Linda Bean <lbean@atu.edu>; Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; Cynthia Jacobs <cjacobs@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; David Ward <dward@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia

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Assistant Professor of **Rehabilitation Sciences**
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Dr. Efosa Idemundia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)

Please email me your vote by Tuesday, November 19, at 5 p.m. 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
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Email: tweaver@atu.edu

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>
<image001.jpg>

AGENDA
FACULTY SENATE
Wednesday, Dec. 4, 2019
1:00 p.m., Rothwell 456

- I. Call to Order
 - A. Approval of the minutes of the Nov. 12, 2019, meeting
 - B. VPAA update

- II. New Business
 - A. Curricular items (page 2)
 - B. Williamson Hall (McMahan, Cezeau, Johnson, Hinkle)
 - C. CUPA ad hoc committee update (Gunter)
 - D. Distributive leadership (Gunter)
 - E. Early warning English skills
 - F. Awarding course credit

- III. Old Business
 - A. Caps on Adjunct Teaching (Chambliss)
 - B. Faculty Satisfaction Survey
 - C. Alternative credentials policy (Stacy)
 - D. Faculty Excellence Awards (untenured)
 - E. Departmental Promotion and Tenure Committees (Schwehm)

- IV. Open Forum

- V. Announcements and Information Items

- VI. Adjournment

Curricular Items (see the following website for the proposals):
https://www.atu.edu/registrar/curriculum_current_proposals.php

Please note that bookmarks have been set up on the PDF file to help you navigate the proposals. Bookmarks are very easy to open with Chrome, Firefox, and older versions of Explorer. If you are using the Chrome browser, you will have to disable plugins to use the bookmarks.

See the following instructions for opening bookmarks using the new Explorer 10: Open Acrobat or Acrobat Reader. In the Preferences dialog box, choose General in the Categories list, and then select the Enable PDF thumbnail previews in Windows Explorer check box. Click OK. Wait for a few seconds while Acrobat is configured to show thumbnail previews in Windows Explorer.

December 4, 2019, Faculty Senate

A. Curricular Items

College of Education – Department of Curriculum and Instruction

1. Modify the Curriculum in Elementary Education, as follows: (a) delete MATH 1113: College Algebra; and add 3 hours of social studies (history, economics, and/or geography).

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The meeting of the 2019-20 Faculty Senate was held at 1:00 p.m. on Wednesday, December 4, 2019 in Rothwell 456. The following members were present:

Dr. Glen Bishop	Dr. Carey Ellis Laffoon
Dr. Pam Carr	Dr. Joshua Lockyer
Dr. Alejandra Carballo	Dr. Jeremy Schwehm
Dr. Jon Clements	Dr. Asim Shrestha
Dr. Michael Davis	Dr. Jamie Stacy
Dr. Pam Dixon	Dr. Brendan Toner
Dr. David Eshelman	Dr. Jack Tucci
Ms. Holly Ruth Gale	Dr. Alaric Williams
Dr. Newt Hilliard	Dr. Shellie Hanna
Dr. Scott Jordan	

Absent: Dr. Pam Carr; Dr. Joe Stoeckel

Visitors: Dr. Barbara Johnson, Dr. Mary Gunter, Ms. Bernadette Hinkle, Ms. Pat Chronister, Ms. Charity Smith, Dr. Judy Cezeaux, Dr. Cathi McMahan, Dr. Jay Post, Dr. Siriporn McDowall, Dr. Dong-Soo Lee, Dr. Seung Suk Lee

I. CALL TO ORDER Dr. Eshelman called the meeting to order and requested a motion to approve the November meeting minutes.

A. Approval of the Minutes **Motion by Dr. Clements, seconded by Dr. Lockyer to approve the minutes. Motion carried.**

II. NEW BUSINESS:

A. Curricular Items Dr. Eshelman called for a motion on items from the curriculum committee.

Motion by Dr. Clements, seconded by Dr. Stacy to approve curricular items. Motion carried.

Dr. Lockyer asked about the changes to the college algebra and social science requirements. Dr. Hanna stated changes in the math requirement are related to the Praxis and the current curricular requirements for the Praxis, including an additional 18 credit hours of math beyond college mathematics. Changes in the social sciences with a focus on specific social studies courses were to address needs identified in program assessment and to meet state requirements. Courses in social sciences are required for specific majors as part of students' general education requirements.

B. Williamson Hall Ms. Hinkle, Vice President of Administration and Finance, stated the University completed a search for a new architectural firm in September 2019 and met with the insurance company and previous architectural firm in October of 2019 to determine next steps in the process for Williamson Hall. To date, no fault has been accepted for the fire. Arkansas Tech's insurance company will pay to cover construction/renovation of Williamson and then work to settle with the insurance of other parties involved. It has been determined that roof work was the cause of the fire.

The new architectural firm handling Williamson Hall specializes in historic preservation. Two options are being considered: tear down Williamson and rebuild or renovate/reconstruct. These two options will be explored and a report will be made to the Arkansas Tech Board of Trustees in January. To support the hospitality program, Tech is constructing a mobile kitchen site at the 404 Building on El Paso Ave. The kitchens should be in use by midterm of the Spring 2020 term. The construction at the 404 Building and other costs associated with the Williamson fire are being covered by business interruption insurance.

Dr. Bishop asked if there was a time estimate on moving back to the Williamson site. Ms. Hinkle stated the goal is Fall 2021. Dr. Bishop asked that the department be kept up-to-date on progress and to be included in decision making for reconstruction or renovation of Williamson. Ms. Hinkle suggested a monthly meeting with a representative of Administration and Finance, the Dean of the College of Engineering and Applied Sciences, the Department Head of Parks, Recreation, and Hospitality Administration, and departmental faculty would help improve communication and give faculty input in the process.

Dr. McMahan, Department Head of Parks, Recreation, and Hospitality Administration, expressed concern about the environmental impacts of the fire and the time the Williamson roof has been open. Ms. Hinkle discussed some of the damage to the structure and some of the equipment that is salvageable. Ms. Hinkle said she would send the environmental report to Dr. Cezeaux, Dean of the College of Engineering and Applied Science, and Dr. McMahan.

C. CUPA

Dr. Gunter, Chief of Staff, will address CUPA and salary compression at a future Senate meeting.

D. Distributed Leadership

Dr. Gunter, Chief of Staff, stated the University administration is not drafting an official policy statement on distributed leadership. Distributed leadership is an approach to leadership practice and is one of the four pillars of President Bowen's approach to leadership. Dr. Gunter said there is a working document being developed to define distributed leadership and identify guiding principles. She gave examples of distributed leadership in action across campus, including development of the strategic plan, changes to retirement benefits (retirement loans), budget advisory, and the health insurance committee, among others.

Dr. Bishop asked if distributed leadership could be used in academic departments. Dr. Gunter encouraged the use of distributed leadership whenever it is the best approach to solve problems.

E. Early Warning for English Proficiency

Mr. Scott Tomlin, Assistant Director and Academic Advisor, is working with International Student Services to develop a process to identify students who need assistance with English proficiency.

F. Awarding Course Credit

The proposed credit hour policy was distributed to members of Faculty Senate. Dr. Tucci discussed the federal guidelines for "seat time" requirements for awarding course credit (2250 minutes – 3 credit hours, 1550 minutes – 2 credit hours, 750 minutes – 1 credit hour). Dr. Tucci requested to make the credit hour requirements clear in the policy. Dr. Johnson, Vice President of Academic Affairs, said the University needs a written policy on awarding credit hours. Dr. Hilliard recommended the policy state "no less than 50 minutes" and Dr. Davis requested to use "classroom hour" instead of course hour. The amended statement would include "classroom hour assumed to be no less than 50 minutes."

Motion by Dr. Lockyer, seconded by Dr. Davis, to approve the credit hour policy with the identified amendments.

REPORT BY VICE PRESIDENT

Dr. Barbara Johnson, Vice President of Academic Affairs, reported a committee is being formed to identify metrics to use in assessing program viability. The committee will be led by Dr. Jeff Robertson, Dean of the College of Natural and Health Sciences and the Interim Dean of the Graduate College. The committee is currently seeking input from the campus community and will have something to report to Faculty Senate in February 2020.

The Shared Governance Committee is continuing to meet. The committee received approximately 80 responses to the shared governance survey, which was sent to faculty, staff, and adjuncts at the Russellville and Ozark campus. The Shared Governance Committee will be sponsoring a speaker on shared governance at the professional development day in January.

The HLC steering committee will hold a poster session on the professional development day in January to present the HLC criteria. Faculty will have the opportunity to review the criteria and the evidence. Faculty are encouraged to provide feedback and help identify additional information relevant to the arguments. Additionally, the HLC steering committee will hold weekly Friday sessions to allow feedback from faculty and staff.

All faculty are being asked to submit an updated CV with their performance reviews. The updated CV is due by April 15, 2020.

Dr. Johnson wants faculty and staff to become more familiar with the University mission. We need to be able to discuss the institution and institutional initiatives in relation to the University mission. The focus should be on five key terms in the mission: student success, access, civic engagement, progressive intellectual development, and technological traditions.

The University is hiring a new director for the APEX center. A decision on this position should be made by the end of the Fall 2019 term.

Dr. Johnson is doing her due diligence on checking references for the Arts and Humanities Dean position. A hiring decision on the dean position should be made before the end of the Fall 2019 term. A decision on the Dean of the Graduate College position will be made after a hire is made for the Arts and Humanities dean.

III. OLD BUSINESS:

A. Caps on Adjunct Teaching This item can be removed from old business. Caps on adjunct teaching were explained at the November Senate meeting.

B. Faculty Satisfaction Survey Dr. Schwehm reported the Faculty Senate will get a copy of the survey to review before the February 2020 Senate meeting. The plan is to administer the survey after the February 2020 meeting and to report the results at the March 2020 meeting.

C. Alternative Credentials Policy Dr. Stacy distributed the Alternative Credentials Policy to members of Faculty Senate.

Motion by Dr. Hilliard, seconded by Dr. Clements, to approve the policy. Motion carried.

Dr. Carballo expressed concern with policy wording on fluency in language. Dr. Stacy noted this wording is in the policy for teaching a foreign language without a terminal degree in that

language. It was noted that guidelines/decisions on alternate credentials for teaching a foreign language without a terminal degree will be made at the departmental level.

Dr. Lockyer asked about how individuals who go directly from an undergraduate program directly into a doctoral degree would be evaluated based on the new policy. Dr. Johnson stated individuals without a master's degree would have to be ABD or close to it.

D. Faculty Excellence Awards

Members of the committee will meet with Dr. Johnson on December 11, 2020 at 4:00pm. The members of the committee are Drs. Lockyer, Schwehm, and Tucci.

G. Departmental Promotion and Tenure Committee

Dr. Schwehm said the committee plans to submit a draft of changes to Senate at the February Senate meeting. The intent is for Senate to vote on the changes at the March Senate meeting.

IV. OPEN FORUM

Dr. Eshelman discussed best practices for online learning coming out of the Every Student Counts committee, including being aware of the time and day of the week faculty set for assignment due dates.

The Foundation scholarship application deadline is December 15.

EvaluationKit did not send pop-ups for department head and dean evaluations, as well as end-of-course evaluations, because of the update to Blackboard Collaborate Ultra. The issue is being addressed.

Ms. Gale raised concerns with the effectiveness of online delivery of end-of-course evaluations because of low response rates. Some faculty expressed interest in going back to paper evaluations.

An email was submitted anonymously asking why faculty do not have to ability to overload our own courses, but department heads, advisors, and other staff can. Dr. Eshelman state there are departmental policies in place determining who can overload a class and the policies are determined by the departments. If faculty want additional information on the policy for their department, they can contact the Registrar.

Dr. Eshelman notified Senate that Ms. Weaver, Registrar, is looking into new catalog software that will allow real time changes to the catalog. Changes would still go through an approval process. Most universities use this type of software. Ms. Weaver suggested forming a committee to review software.

The University charged normal usage fees for the Pope County Republican fundraising event featuring Sarah Huckabee Sanders.

The Well-Being Committee was formed to offer activities to improve faculty and staff quality of life. Faculty can review the committee's Facebook page for information on upcoming events.

Dr. Eshelman distributed a draft of the Energy Policy. Questions or comments about the Energy Policy can be directed to Jonathan Collins (jcollins3@atu.edu).

Dr. Eshelman and Faculty Senate expressed their overwhelming gratitude to Drs. Pam Carr and Glen Bishop for their years of service on Faculty Senate and to the University. Drs. Carr and Bishop are retiring at the end of the Fall 2019 term.

Dr. Hanna asked why a Blackboard update was being conducted during finals. Because of the move to Collaborate Ultra and Blackboard servers not being administered on campus, we have limited control over when updates are run. Blackboard stated the updates would run in the background and should not impact functionality.

Dr. Dixon asked about fees being charged to online students. Dr. Schwehm noted the online fee structure was addressed recently, but issues still remain. It was noted that the Budget Advisory Committee has a fee subcommittee that can address online fees.

Dr. Hilliard informed Senate that a website is available to help students defeat Turnitin. The website reduces flags for plagiarism.

Dr. Davis asked that we review the University policies on final grade submission as we are the only university in the state to submit grades at such an early date. Ms. Chronister, Assistant to the Vice President for Academic Affairs, said graduation is one reason, but also because of the way Banner calculates GPA and scholarship notifications. Dr. Davis distributed a plan to members of Senate to address issues with final grading.

Dr. Stacy expressed concern because of issues with black mold in Dean, Witherspoon, and other facilities. If environmental issues are being addressed in the reconstruction of Williamson, they should be addressed in other areas across campus that are occupied by faculty, staff, and students.

V.
ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Dr. Clements announced the Arkansas Tech Choir Feast of Carols at 5:00pm on Sunday, December 8 at the First Methodist Church in Russellville, AR.

VI. ADJOURNMENT

Motion by Dr. Tucci, seconded by Ms. Gale to adjourn. Motion carried.

Respectfully submitted,



David Eshelman, Ph.D., President



Jeremy Schwehm, Ph.D., Secretary



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum & Instruction	10-4-2019

Title	Signature	Date
Department Head	<i>Shelley Hanna</i>	10-4-19
Dean	<i>Linda Bean</i>	10/7/19
Assessment	<i>Chad Clark</i>	10/17/19
Registrar	<i>Gammy Weaver</i>	10/17/19
Graduate Dean (Graduate Proposals Only)		N/A
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	N/A
Teacher Education Committee (Graduate or Undergraduate Proposals)	10/31/19
Curriculum Committee (Undergraduate Proposals Only)	11/26/2019
Faculty Senate (Undergraduate Proposals Only)	12/4/2019
Graduate Council (Graduate Proposals Only)	N/A

*Per
or Linda
Bean*

Program Title:	BS – Elementary Education
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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete MATH 1113 College Algebra as a requirement.
2. Add 3 hour social studies, (geography, or economics elective, or history)

What impact will the change have on staffing, on other programs and space allocation?
Mathematics department may need one less section of MATH 1113 in the Fall or Spring Semester. There should be minimal impact on the History & Economics sections.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?

These changes are designed to better meet the needs of our Elementary Education majors. Our students do not need College Algebra in order to be successful on their Praxis II core content exams. They do however need additional reinforcement in Social Studies to be successful on this exam.

- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not Applicable

- c. What is the rationale for this program change?

1. How will the program change impact learning for students enrolled in this program?

Allowing students to take an additional three hour Social Studies or Economics course will provide students the opportunity to review concepts that will be on their Praxis II Social Studies Exam. This should help more students pass this exam on their first attempt.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

- The Department of Curriculum and Instruction Elementary Education Program faculty met on several occasions to examine the Praxis II Subject Assessment for elementary education results. The faculty members noted that candidates were scoring well in science, reading, and mathematics (The EPP designed the program to include "extra" mathematics courses since this was a point of concern in moving from early childhood to elementary education.). The faculty members noted that the scores in social studies were lagging behind other scores.
- Revising the curriculum to include an additional social studies course (in economics and/or geography) in the place of college algebra will better prepare candidates for this portion of the exam (This decision follows recommendations of the Arkansas Math Pathways Task Force. The Arkansas Department of Higher Education [ADHE] sponsored this task force. The task force in agreement with the ADHE recommended that college algebra not be included as a terminal math course for all majors. See the following for full details:
<https://dcmathpathways.org/sites/default/files/resources/2017-02/Arkansas%20Math%20Pathways%20Task%20Force%20Recommendations.pdf>

- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

We are currently the only program in the State requiring general math and college algebra. This will better align our program with other Arkansas educational institutions.

- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify

program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

See attached assessment plan

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Elementary Education (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: an additional social studies course (in history, economics, and/or geography) Delete: MATH 1113 College Algebra Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Subject: RE: Program Change for Elementary Education
Date: Friday, October 4, 2019 at 2:18:49 PM Central Daylight Time
From: Jeanine Myers
To: Debra Murphy
Attachments: image001.jpg

I approve and support the change of removing MATH 1113 College Algebra from the required courses for the BS-EDD.

Jeanine L. Myers, Ph.D
Mathematics Department Head
Associate Professor of Mathematics
204 Corley Building
Email: jmyers32@atu.edu
Phone: (479)968-0659



From: Debra Murphy <dmurphy7@atu.edu>
Sent: Friday, October 4, 2019 2:17 PM
To: Jeanine Myers <jmyers32@atu.edu>
Cc: Shellie Hanna <shanna@atu.edu>
Subject: Program Change for Elementary Education

Dr. Myers,
I just left you a voicemail and am following up with this email. We are working on a request for a program change for our Elementary Education program. We are wanting to remove the MATH 1113 College Algebra from our required courses for the BS-EED. According to Dr. Hannah, she discussed this change with you during the Fall 2018 term and you agreed that this change would be beneficial for students in the Elementary Education (K-6) program. I am asking for an email confirmation of this so that we can include it in our paperwork with the Request for Program Change form.
Thank you for your help in this matter,
Debra

Dr. Debra D Murphy

*Arkansas Tech University
Director of Elementary Education
Assistant Professor of Curriculum & Instruction
Crabaugh 207
dmurphy7@atu.edu
(479)964-0883
ATU*

Elementary Education Program Assessment

The Arkansas Tech University Elementary Education program aligns program artifacts to the Arkansas Teaching Standards. The Arkansas Teaching Standards (InTASC Standards) include the following:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The 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.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Overview of Common Assessments and Arkansas Teaching Standards Alignment Table

The following table demonstrates the alignment of select program artifacts with InTASC/Arkansas Teaching Standards.

Arkansas Teaching Standards/ InTASC Standards	Teach and Reflection (Stage II – Prior to Internship – ELED 3133)	Praxis Content Assessment (Stage II – Prior to Internship)	Formative Observation Forms (during Internship – ELED 4912)	Internship Supervisor’s Ratings of Intern (At end of internship)	Teach and Reflection (At end of internship as an ELED program artifact)	Professional Responsibilities (At end of internship as an ELED program artifact)	Praxis PLT (Prior to teacher licensure recommendation)
<i>Standard 1 Learner Development</i>			X	X	X		X
<i>Standard 2 Learning Differences</i>			X	X	X	X	X
<i>Standard 3 Learning Environments</i>	X		X	X	X		X
<i>Standard 4 Content Knowledge</i>		X	X	X	X		
<i>Standard 5 Application of Content</i>	X		X	X	X		
<i>Standard 6 Assessment</i>			X	X	X	X	X
<i>Standard 7 Planning for Instruction</i>	X		X	X	X	X	X
<i>Standard 8 Instructional Strategies</i>			X	X	X		X
<i>Standard 9 Professional Learning and Ethical Practice</i>	X		X	X	X	X	X
<i>Standard 10 Leadership and Collaboration</i>			X	X			X

Common Assessments based on Arkansas Teaching Standards

The Elementary Education program collects the following assessments at Stage II, Internship, and prior to Teacher Licensure Recommendation.

The ELED asks candidates to complete clinical experience hours during the courses in which they must complete a number of assessment activities. Within the Elementary Education courses, one of these includes the completion of the teaching of lessons and a reflection on the effectiveness of the lesson. The below rubric is used in one of these courses.

Stage II ELED 3133 Video Teach

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	Unacceptable	Acceptable	Highly Effective	Score/Level
1. PLANNING: Written plan includes accommodations/differentiation/interventions for diversity taken from the demographics CAEP Standard 1a, 1b, 1c, 3c, 3d, TESS 1a, 1b, InTASC/ATS Standard 2	No accommodations are planned.	One or two accommodations are planned.	Three or more specific accommodations are planned and explained clearly.	
2. PLANNING: Written plan includes clearly stated, measurable objective(s) aligned with standards CAEP Standard 2a, 2b, 2c, 2d, 3c; TESS 1a, 1e; InTASC/ATS Standard 7	Objective(s) is/are not measurable and/or closely aligned with the Curriculum Standards	Objective(s) is/are measurable yet are not closely aligned with the Curriculum standards.	Objective(s) is/are measurable and are closely aligned to the Curriculum standards. Bloom's Taxonomy level(s) and Multiple Intelligence(s) are identified.	
3. PLANNING: Written plan includes methods, activities and resources that are aligned with the stated objective(s)	Written plan include methods, activities, and/or resources that are not aligned	Written plan include methods, activities, and/or resources that are aligned with	Written plan include methods, activities, and/or resources that are aligned with	

	Unacceptable	Acceptable	Highly Effective	Score/Level
CAEP Standard 3c, 3f; TESS 1a, 1e; InTASC/ATS Standard 7	with the stated objective(s).	the stated objectives.	the stated objectives written with exceptional detail including a rationale for using them.	
4. PLANNING: Written plan includes appropriate assessment(s) aligned with the measurable objective(s) CAEP Standard 3a, 3b, 3c; TESS 1e, 1f; InTASC/ATS Standard 6	Written plan either omits an assessment or includes one or more assessments that are not appropriately aligned with the measurable objective(s).	Written plan includes a developmentally appropriate assessment.	Written plan includes a developmentally appropriate assessment that includes one or more assessments that are appropriately aligned with the measurable objective(s).	
5. TEACHING: Video shows evidence of a climate of fairness AND rapport with students CAEP Standard 4a, 4d; TESS 2a; InTASC/ATS Standard 3	Candidate shows no evidence of attempting to establish rapport with students and/or attempts for rapport are not developmentally appropriate OR, the teacher is obviously unfair to one or more students.	The candidate establishes a basic rapport with students and is fair with all students, not accepting unfair behavior between students.	The candidate is fair in the treatment of students, encourages fairness to students, and shows individual rapport to individual students.	

	Unacceptable	Acceptable	Highly Effective	Score/Level I
<p>6. TEACHING: Video shows evidence of communicating high learner expectations AND extending thinking CAEP Standard 4e; TESS 3a, 3b; InTASC/ATS Standards 5, 7</p>	<p>Candidate implicitly or explicitly implies that students cannot learn; therefore attempting no strategies on extending students' thinking.</p>	<p>The candidate communicates that all students can learn.</p>	<p>The candidate communicates that all students can learn and uses multiple learning strategies to extend higher-level thinking.</p>	
<p>7. TEACHING: Video shows evidence of maintaining consistent standards of classroom behavior AND providing an environment that is safe and conducive to learning CAEP Standard 3e, 4a, 4g; TESS 2a, 2b, 2c, 2d, 2e; InTASC/ATS Standard 3</p>	<p>Classroom is unsafe and/or candidate ignores one or more inappropriate behavior(s).</p>		<p>Classroom is safe, conducive to learning, and the candidate responds to inappropriate behavior in a respectful manner OR behavior in the room is consistently appropriate.</p>	
<p>8. TEACHING: Video shows evidence of clearly stating objective(s) and procedures for the lesson. Candidate shows attempt(s) to make content comprehensible to all students CAEP Standard 4a, 4b, 4c, 4d, 4e, 4f; TESS 3a, 3b, 3c;</p>	<p>Candidate does not let the students know what they are going to learn and/or makes no attempts to make content comprehensible to students and/or teaches students incorrect information.</p>	<p>Candidate lets the students know what they are going to learn and attempts to make content comprehensible to students, teaching only accurate information.</p>	<p>Candidate lets the students know what they are going to learn in a logical and clear sequence, clearly communicating what students will learn in the lesson.</p>	

	Unacceptable	Acceptable	Highly Effective	Score/Level
InTASC/ATS Standards 1, 4				
9. TEACHING: Video shows evidence of using instructional time to the fullest AND a positive and encouraging disposition throughout the lesson CAEP Standard 4a, TESS 3a, 3e; InTASC/ATS Standard 8	Candidate spends too much time on non-instructional tasks before the lesson or during the lesson and/or does not have a positive disposition during the lesson.	Candidate has a positive disposition during the lesson and paces the lesson well for most of the students.	Candidate provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.	
10. TEACHING: Video shows evidence of professional attire of the candidate AND appropriate orally communicated ideas presented clearly with fluency CAEP Standards 4b, 4c, 4e; TESS 3a; InTASC/ATS Standard 9	Candidate is not dressed in appropriate attire and/or does not speak clearly and/or with fluency.	Candidate is dressed in appropriate attire and speaks clearly and with fluency.	Candidate is dressed in appropriate attire and speaks clearly, with fluency, and in developmentally appropriate language that all learners can understand.	
11. PROFESSIONALISM : Reflection addresses the impact of the lesson on learner outcomes including an analysis of	Reflection only consist of personal opinion that does not focus clearly on the required criterion - learner	Reflection is focused on the criterion, yet not in analytical detail.	Reflection contains detailed specificity and articulation of strengths and areas for improvement of	

	Unacceptable	Acceptable	Highly Effective	Score/Level I
<p>successes/areas in which to improve that will impact planning for future lessons CAEP Standard 5d; TESS 4a; InTASC/ATS Standard 9</p>	<p>outcomes and an analysis of the lesson which impacts student learning for future lessons is not present.</p>		<p>the lesson in addition to how the lesson impacted learning and how to improve for future lessons.</p>	
<p>12. PROFESSIONALISM : Reflection demonstrates that the candidate takes responsibility for student learning CAEP Standard 5a, 5c; TESS 4a, 4b; InTASC/ATS Standard 10</p>	<p>Candidate states reasons why the lesson did not work well and why students did not learn.</p>	<p>Candidate states why students learned and why some students needed improvement.</p>	<p>Candidate states why students learned, discusses fully the assessment results that produced learner outcomes, and speaks to improving instruction for students who showed a lack of learning outcomes.</p>	
<p>13. PROFESSIONALISM : Candidate shows evidence of how to communicate assessment results with students/parents/guardians concerning student learning CAEP Standard 5a; TESS 4c; InTASC/ATS Standard 6</p>	<p>Candidate does not explain clearly how evidence (results) of learning occurred with students.</p>	<p>Candidate explains clearly to parents how much the students learned according to the assessment results.</p>	<p>Candidate uses quantitative assessment. Candidate explains with numbers the learning outcomes (gains) of the students.</p>	

	Unacceptable	Acceptable	Highly Effective	Score/Level
<p>14. PROFESSIONALISM :</p> <p>Candidate describes how he/she collaborated with the classroom teacher/university instructor to develop this lesson, and supplies evidence of collaboration with the classroom teacher</p> <p>CAEP Standard 5b, 5d; TESS 4a, 4d, 4e, 4f; InTASC/ATS Standard 9</p>	<p>Candidate does not include comments about collaboration or the remarks are very brief and vague.</p>	<p>Candidate describes how he/she collaborated with another professional in the planning and implementation of the lesson.</p>	<p>Candidate describes in detail how he/she collaborated with another professional in the planning and implementation of the lesson.</p>	

Praxis Content Assessment – Candidates complete the Praxis Subject Area Assessment within Stage II and prior to Internship. The ELED program has included the alignment of this assessment to Arkansas Teaching/InTASC standards in the included aforementioned matrix.

Formative Observation Forms – Completed by Internship Supervisors concerning teacher education candidates during the Student Teaching Internship Experience.

Formative Observation and Intervention* (Complete and enter in the form found at <http://www.atu.edu/education/surveys.php>)

Intern _____ Observer _____ School _____ Date _____

What is your supervisory role? ATU Campus-based Supervisor Cohort Supervisor ATU Content-area Supervisor (*circle one*) **Which Observation is this?** 1 2 3 4 (*circle one*)

Intern T#: _____ Major Field: _____

*****Key for rating performance:**

- 1 Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
- 2 Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners' needs.
- 3 Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

*TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7)	Rating (Circle One)	Evidence Noted (PRE-OBSERVATION)
Ia. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies) UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT	1 2 3	
Ib. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences) UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)	1 2 3	
Ic. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction) PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS	1 2 3	

Id. Knowledge of Resources (INTASC Standard 7 Planning for Instruction) KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS	1 2 3	
Ie. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction) ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED	1 2 3	
If. Designing Student Assessments (INTASC Standard 6 Assessment) ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL- DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING	1 2 3	

***Notes:** This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience. The EPP Clinical Practice Instructors observe the interns a minimum of four times per semester. Evaluations are completed using a Google Form version of this document.

*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.

**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
2a. Creating an Environment of Respect & Rapport (INTASC Standard 3 Learning Environments) POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE & FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER & STUDENT(S) TO STUDENT(S)]	1 2 3	
2b. Establishing a Culture for Learning (INTASC Standard 3 Learning Environments) IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED	1 2 3	
2c. Managing Classroom Procedures (INTASC Standard 3 Learning Environments) MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS & SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT	1 2 3	
2d. Managing Student Behavior (INTASC Standard 3 Learning Environments) COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXHIBITED BY LEARNERS	1 2 3	
2e. Organizing Physical Space (INTASC Standard 3 Learning Environments) SAFE AND CONDUCTIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY	1 2 3	

*TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, & 8)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)	
3a. Communicating with Students (INTASC Standard 8 Instructional Strategies) CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANINGFUL ENGAGEMENTS, CONNECTIONS	1 2 3		
3b. Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies) QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING	1 2 3		
3c. Engaging Students in Learning (INTASC Standard 5 Application of Content) ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED	1 2 3		
3d. Using Assessment in Instruction (INTASC Standard 6 Assessment) STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS	1 2 3		
3e. Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies) LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING	1 2 3		
*TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)		Rating	Evidence Noted (POST-OBSERVATION)

4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice) ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING & LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)	1 2 3	
4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice) PROFESSIONAL ETHICS & CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS' ASSIGNMENTS & PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS	1 2 3	
4c. Communicating w/ Families (INTASC Standard 10 Leadership and Collaboration) VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.); DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS	1 2 3	
4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration) SHARES, COORDINATES, COLLABORATES, VOLUNTEERS & ENGAGES IN SCHOOL, DISTRICT & COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM	1 2 3	
4e. Growing and Developing Professionally (INTASC Standard 9) SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS & ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL	1 2 3	
4f. Showing Professionalism (INTASC Standard 9) INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPRIATELY; PUNCTUAL; REGULAR ATTENDANCE	1 2 3	

<i>Was the following STRAND exhibited during the observation?</i>	<i>Yes/ No</i>	<i>Was the following STRAND exhibited during the observation?</i>	<i>Yes/ No</i>	For each STRAND noted to the left, please list any evidence observed.
<i>1. High Expectations</i>		<i>5. Equity</i>		
<i>2. Cultural Competence</i>		<i>6. Developmental Appropriateness</i>		
<i>3. Appropriate Use of Technology</i>		<i>7. Attention to Individual Needs</i>		
<i>4. Student Assumption of Responsibility</i>		<i>8. Engagement of Students' Minds</i>		

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

OBSERVERS' SIGNATURE: _____ Date: _____

INTERN'S SIGNATURE: _____

Internship Supervisor Ratings – Supervisors rate interns at the end of the internship experience based upon the candidate’s attainment of InTASC Standards (Arkansas Teaching Standards). The survey ranges from “1” to “4” with “1” meaning “Unacceptable” and “4” meaning “Exceptional.” Items and standards alignment are included in the below table.

Standard	Item	Standard	Item
<i>Standard 1a Learner Development</i>	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.		
<i>Standard 1b Learner Development</i>	The teacher designs developmentally appropriate and challenging learning experiences.	<i>Standard 7 Planning for Instruction</i> CAEP 1.4	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
<i>Standard 1c Learner Development</i> CAEP 1.1	The teacher implements developmentally appropriate and challenging learning experiences.	<i>Standard 8 Instructional Strategies</i> CAEP 1.3	The teacher uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<i>Standard 2 Learning Differences</i>	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<i>Standard 9a Professional Learning and Ethical Practice</i> CAEP 1.2	The teacher engages in ongoing professional learning.
<i>Standard 3 Learning Environments</i> CAEP 1.1	The 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.	<i>Standard 9b Professional Learning and Ethical Practice</i> CAEP 1.2	The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
<i>Standard 4a Content Knowledge</i> CAEP 1.3	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	<i>Standard 10a Leadership and Collaboration</i>	The teacher candidate seeks to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
<i>Standard 4b Content Knowledge</i> CAEP 1.3	The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	<i>Standard 10b Leadership and Collaboration</i>	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.
<i>Standard 5 Application of Content</i> CAEP 1.3	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<i>Impact on Learning</i> CAEP 1.2	The teacher candidate positively impacts the learning of P – 12 students.
<i>Standard 6a Assessment</i>	The teacher understands multiple methods of assessment and includes them in his or her planning.	<i>Use of Technology</i> CAEP 1.5	The teacher candidate uses technology in appropriate ways to impact student learning.
<i>Standard 6b Assessment</i> CAEP 1.2	The teacher uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	<i>Standards Attainment</i> CAEP 1.2, 1.3	The teacher candidate provides evidence that he or she meets the standards of his or her respective professional area of expertise (i. e., secondary, middle level, or early childhood).

Teach and Reflection – Candidates complete the Teach and Reflection toward the end of their Student Teaching Internship experience within their exit portfolio as a program requirement.

TASK 2

Domain 2: The Classroom Environment and Domain 3: Instruction

The goal for TASK 2 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 2 – The Classroom Environment and TESS Domain 3 – Instruction**
- **Arkansas (InTASC) Teaching Standards** (related to the classroom environment and instruction)

Rubrics have been designed for this task based upon the standards appropriate for your program of study. The following pieces of evidence denoted in the table below are required for you to successfully complete this task. In TASK 2, you will demonstrate that you are able to effectively develop and manage a classroom environment and demonstrate appropriate instructional methods, strategies, and assessments in order to positively impact and measure student learning. You will submit four artifacts to demonstrate your professional effectiveness. These include:

- **Your standards-based, student-centered lesson plan designed for this lesson**
- **A video of the lesson taught**
- **A scanned TESS-aligned formative observation form completed by your supervisor**
- **A TESS-guided reflection**

You cannot successfully complete TASK 2 unless all four of the above are included.

Your lesson should provide opportunities to engage students in student-centered approaches to learning, in the use of appropriate technologies, and in standards-based and research-supported instruction in appropriate large and small group learning settings. The lesson should also provide evidence that you have considered the diversity of your learners, their background knowledge, their learning preferences and/or intelligences, and their motivational needs. In addition, you should have clear evidence that an assessment was conducted within the lesson from which you could determine if your objectives were met.

Your lesson plan implemented in this lesson should include appropriate standards and well-designed objectives and clearly delineated steps in your plan contingent upon the student-centered model of instruction you have chosen to use. Your plan should also include clear delineations of how UDL principles were considered in your plan and what technological tools were planned for use. You may use a chosen lesson plan template as long as each aspect noted is present. If you choose a lesson plan template that does not include these aspects, you will need to add them to the plan. For a summary of these requirements please see the table on the following page.

Keep in mind that your instruction and classroom environment approaches should match what is included on the plan. ***As part of TASK 2, you will submit a video of the lesson that you have taught. This video must be submitted to your portfolio evaluator via mail or personal delivery in DVD or flash drive format. Taskstream contains limitation on the size of files that may be uploaded and downloaded for viewing. Therefore, the recording must be submitted manually.***

The final aspects of TASK 2 involves submitting your supervisor’s evaluation of your lesson taught and completing *and* submitting a self-evaluation of your lesson following the TESS-guided reflection form included on the following pages. Within this TESS-guided reflection form, you will include reflections pertaining to your supervisor’s comments concerning the classroom environment aspects and instruction demonstrated in your lesson.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 2 – The Classroom Environment and TESS Domain 3 – Instruction in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching	
Domain 2 – The Classroom Environment and Domain 3 – Instruction TASK 2	
2a Creating an Environment of Respect and Rapport	<ol style="list-style-type: none"> 1. Lesson plan of the lesson taught including: <ul style="list-style-type: none"> ○ well-designed objectives and clear delineation of appropriate content and Arkansas Literacy Standards ○ a description of the UDL considerations for the lesson included in the plan, ○ student-centered opportunities for learning and higher-level thinking, ○ a description of technology considerations for the lesson included in the plan, and ○ a clear assessment(s) designed for measuring student attainment of objectives and standards 2. Video of the lesson taught, 3. Scanned TESS-aligned formative observation form of the videoed lesson completed by your supervisor 4. Reflection on the lesson following a reflection guideline and a consideration of student learning (See guidelines for TASK 2)
2b Establishing a Culture of Learning	
2c Managing Classroom Procedures	
2d Managing Student Behavior	
2e Organizing Physical Space	
3a Communicating with Students	
3b Using questioning and Discussion Techniques	
3c Engaging Students in Learning	
3d Using Assessment in Instruction	
3e Demonstrating Flexibility and Responsiveness	

TASK 2

Domain 2: The Classroom Environment and Domain 3: Instruction TESS-aligned Guided Reflection

You are to first rate your performance for each Domain 2 and Domain 3 Criteria based on the Arkansas Teacher Excellence Support System Evaluation (TESS) Form. The form is found in ***Appendix A: Arkansas TESS Evaluation Form*** in this exit portfolio manual. Then, complete the reflection questions within the text boxes. TASK 2 cannot be successfully completed without the completion of this guided reflection.

1. Mark the level that you would rate your performance for each of the TESS Domain 2 and Domain 3 Criteria. For each one, "U" means "Unsatisfactory," "B" means "Basic," "P" means "Proficient," and "D" means "Distinguished." You will select from "U," "B," "P," or "D."									
Domain 2					Domain 3				
	U	B	P	D		U	B	P	D
2a Creating an Environment of Respect and Rapport					3a Communicating with Students				
2b Establishing a Culture for Learning					3b Using Questioning and Discussion Techniques				
2c Managing Classroom Procedures					3c Engaging Students in Learning				
2d Managing Student Behavior					3d Using Assessment in Instruction				
2e Organizing Physical Space					3e Demonstrating Flexibility and Responsiveness				
2. Concerning your rating for 2a Creating an Environment of Respect and Rapport, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson. Response:									
3. Concerning your rating for 2b Establishing a Culture for Learning, explain why you gave yourself this rating based upon the video evidence of what you did in gaining the students attention at the beginning of your lesson and focusing them on learning. Response:									
4. Concerning your rating for 2c Managing Classroom Procedures, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson. Response:									
5. Concerning your rating for 2d Managing Student Behavior, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson. Response:									
6. Concerning your rating for 2e Organizing Physical Space, explain why you gave yourself this rating based upon the video evidence of what you did with your procedures in your lesson. Response:									
7. Concerning your rating for 3a Communicating with Students, explain why you gave yourself this rating based upon the video evidence of what you did at the beginning of your lesson and during the activities that students completed during your lesson. Response:									

<p>8. Concerning your rating for 3b Using Questioning and Discussion Techniques, explain why you gave yourself this rating based upon the video evidence of what you did with your questioning during the lesson.</p> <p><i>Response:</i></p>
<p>9. Concerning your rating for 3c Engaging Students in Learning, explain why you gave yourself this rating based upon the video evidence of what you did during the activities that the students completed during your lesson.</p> <p><i>Response:</i></p>
<p>10. Concerning your rating for 3d Using Assessment in Instruction, explain why you gave yourself this rating based upon the video evidence of what you did during the activities that the students completed during your lesson and how you assessed their learning through your assessment approach.</p> <p><i>Response:</i></p>
<p>11. Concerning your rating for 3e Demonstrating Flexibility and Responsiveness, explain why you gave yourself this rating based upon the video evidence of what you did during the activities that the students completed during your lesson.</p> <p><i>Response:</i></p>
<p>12. Describe briefly (one to two paragraphs) how you implemented the principles of UDL, considered learner developmental levels, and considered learner diversity within your lesson.</p> <p><i>Response:</i></p>
<p>13. Describe briefly (one to two paragraphs) how you used appropriate technology(ies) within your lesson to create an effective learning environment. If technology was not available, describe how you could use it if it was available to create an effective learning environment.</p> <p><i>Response:</i></p>
<p>14. Describe briefly (one to two paragraphs) how your students demonstrated that they met the objectives and the standards that you had considered for your lesson.</p> <p><i>Response:</i></p>
<p>15. Describe briefly (one to two paragraphs) how you will modify what you are doing in the future based upon student learning observed, supervisor feedback, and self-reflection concerning this lesson</p> <p><i>Response:</i></p>

Artifact 4 – Teach and Reflection Rubric

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.	
(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.

Professionalism Task – Candidates complete the Professionalism task toward the end of their Student Teaching Internship experience within their exit portfolio as a program requirement.

TASK 3

Domain 4: Professional Responsibilities

The goal for TASK 3 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to analyze and reflect upon student learning while maintaining records of this learning. You will also provide evidence that you are communicating with families, participating as a professional, and considering how you may improve in the future based on feedback from your supervisor(s), your own self-evaluation, and from what you observe in student learning. You will include the following:

- A chart/grade book record demonstrating a classroom set of students with the names removed. Within this chart, you will include student pretest/pre-assessment scores, scores on assignments used within the unit, and posttest/post-assessments scores completed at the end of you unit of instruction.
- At least four students' scanned work including their pretest/pre-assessment work that has been scored, assignments used within the unit that have been scored, and posttest/post-assessment work that has been scored. Included in these work samples needs to be your student's with exceptionalities work. Label these as Student 1, Student 2, etc. Label your student with exceptional learning needs as "Student with Exceptional Learning Needs."
- A 1 to 1 ½ page reflection of your students' learning discussing how they did on their pretest/pre-assessment scores versus their posttest/post-assessment scores, what this tells you about their meeting of your objectives and standards you have set in your unit, and what you will do in the future based on these results.
- Scanned copies of communication or potential communication efforts with parents. See the chart below for more details.
- Scanned copies of evidence of your attendance at professional development meetings, team-planning meetings, school service initiatives, minutes from school meetings demonstrating your participation, etc. On these, be certain to include evidence that you attended through a signed note, certificate, name appearance on minutes, comments from supervisors, etc.
- A 1 to 1 ½ page plan delineating areas you will seek to improve based on the learning of students, feedback from your supervisor(s), and/or self-evaluation of your teaching. This plan should also include ways in which you will specifically seek to improve these areas.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching	
Domain 4 – Professional Responsibilities TASK 3	
4a Reflecting on Teaching	<ol style="list-style-type: none"> 1. A chart of student scores for the unit including pretest/pre-assessment, assessment scores from assignments within the unit, and posttest/post-assessment scores at the end of the unit. 2. Scanned student work for students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples your student with exceptional learning needs, and label this student's work "Student with Exceptional Learning Needs." 3. A reflection concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment. Within this discussion, you must discuss the specific content-area technologies you used to engage and impact student learning and which ones you will use in future instruction based on your students' learning in this unit.
4b Maintaining Accurate Records	
4c Communicating with Families	<ol style="list-style-type: none"> 4. To demonstrate communication with parents, evidence such as the following would be beneficial: <ul style="list-style-type: none"> • Example(s) of letters to parents, newsletters, school blog links • Parent-teacher conference evidence (e.g., parent sign-ins) • Copies of emails to and from parents • Any electronic or hardcopy communications with parents 5. Evidence of service to the school or profession while completing the internship experience that goes beyond the classroom setting such as the following (have supervisor sign-off that you participated in events on a flyer, bulletin, notes, minutes, etc. to scan): <ul style="list-style-type: none"> • Participation in after-school events hosted by the school/district (e.g., Math Nights, Literacy Nights, etc.) • Assistance in school clubs • Participation in service at extracurricular events (e.g., concession stand, assisting in Booster clubs, etc.) • School event planning and participation (e.g., school dances, school talent shows, etc.) • Examples of collaborating in online or face-to-face environments with other professionals to solve school problems/make progress. 6. Professional growth/development may be shown by such activities as the following (have supervisor sign-off that you participated): <ul style="list-style-type: none"> • Professional meeting notes and/or minutes from faculty meetings • Conference and/or professional development evidence • Changes made due to feedback from colleagues and/or other experts in the field 7. Professional plan to improve in any area that needs to be improved based on lesson reflection, supervisor feedback, or student learning that considers professional organization resources (i.e., NCTE, NCTM, NSTA, etc.) and continuing education opportunities.
4d Participating in a Professional Community	
4e Growing and Developing Professionally	
4f Showing Professionalism	

Artifact 5 – Professional Responsibilities Rubrics

TASK 3, Domain 4: Professional Responsibilities, Assessment of Student Learning Rubric

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

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.).	
(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.	

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.

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 continuing education opportunities.	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, NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is	The teacher's written communication is acceptable with few	The teacher's written communication is very good with very few to no	

	unclear with a number of errors present.	errors and primarily clear communication.	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.

Praxis Principles of Learning and Teaching – Candidates complete this assessment prior to recommendation for licensure. The ELED program has included the alignment of this assessment to Arkansas Teaching/InTASC standards in the included aforementioned matrix.