

**Curriculum Committee
AGENDA
Monday, August 20, 2018
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)

2018-19 Curriculum Committee members include:

Completing Last Year of 2 Year Term:

Vacant (AH)

Dr. Loretta Cochran (BA)

Dr. Shelia Jackson (ED)

Dr. William Hoefler (EAS)

Vacant (ET)

Dr. Eric Lovely (NH)

Newly Elected for 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

Dr. Mack Rainey (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Robin Lasey (NHS)

Dr. Jordan Thibodeaux (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 English and World Languages

1. Delete SPAN 1063: Basic Spanish for Medical and Social Services, from the course descriptions;
2. Add the following courses to the course descriptions:
 - a. SA 1001-4, 2001-4, 3001-4, and 4001-4: Study Abroad/Study Away;
 - b. SPAN 2033: Intermediate Spanish II for Heritage Speakers;
 - c. SPAN 2303: Spanish for Medical Interpretation I;
 - d. SPAN 2313: Spanish for Medical Interpretation II; and
 - e. SPAN 3233: Introduction to Literature;
3. Change the title for ENGL 2063: Advanced Composition: Theory and Practice, to: Introduction to Literary Studies; and modify the course description;
4. Change the course number for ENGL 3103: Literary Theory, to: ENGL 4103; and cross list with ENGL 5103;
5. Modify the prerequisite for SPAN 4213: Spanish Literature, from: Prerequisite: SPAN 3013: Conversation and Composition II, to: Prerequisite: SPAN 3233: Introduction to Literature;
6. Modify the prerequisite for SPAN 4223: Spanish-American Literature, from: Prerequisite: SPAN 3013: Conversation and Composition II, to: Prerequisite: SPAN 3233: Introduction to Literature;
7. Modify the Curriculum in Bachelor of Fine Arts in Creative Writing, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Delete 3 hours of upper division English elective;
8. Modify the Curriculum in Bachelor of Arts in English, as follows:
 - a. Add ENGL 4103: Literary Theory;
 - b. Delete 3 hours of English elective; and
 - c. Change ENGL 3013: Systems of Grammar, or ENGL 3023: Introduction to Linguistics, to ENGL 3013: Systems of Grammar, ENGL 3023: Introduction to Linguistics, or ENGL 4013: Literary Theory;
9. Modify the Curriculum in Bachelor of Arts World Languages – Spanish, as follows:
 - a. Delete 3 hours of Spanish elective;
 - b. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
 - c. Add SPAN 3233: Introduction to Literature; SPAN 2033: Intermediate Spanish II for Heritage Speakers; and
10. Modify the Minor in Creative Writing, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Change the statement regarding 9 hours of selected electives to 6 hours;
11. Modify the Minor in Spanish for Medical Interpretation, as follows:
 - a. Delete the following courses:
SPAN 1063: Basic Spanish for Medical and Social Services;
SPAN 2013: Intermediate Spanish I; and

- SPAN 2023: Intermediate Spanish II; and
 - b. Add the following courses:
 - SPAN 2303: Spanish for Medical Interpretation I;
 - SPAN 2313: Spanish for Medical Interpretation II; and
 - SPAN 3233: Introduction to Literature;
- 12. Add the Certificate of Proficiency in Spanish for Medical Interpretation; and
- 13. Add the Certificate of Proficiency in Teaching English to Speakers of Other Languages.

College of Engineering and Applied Sciences – Department of Agriculture

1. Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2. Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3. Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4. Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;
5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;
6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and
7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

College of eTEch – Department of Professional Studies

1. Add the following courses to the course descriptions:
 - OL 3013: Foundations of Organizational Leadership; and
 - OL (PS) 4843: Training and Development;
2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;
3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission

- of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;
4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;
 5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;
 6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
 - a. PS 3023: Professional Communications;
 - b. PS 3133: Applied Principles of Personnel Management;
 - c. PS 4143: Nonprofit Governance;
 - d. PS 4243: Planning for Adult Learners;
 - e. PS 4343: Community Development;
 - f. PS 4443: Professional Leadership;
 - g. PS 4543: Workplace Supervision;
 - h. PS 4643: Occupational Globalization and Diversity; and
 - i. PS 4743: Organizational Change;
 7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
 - a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
 - b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
 - c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;
 - d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
 - e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;
 - f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
 - g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;
 8. Move the following curriculum to phase out status:
 - a. Bachelor of Professional Studies Agriculture Business Concentration;
 - b. Bachelor of Professional Studies Applied Leadership Concentration;
 - c. Bachelor of Professional Studies Child Develop Concentration;
 - d. Bachelor of Professional Studies Criminal Justice Concentration;
 - e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;
 - f. Bachelor of Professional Studies Public Relations Concentration; and
 - g. Bachelor of Professional Studies Workforce Technology Concentration; and

8. NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

College of Natural and Health Sciences – Department of Biological Sciences

1. Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
 - a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;
 - b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - c. Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;
 - d. Delete the two Biology Elective Groups: Chemistry and Nursing, and replace with the BioMed Elective Group: Students will select twelve- sixteen hours (4 courses) from the following courses: BIOL3064: Parasitology, BIOL3803: Applied Pathophysiology, BIOL 4023: Immunology, BIOL 4033: Cell Biology, BIOL4054: Vertebrate Histology, BIOL 4074: Molecular Genetics, BIOL 4083: Cancer Biology, and BIOL4951-4: Undergraduate Research in Biology (limited to 4 total hours).
 - e. Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;
 - f. Change the Electives from 12 hours to 11 hours; and
 - g. Delete Footnote 6;
2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:
 - a. Change name from Medical Technology to Medical Laboratory Science;
 - b. Delete BIOL2124: Principles of Zoology;
 - c. Delete Math 1203L Plane Trigonometry;
 - d. Delete BIOL2004: Basic Human Anatomy and Physiology;
 - e. Delete BIOL2022: Medical Laboratory Orientation and Instrumentation laboratory;
 - f. Delete BIOL2023: Medical Laboratory Orientation and Instrumentation;
 - g. Delete PSY 2003: General Psychology;
 - h. Add Speech Communication course as a general education;
 - i. Add BIOL 2014: Human Anatomy;
 - j. Add BIOL 3074: Human Physiology;
 - k. Add CHEM 3254: Fundamentals of Organic Chemistry;

- I. Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;
 - m. Add BIOL 2124: Principles of Zoology, to the Biology Electives;
 - n. Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and
 - o. Modify the footnote 2; and
 - 3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.
- C. Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 355
 - Tuesday, September 25, 2018
 - Tuesday, October 23, 2018
 - Tuesday, November 27, 2018

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 20, 2018, at noon in West Dining Room. The following are members of the committee:

2018-19 Curriculum Committee members are:

Completing Last Year of 2 Year Term:

Dr. David Osburn (AH)

Dr. Debra Hunter (BA)

Dr. Shelia Jackson (ED)

Dr. William Hoefler (EAS)

Dr. Jeremy Schwehm (ET)

Dr. Eric Lovely, Chair (NH)

Dr. Mack Rainey (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cindy Jacobs (NHS)

Dr. Jordan Thibodeaux (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)

Newly Elected for 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

All committee members were present except for Dr. Hoefler and Dr. Rainey. The following were present to answer questions regarding curriculum proposals: Dr. Carl Brucker, Dr. Nelson Rameriz, Dr. Jeff Aulgur, and Dr. Kim Troboy. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

After introductions, Dr. Lovely called the meeting to order and asked for volunteers or nominations for the chair elect and secretary positions. Dr. Jackson nominated Dr. Callaway to the chair elect position. Dr. Schwehm seconded the nomination. Dr. Callaway was approved to the chair elect position. Dr. Lasker-Scott nominated Dr. Schwehm to the secretary position. Dr. Callaway seconded the nomination. Dr. Schwehm was approved to the secretary position.

OLD BUSINESS: No old business

NEW BUSINESS:

CURRICULAR ITEMS

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

Motion by Dr. Jackson, seconded by Dr. Ward, to approved the following proposals from the Department of English and World Languages with the amendment to the summary to remove SPAN 2033 from Item 9c. This was a typographical error in the summary. Motion approved as amended.

1. Delete SPAN 1063: Basic Spanish for Medical and Social Services, from the course descriptions;

2. Add the following courses to the course descriptions:
 - a. SA 1001-4, 2001-4, 3001-4, and 4001-4: Study Abroad/Study Away;
 - b. SPAN 2033: Intermediate Spanish II for Heritage Speakers;
 - c. SPAN 2303: Spanish for Medical Interpretation I;
 - d. SPAN 2313: Spanish for Medical Interpretation II; and
 - e. SPAN 3233: Introduction to Literature;
3. Change the title for ENGL 2063: Advanced Composition: Theory and Practice, to: Introduction to Literary Studies; and modify the course description;
4. Change the course number for ENGL 3103: Literary Theory, to: ENGL 4103; and cross list with ENGL 5103;
5. Modify the prerequisite for SPAN 4213: Spanish Literature, from: Prerequisite: SPAN 3013: Conversation and Composition II, to: Prerequisite: SPAN 3233: Introduction to Literature;
6. Modify the prerequisite for SPAN 4223: Spanish-American Literature, from: Prerequisite: SPAN 3013: Conversation and Composition II, to: Prerequisite: SPAN 3233: Introduction to Literature;
7. Modify the Curriculum in Bachelor of Fine Arts in Creative Writing, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Delete 3 hours of upper division English elective;
8. Modify the Curriculum in Bachelor of Arts in English, as follows:
 - a. Add ENGL 4103: Literary Theory;
 - b. Delete 3 hours of English elective; and
 - c. Change ENGL 3013: Systems of Grammar, or ENGL 3023: Introduction to Linguistics, to ENGL 3013: Systems of Grammar, ENGL 3023: Introduction to Linguistics, or ENGL 4013: Literary Theory;
9. Modify the Curriculum in Bachelor of Arts World Languages – Spanish, as follows:
 - a. Delete 3 hours of Spanish elective;
 - b. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
 - c. Add SPAN 3233: Introduction to Literature;
10. Modify the Minor in Creative Writing, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Change the statement regarding 9 hours of selected electives to 6 hours;
11. Modify the Minor in Spanish for Medical Interpretation, as follows:
 - a. Delete the following courses:
 - SPAN 1063: Basic Spanish for Medical and Social Services;
 - SPAN 2013: Intermediate Spanish I; and
 - SPAN 2023: Intermediate Spanish II; and
 - b. Add the following courses:
 - SPAN 2303: Spanish for Medical Interpretation I;
 - SPAN 2313: Spanish for Medical Interpretation II; and
 - SPAN 3233: Introduction to Literature;
12. Add the Certificate of Proficiency in Spanish for Medical Interpretation; and
13. Add the Certificate of Proficiency in Teaching English to Speakers of Other Languages.

College of Engineering and Applied Sciences – Department of Agriculture

Motion by Dr. Jackson, seconded by Dr. Schwehm, to approve the following proposals from the Department of Agriculture. Committee members had questions regarding the proposals and didn't find Departmental Support forms. Since no one was present to answer questions, motion by Dr. Ward, seconded by Dr. Osburn, to **table** the proposals submitted. Motion approved.

1. Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2. Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3. Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4. Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;
5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;
6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and
7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

College of eTEch – Department of Professional Studies

Motion by Dr. Jackson, seconded by Dr. Callaway, to approve the following proposals from the Department of Professional Studies. After much discussion, motion by Dr. Goza, seconded by Dr. Hunter, to **table** the proposals. The motion passed with 5 votes in favor and 4 votes against.

1. Add the following courses to the course descriptions:
OL 3013: Foundations of Organizational Leadership; and
OL (PS) 4843: Training and Development;
2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;

3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;
4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;
5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;
6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
 - a. PS 3023: Professional Communications;
 - b. PS 3133: Applied Principles of Personnel Management;
 - c. PS 4143: Nonprofit Governance;
 - d. PS 4243: Planning for Adult Learners;
 - e. PS 4343: Community Development;
 - f. PS 4443: Professional Leadership;
 - g. PS 4543: Workplace Supervision;
 - h. PS 4643: Occupational Globalization and Diversity; and
 - i. PS 4743: Organizational Change;
7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
 - a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
 - b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
 - c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;
 - d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
 - e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;
 - f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
 - g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;
 8. Move the following curriculum to phase out status:
 - a. Bachelor of Professional Studies Agriculture Business Concentration;
 - b. Bachelor of Professional Studies Applied Leadership Concentration;
 - c. Bachelor of Professional Studies Child Develop Concentration;
 - d. Bachelor of Professional Studies Criminal Justice Concentration;
 - e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;

- f. Bachelor of Professional Studies Public Relations Concentration; and
 - g. Bachelor of Professional Studies Workforce Technology Concentration; and
8. NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

College of Natural and Health Sciences – Department of Biological Sciences

Motion by Dr. Hunter, seconded by Dr. Jackson, to approved the following proposals from the Department of Department of Biological Sciences. Motion by Dr. Schwehm, seconded by Dr. Lasker-Scott to **table** the proposals until Department Support forms are provided from the Departments of Computer and Information Science, Behavioral Science, and Communication. Motion approved.

1. Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
 - a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;
 - b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - c. Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;
 - d. Delete the two Biology Elective Groups: Chemistry and Nursing, and replace with the BioMed Elective Group: Students will select twelve- sixteen hours (4 courses) from the following courses: BIOL3064: Parasitology, BIOL3803: Applied Pathophysiology, BIOL 4023: Immunology, BIOL 4033: Cell Biology, BIOL4054: Vertebrate Histology, BIOL 4074: Molecular Genetics, BIOL 4083: Cancer Biology, and BIOL4951-4: Undergraduate Research in Biology (limited to 4 total hours).
 - e. Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;
 - f. Change the Electives from 12 hours to 11 hours; and
 - g. Delete Footnote 6;
2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:
 - a. Change name from Medical Technology to Medical Laboratory Science;
 - b. Delete BIOL2124: Principles of Zoology;
 - c. Delete Math 1203L Plane Trigonometry;
 - d. Delete BIOL2004: Basic Human Anatomy and Physiology;
 - e. Delete BIOL2022: Medical Laboratory Orientation and Instrumentation laboratory;

- f. Delete BIOL2023: Medical Laboratory Orientation and Instrumentation;
 - g. Delete PSY 2003: General Psychology;
 - h. Add Speech Communication course as a general education;
 - i. Add BIOL 2014: Human Anatomy;
 - j. Add BIOL 3074: Human Physiology;
 - k. Add CHEM 3254: Fundamentals of Organic Chemistry;

 - l. Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;
 - m. Add BIOL 2124: Principles of Zoology, to the Biology Electives;
 - n. Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and
 - o. Modify the footnote 2; and
3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.

ANNOUNCEMENTS AND INFORMATION ITEMS

Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 355

Tuesday, September 25, 2018

Tuesday, October 23, 2018

Tuesday, November 27, 2018

ADJOURNMENT

The meeting adjourned at 1:00 p.m.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The September meeting of the Faculty Senate was held at 3:00 p.m. on Tuesday, September 11, 2018 in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. Johnette Moody
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Michael Davis	Dr. V. Carole Smith
Dr. Carey Ellis	Dr. Sarah Stein
Dr. David Eshelman	Dr. Bruce Tedford
Ms. Holly Ruth Gale	Dr. Brendan Toner
Dr. Shellie Hanna	Dr. Jack Tucci
Dr. Newt Hilliard	Dr. Susan Underwood
Dr. Scott Jordan	

Dr. Monty Smith was absent. Dr. Phillip Bridgmon, Ms. Jennifer McNeely, Ms. Tammy Gaurino, Ms. Holli Weiss, Dr. Jeff Robertson, Dr. Jeffrey Woods, Dr. Robin Lasey, Dr. Carl Brucker, Ms. Pat Chronister, Mr. Robert Freeman, Ms. Kylie Duncan, Ms. Rebecca Lacava, Ms. Tammy Weaver, and Mr. Thomas Pennington, Dr. Tara Hart were visitors.

CALL TO ORDER Dr. Moody, President, called the meeting to order at 3:00 pm.

APPROVAL OF MINUTES Dr. Susan Underwood moved to approve the minutes from the August 21, 2018, organizational meeting. Dr. Joshua Lockyer seconded. Minutes were approved.

REPORT BY VICE PRESIDENT Dr. Phillip Bridgmon, VPAA, reported that ATU had an excellence change of hosting the Governor's School for the next three years. The decision on whether ATU would host the program for 400 gifted high school seniors will be announced this week by the Arkansas Board of Education. The school is funded by a state grant of \$650,000. In addition Dr. Bridgmon announced that input regarding the new ATU web site should be sent to him. Dr. Bridgmon also stated that the search for a new VPAA should be getting underway in the coming months. The search will be headed up by a search firm. He expressed his desire that faculty cooperate with the search firm in the process. Also, the search for a new Dean of the Graduate College will also be conducted by a search firm, but not the same one as for the VPAA. Dr. Bridgmon stated that several complaints had been received about pets on campus and suggested that there is no specific policy on pets and that is an area in which the Faculty Senate may want to develop and recommend a policy. Tammy Gaurino, Staff Senate Chair, agreed that pet policy had become a concern of that body a number of times recently in residence halls and on campus in general.

NEW BUSINESS Dr. Jeremy Schwehm moved to consider curricular items on the agenda as a group. Dr. David Eshelman seconded the motion. Motion carried. Dr. Carl Brucker spoke in favor of the items. Dr. Sara Stein spoke in favor of the items. Dr. Eshelman moved to approve the curricular items. Dr. Jack Tucci seconded the motion. The motion carried.

a. Curricular items

b. Arkansas Governor's School Dr. Robin Lasey discussed the proposal to bring the Arkansas Governor's School to the ATU campus next summer. Many faculty were involved in the proposal and putting together the curriculum for the school. 400 Rising students will come to Tech for the school

should Tech be chosen to be the host. Significant opposition from Conway and Hendrix College was raised. The decision should be announced Thursday or Friday. Funding would come from Arkansas Department of Education. Faculty can submit proposals to teach at the Governor's School. The theme for the coming year will be technology, past, present, and future. There will be a committee created by the ADE and that committee will be responsible for reviewing applications for teaching at the Governor's School. Being a Tech faculty member does not guarantee that you will be selected to participate and teach.

- c. Committee on Adjunct Support
Jennifer McNeely reported from the Committee on Adjunct Support. Committee would like to see more inclusion of adjuncts by being allowed to serve on more committees, access to health insurance, or at least access to the wellness center, and payment for classes taught processed more quickly. Dr. Eshelman moved to support the document from the Adjunct Committee that was circulated as part of the agenda. Dr. Tucci seconded the motion. The motion carried. A committee was then formed to examine the inclusion of more adjuncts on committees. Dr. Eshelman, Dr. Schwehm, and Dr. Stein agreed to be on the committee.
- d. Insurance update
Mr. Freeman, Human Resources, provided an overview of insurance matters. An increase of 24.2% is expected for medical insurance. The university would absorb as much of the increase as possible. Open enrollment will be November 5 through November 16. The insurer reported a loss of over two million dollars on the ATU contract last year. Insurance will be on the October 18 Board meeting. The insurance recommendation will go to the executive committee on September 26.
- e. Date Change for December Meeting
The December meeting of the Faculty Senate will be Wednesday, December 5, at 1:00 pm.

OLD BUSINESS

- a. FE for Excessive absences policy – Tammy Weavey
Ms. Tammy Weaver, Registrar, explained the change from FE to WN. This policy had been developed by the Admissions, Academic Standards, and Student Honors Committee. The purpose of the WN is to eliminate the FE. The FE counted as an F and could be awarded by faculty to a student for nonattendance. The WN would be counted as a W or withdraw. While having less of an impact on grade average, a WN could also mean that the student could fall below the minimum required hours for financial aid and scholarships. Faculty who foresee the possibility of using the WN should include notice in syllabi. Dr. Eshelman moved to support the new policy. Dr. Schwehm seconded the motion. Motion carried.
- b. Email confirmation of grade submission
Ms. Weaver commented that email grade confirmation will be part of Banner 9 which will be gradually rolled out beginning in January.
- c. Faculty sick leave submission
Postponed until next meeting.
- d. Honor Code/Student Handbook updates
Postponed until next meeting.
- e. Faculty Excellence Awards
Dr. Schwehm reported that other universities have award for junior faculty with a monetary benefit attached to the award. He could find no examples of awards for non-tenure track faculty. A member of the Senate commented that awards for non-tenure track faculty could be pursued. Dr. Tucci commented that the first concern should be the establishment of awards for tenure-track junior faculty. Dr. Lockyer will work with Dr. Schwehm, and Dr. Tucci.
- f. Promotion and Tenure Procedural
Workshop on new procedures will be held tomorrow. Department Heads were offered training during the summer. Dr. Woods is willing to meet with Department Committees to discuss the new procedures. Some variation in Department procedures and standards is expected by the University. The new procedures in the Faculty Handbook should be viewed as guidelines, not an evaluation rubric. The DPTC, Department Head, and the appropriate Dean should work out T & P policy at the department level. Establish criteria now so people can decide on 9.17 whether to go with the new policy or remain under the old system for T & P. It is not absolutely necessary to have the new department procedures in place by 9.17

- as the policy will not go into effect until the next calendar year as we are half-way through the current year and cannot change midway through the current year.
- g. Meal reimbursement policy
Senate voted to remove from agenda. Dr. Clements moved Dr. Eshelman seconded.
 - h. Timely feedback to students
Senate voted to remove from agenda. Dr. Eshelman moved. Dr. Schwehm seconded.
 - i. Faculty Salary and Benefits Committee Charge
Dr. Bowen has formed a committee to look at salary compression. The committee will be looking at sabbatical policy.
 - j. CETL Advisory Board Standing Committee – Dr. Robin Lasey
Senate removed from the agenda Dr. Eshelman moved and Dr. Underwood seconded.
 - k. College Curriculum Committees
Dr. Clements moved that this be tabled until the new VPAA takes office. Dr. Tedford seconded. Motion passed.
 - l. Budget Office/SPUI and Grant Facilitation
Postponed until next meeting.
 - m. Indirect Costs
ATU charges 43% for indirect costs on grants. Some faculty report that this makes many ATU proposals for small grants or to be subcontractors to larger grants at other universities noncompetitive. ATU needs to have some flexibility in the indirect cost policy. Need to include the Finance Committee in this discussion. The VPAA can waive the indirect costs on a case by case basis.

OPEN FORUM

Dr. Bishop suggested that Senate meetings be recorded. Senators did not have objections as long as recordings were not broadcast. Dr. Eshelman mentioned he had inquired about the equality of department travel funds and discovered that his department was funded equitably. He suggested that Senators before bringing matters before the Senate investigate on their own and that mentioning they are a member of the Faculty Senate can open doors more easily. Dr. Davis mentioned a rumor that a student transferred 120 credit hours to ATU and graduated without having taken a single ATU course. Other Senators mentioned the 30 hour rule which is usually enforced that students must complete their last 30 hours at ATU in order to graduate.


Thomas Pennington, campus lawyer, arrived to comment on and answer questions about the new external employment policy adopted by the board. Almost any source of income that is not coming from ATU must be reported to the appropriate VP or Athletic Director. Pat Chronister noted that his policy will be contained in a new faculty handbook update that should be going out the next day.

ANNOUNCEMENTS
AND
INFORMATION
ITEMS

ADJOURNMENT

Meeting adjourned at 4:45. Dr. Schwehm made the motion. Dr. Lockyer seconded.

Respectfully submitted,

A handwritten signature in cursive script that reads "Johnette Moody".

Johnette Moody, D.B.A., President

A handwritten signature in cursive script that reads "Glen R. Bishop".

Glen R. Bishop, Ph.D., Secretary

Curriculum Committee
AGENDA
Tuesday, September 25, 2018
Brown Building, Room 355, 3:00 p.m.

I. Call to Order

- A. Approval of minutes from August 20, 2018, meeting

II. New Business

A. Curricular Items

College of Arts and Humanities – Department of Art

- 1. Add ART 2233: Special Topics in Art and Design, to the course descriptions; and
- 2. Add GAME 2013: Digital Audio Production, to the course descriptions, and add the MUS cross list.

College of Arts and Humanities – Department of English and World Languages
(The following proposals presented to Teacher Education Council on September 17, 2018)

- 1. Add ENGL 3073: Creative Nonfiction Workshop, to the course descriptions;
- 2. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, to the course descriptions;
- 3. Modify the Curriculum in Creative Writing Education for Teacher Licensure, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Delete 3 hours of upper division English elective; and
- 4. Modify the Curriculum in Foreign Languages with Concentration in Spanish Education for Teacher Licensure, as follows:
 - a. Delete 3 hours of SPAN elective;
 - b. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
 - c. Add SPAN 3233: Introduction to Literature.

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

- 1. Modify the Minor in Philosophy, as follows: require 18 hours of any philosophy course.

College of Education – Department of Physical Education

- 1. Add PE 1041: Jazz Dance I, to the course descriptions.

III. Old Business

College of Engineering and Applied Sciences – Department of Agriculture

1. Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2. Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3. Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4. Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;
5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;
6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and
7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

College of eTEch – Department of Professional Studies

1. Add the following courses to the course descriptions:
OL 3013: Foundations of Organizational Leadership; and
OL (PS) 4843: Training and Development;
2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;
3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;

4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;
5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;
6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
 - a. PS 3023: Professional Communications;
 - b. PS 3133: Applied Principles of Personnel Management;
 - c. PS 4143: Nonprofit Governance;
 - d. PS 4243: Planning for Adult Learners;
 - e. PS 4343: Community Development;
 - f. PS 4443: Professional Leadership;
 - g. PS 4543: Workplace Supervision;
 - h. PS 4643: Occupational Globalization and Diversity; and
 - i. PS 4743: Organizational Change;
7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
 - a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
 - b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
 - c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;
 - d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
 - e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;
 - f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
 - g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;
8. Move the following curriculum to phase out status:
 - a. Bachelor of Professional Studies Agriculture Business Concentration;
 - b. Bachelor of Professional Studies Applied Leadership Concentration;
 - c. Bachelor of Professional Studies Child Develop Concentration;
 - d. Bachelor of Professional Studies Criminal Justice Concentration;
 - e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;
 - f. Bachelor of Professional Studies Public Relations Concentration; and
 - g. Bachelor of Professional Studies Workforce Technology Concentration; and
8. NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

College of Natural and Health Sciences – Department of Biological Sciences

1. Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
 - a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;
 - b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - c. Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;
 - d. Delete the two Biology Elective Groups: Chemistry and Nursing, and replace with the BioMed Elective Group: Students will select twelve- sixteen hours (4 courses) from the following courses: BIOL3064: Parasitology, BIOL3803: Applied Pathophysiology, BIOL 4023: Immunology, BIOL 4033: Cell Biology, BIOL4054: Vertebrate Histology, BIOL 4074: Molecular Genetics, BIOL 4083: Cancer Biology, and BIOL4951-4: Undergraduate Research in Biology (limited to 4 total hours).
 - e. Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;
 - f. Change the Electives from 12 hours to 11 hours; and
 - g. Delete Footnote 6;
2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:
 - a. Change name from Medical Technology to Medical Laboratory Science;
 - b. Delete BIOL2124: Principles of Zoology;
 - c. Delete Math 1203L Plane Trigonometry;
 - d. Delete BIOL2004: Basic Human Anatomy and Physiology;
 - e. Delete BIOL2022: Medical Laboratory Orientation and Instrumentation laboratory;
 - f. Delete BIOL2023: Medical Laboratory Orientation and Instrumentation;
 - g. Delete PSY 2003: General Psychology;
 - h. Add Speech Communication course as a general education;
 - i. Add BIOL 2014: Human Anatomy;
 - j. Add BIOL 3074: Human Physiology;
 - k. Add CHEM 3254: Fundamentals of Organic Chemistry;
 - l. Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;
 - m. Add BIOL 2124: Principles of Zoology, to the Biology Electives;

- n. Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and
- o. Modify the footnote 2; and
- 3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.

IV. Announcements and Information Items

Fall meeting dates, time, and location – 3 p.m. – Brown Building, Room 355

Tuesday, October 23, 2018

Tuesday, November 27, 2018

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, September 25, 2018, at 3:00 p.m. in Brown Building, Conference Room 355. The following are members of the committee:

2018-19 Curriculum Committee members are:

Completing Last Year of 2 Year Term:

Dr. David Osburn (AH)

Dr. Debra Hunter (BA)

Dr. Shelia Jackson (ED)

Dr. William Hoefler (EAS)

Dr. Jeremy Schwehm (ET)

Dr. Eric Lovely, Chair (NH)

Dr. Mack Rainey (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cindy Jacobs (NHS)

Dr. Jordan Thibodeaux (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)

Newly Elected for 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

All committee members were present except for Dr. Osburn, Dr. Thibodeaux and Dr. Rainey. The following were present to answer questions regarding curriculum proposals: Dr. Dawn Ward, Dr. Carl Brucker, Dr. Jeff Aulgur, Dr. Bruce Tedford, and Dr. John Jackson. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

OLD BUSINESS: No old business

NEW BUSINESS:

Approval of Minutes:

Motion by Dr. Goza, seconded by Dr. Ward, to approve the minutes from the August 20, 2018, meeting with clerical correction. Motion approved.

CURRICULAR ITEMS

College of Arts and Humanities – Department of Art

Motion by Dr. Hunter, seconded by Dr. Schwehm, to approve the following proposals from the Department of Art. Motion approved.

1. Add ART 2233: Special Topics in Art and Design, to the course descriptions; and
2. Add GAME 2013: Digital Audio Production, to the course descriptions, and add the MUS cross list.

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

(The following proposals presented to Teacher Education Council on September 17, 2018)

Motion by Dr. Ward, seconded by Dr. Lasker-Scott, to approve the following proposals from the Department of English and World Languages and Department of History and Political Science. Motion approved.

1. Add ENGL 3073: Creative Nonfiction Workshop, to the course descriptions;
2. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, to the course descriptions;
3. Modify the Curriculum in Creative Writing Education for Teacher Licensure, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Delete 3 hours of upper division English elective; and
4. Modify the Curriculum in Foreign Languages with Concentration in Spanish Education for Teacher Licensure, as follows:
 - a. Delete 3 hours of SPAN elective;
 - b. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
 - c. Add SPAN 3233: Introduction to Literature.

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

1. Modify the Minor in Philosophy, as follows: require 18 hours of any philosophy course.

College of Education – Department of Physical Education

Motion by Dr. Hunter, seconded by Dr. Schwehm, to approve the following proposals from the Department of Physical Education. Motion approved.

1. Add PE 1041: Jazz Dance I, to the course descriptions.

College of Engineering and Applied Sciences – Department of Agriculture

Motion by Dr. Goza, seconded by Dr. Ward, to approve the following proposals from the Department of Agriculture. Motion approved.

1. Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2. Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3. Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4. Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;
5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;
6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and
7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

Motion by Dr. Ward, seconded by Dr. Schwehm, to approve the following proposals from the Department of Professional Studies. After discussion, the motion passed with 4 votes in favor and 2 votes against.

1. Add the following courses to the course descriptions:
OL 3013: Foundations of Organizational Leadership; and
OL (PS) 4843: Training and Development;
2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;
3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;
4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;
5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;
6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
 - a. PS 3023: Professional Communications;
 - b. PS 3133: Applied Principles of Personnel Management;
 - c. PS 4143: Nonprofit Governance;
 - d. PS 4243: Planning for Adult Learners;
 - e. PS 4343: Community Development;
 - f. PS 4443: Professional Leadership;
 - g. PS 4543: Workplace Supervision;
 - h. PS 4643: Occupational Globalization and Diversity; and
 - i. PS 4743: Organizational Change;
7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
 - a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
 - b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
 - c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;
 - d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
 - e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;

- f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
 - g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;
8. Move the following curriculum to phase out status:
- a. Bachelor of Professional Studies Agriculture Business Concentration;
 - b. Bachelor of Professional Studies Applied Leadership Concentration;
 - c. Bachelor of Professional Studies Child Develop Concentration;
 - d. Bachelor of Professional Studies Criminal Justice Concentration;
 - e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;
 - f. Bachelor of Professional Studies Public Relations Concentration; and
 - g. Bachelor of Professional Studies Workforce Technology Concentration; and
- NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

College of Natural and Health Sciences – Department of Biological Sciences

Motion by Dr. Schwehm, seconded by Dr. Hunter, to approve the following proposals from the Department of Biological Sciences. Motion approved.

1. Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
 - a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;
 - b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - c. Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;
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 - e. Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;
 - f. Change the Electives from 12 hours to 11 hours; and
 - g. Delete Footnote 6;
2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:
 - a. Change name from Medical Technology to Medical Laboratory Science;
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- c. Delete Math 1203L Plane Trigonometry;
 - d. Delete BIOL2004: Basic Human Anatomy and Physiology;
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 - l. Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;
 - m. Add BIOL 2124: Principles of Zoology, to the Biology Electives;
 - n. Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and
 - o. Modify the footnote 2; and
3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.

ANNOUNCEMENTS:

The next meeting of the committee will be held on Tuesday, October 23, 2018 at 3 p.m. in Brown Building, Room 355. The November meeting will be held on Tuesday, November 27, 2018.

Dr. Lovely would like to discuss the curriculum approval process and deadlines at the next meeting.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The October meeting of the Faculty Senate was held at 3:00 p.m. on Tuesday, October 9, 2018 in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Johnette Moody
Dr. Pam Carr	Dr. Jeremy Schwehm
Dr. Jon Clements	Dr. Monty Smith
Dr. Michael Davis	Dr. Sarah Stein
Dr. David Eshelman	Dr. Bruce Tedford
Ms. Holly Ruth Gale	Dr. Brendan Toner
Dr. Shellie Hanna	Dr. Susan Underwood
Dr. Newt Hilliard	
Dr. Joshua Lockyer	

Dr. Carey Ellis, Dr. Scott Jordan, Dr. V. Carole Smith, Dr. Jack Tucci were absent. Dr. Phillip Bridgmon, Ms. Jennifer McNeely, Ms. Pat Chronister, Ms. Tammy Weaver, Dr. John Jackson, Dr. Mack Rainey were visitors.

CALL TO ORDER Dr. Moody, President, called the meeting to order at 3:00 pm.

APPROVAL OF MINUTES Dr. Susan Underwood moved to approve the minutes from the September 11, 2018, meeting. Dr. Joshua Lockyer seconded. Minutes were approved.

REPORT BY VICE PRESIDENT Dr. Phillip Bridgmon, VPAA, reported that the position announcement for a new graduate college dean had been posted. Dr. Bean is heading up the search. An open forum concerning the search for a new VPAA will be held, Monday, October 15. It is important for faculty to participate in the search process.

ATU is anticipating an HLC reaffirmation visit in fall of 2020 or spring of 2021 with reaccreditation in 2021. A steering committee is working on the self-study document. The self-study advocates that Arkansas Tech University meets each of the five HLC standards. All members of the steering committee are peer corps members.

Arkansas Tech University is working on a memorandum of understanding (MOU) with North Arkansas College in Harrison. The (MOU) will included 2+2 agreements for 27 academic programs as well as some ATU programs being offered in Harrison.

A CCAMPIS grant has been received from the US Department of Education. The grant will support child care for up to 50 Arkansas Tech University students at a time.

The ATU Academic Counsel will become an independent voice. It will be composed of department heads without the participation of the VPAA.

In calculating eligibility for financial aid, GPA will now be calculated over an academic year instead of semester by semester. Students may make up deficiencies during the summer.

Human Resources is working with the Executive Committee on the recruitment of internal applicants for open positions to include an internal hiring policy and rubrics for use in evaluating candidates. Dr. Bridgmon concluded by stating that the work ATU faculty perform is heroic.

NEW BUSINESS

a. Curricular items

Ms. Tammy Weaver spoke to curricular items. Dr. Jon Clemens moved to consider all curricular items as a bloc. Dr. Jeremy Schwehm seconded the motion. The motion passed. Dr. Glen Bishop made a motion to approve the curricular items. Dr. Shellie Hanna seconded the motion. The motion passed. Ms. Tammy Weaver noted that there would likely be no curricular items for the November Faculty Senate meeting. The next curricular items for consideration would be in the December meeting.

OLD BUSINESS

a. Indirect Costs

This item was removed from the agenda. Motion by Dr. Newt Hilliard and David Eshelman.

b. Faculty sick leave submission

Second by Dr. Jon Clemens.
Postponed until next meeting.

c. Honor Code/Student Handbook updates

Postponed until next meeting.

d. Faculty Excellence Awards

Dr. Jeremy Schwehm and Dr. Joshua Lockyer asked that senators discuss distributed proposed language with their departments and to communicate any concerns to Dr. Schwehm by November 5. He stated that Dr. Bridgmon was supportive of the effort to expand the availability of faculty excellence awards. Awards for non-tenured faculty would carry the same remuneration as awards for tenured faculty. The award for outstanding adjunct faculty would be \$1,000. In addition to awards being carried in the commencement programs, awards would be announced during the May professional development day. Finalized language of the proposal would be up for discussion during the November Faculty Senate meeting. The award for full time faculty is the equivalent of a three-hour overload plus \$1,000.

e. Promotion and Tenure Procedural

Workshop on new procedures will be held tomorrow. Department Heads were offered training during the summer. Dr. Woods is willing to meet with Department Committees to discuss the new procedures. Some variation in Department procedures and standards is expected by the University. The new procedures in the Faculty Handbook should be viewed as guidelines, not an evaluation rubric. The DPTC, Department Head, and the appropriate Dean should work out T & P policy at the department level. Establish criteria now so people can decide on 9.17 whether to go with the new policy or remain under the old system for T & P. It is not absolutely necessary to have the new department procedures in place by 9.17 as the policy will not go into effect until the next calendar year as we are half-way through the current year and cannot change midway through the current year.

f. Faculty Salary and Benefits Committee Charge

Dr. David Eshelman reported that the salary compression committee is working on this issue. Dr. Eshelman suggested using a six year time frame as that is the usual time to be eligible for promotion from one faculty level to the next.

g. College Curriculum Committees

Item was tabled during the October meeting until a new VPAA takes office.

h. Budget Office/SPUI and Grant Facilitation

Dr. Newt Hilliard stated that there was interest in helping faculty obtain resources needed for classes as well as research.

i. Adjunct Support

Dr. David Eshelman passed out a proposal to include adjunct representation on the following committees: Equity and Diversity, General Education, Library, Instructional Materials and Equipment, Student Affairs. Dr. Eshelman asked to send feedback to him. Ms. Jennifer McNeely stated that adjuncts would like the opportunity to be trained as student advocates.

OPEN FORUM

Ms. Jennifer McNeely stated that data from the adjunct faculty survey should be available by the November meeting. A draft should be ready the week of October 15. The survey consists of six questions.

Dr. Susan Underwood stated the HLC Reaffirmation Committee looks at five criteria. The committee provides assurance, arguments, that the criteria are met. Each criterion has a chair and a committee that have been working on the criteria for a year. When gaps are identified they are presented to the executive council for deliberation as to how to close the gap. There will be plenty of work to engage the Faculty Senate. There will be opportunities for faculty input. Dr. Johnette Moody requested that Dr. Underwood provide the Faculty Senate with monthly updates.

Dr. Bruce Tedford discussed changes in the process of students dropping a course. The advisor of the student receives an email asking for approval for the course drop as well as asking the advisor to contact the student before approving. Dr. Tedford suggested it would be helpful if the student were also required to contact the instructor for the course being dropped. It was also recommended that the same procedure be used when students withdraw from the university.

Dr. Tedford questioned the procurement process stating that recently a secretary had to order an expensive chair from a company out-of-town even though a suitable, less expensive, chair could have been purchased from a Russellville store with a quicker delivery date. The staff involved stated they had been told they could not use Staples or Burris. It was suggested that a state contract was somehow involved. Dr. Johnette Moody stated that she would talk to procurement.

Dr. Monty Smith observed that people from outside the area of expertise of a faculty member review faculty development proposals suggesting that perhaps they would not fully understand the proposal. Dr. Clemens responded that the University Promotion and Tenure Committee also face this dilemma and do the best they can.

Dr. Shellie Hanna suggested that Ms. Tammy Weaver be invited to attend the next meeting to discuss the online drop form. It was noted that she had attended to previous two meetings.

Dr. Jon Clemens asked about the time frame for the VPAA search. Dr. Moody stated that it is expected that the new VPAA would be on campus for fall semester 2019. It was also suggested that the Faculty Senate put together a statement on criteria for selection of the new VPAA.

Dr. Bruce Tedford asked about whether or not the campus had a landscape plan and how to access it. Several faculty noted that mature trees continue to be removed from campus.

ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Dr. Lockyer announced that the Ecology Club would sponsor a program, “The Last Lecture”, inspired by the talk given by a professor who had terminal cancer and later published as a book. Dr. Peter Dykema will give the lecture. The topic is being determined. Student attendance will be monitored if professors would like to assign attendance to the talk for student credit.

ADJOURNMENT

Meeting adjourned at 3:59. Dr. Shellie Hanna made the motion. Dr. Lockyer seconded.

Respectfully submitted,

A handwritten signature in cursive script that reads "Johnette Moody".

Johnette Moody, D.B.A., President

A handwritten signature in cursive script that reads "Glen R. Bishop".

Glen R. Bishop, Ph.D., Secretary

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The February meeting of the Faculty Senate was held at 3:00PM on Tuesday, February 12, 2019, in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. V. Carole Smith
Dr. Jon Clements	Dr. Sarah Stein
Dr. Michael Davis	Dr. Bruce Tedford
Dr. Carey Ellis	Dr. Brendan Toner
Dr. David Eshelman	Dr. Jack Tucci
Ms. Holly Ruth Gale	Dr. Susan Underwood
Dr. Shellie Hanna	
Dr. Newt Hilliard	
Dr. Scott Jordan	

Dr. Johnette Moody, Dr. Asim Shrestha, and Dr. Jeremy Schwehm were absent.

Dr. Jeff Aulgur, Mr. Brian Lasey, Mr. Thomas Pennington, Ms. Kristy Davis, Ms. Brandy Bisek, Ms. Amy Pennington, Ms. Andrea Eubanks, Ms. Jennifer Warren, Ms. Jessica Holloway, and Dr. Christine Austin were visitors

CALL TO ORDER Dr. David Eshelman, Vice President, called the meeting to order at 3:01 pm.

APPROVAL OF MINUTES Dr. Jack Tucci moved, Dr. Susan Underwood seconded the acceptance of the minutes. Minutes were accepted.

NEW BUSINESS

a. Curricular Items Dr. Joshua Lockyer moved and Dr. V. Carole Smith seconded approval of changes in the College of eTech, Department of Professional Studies curriculum. Changes in large part consisted of adding the designation OL (Organizational Leadership) as a cross listing to existing Professional Studies Courses and reconfiguring Bachelor of Professional Studies programs to be retitled Organizational Leadership. Dr. Jack Tucci and Dr. Pam Carr expressed concern from the College of Business that the proposed changes could cause confusion as the new course titles are similar to courses offered in the College of Business. Dr. Jeff Aulgur stated that the proposed changes were relatively minor name changes to existing courses. Dr. Underwood reminded the Senate that departments proposing curricular changes should consult with departments that the changes could affect and that at one time a form documenting consultation needed to be submitted with the proposed changes. Dr. Aulgur stated that as the change would not affect business accreditation, no form was required. Motion to approve the curriculum changes passed on a voice vote.

b. Ethics Policy A motion was made, seconded and approved to move Ethics Policy from Old Business on the agenda to be considered next. Mr Thomas Pennington distributed the proposed policy for review and requested that a vote occur at the March meeting of the Faculty Senate.

No one was in attendance to speak about the survey.

- c. MARCOMM Survey
- d. Wellness Center
Ms. Kristi Davis and Ms. Brandi Biseck provided information about Wellness Center services and policies. They answered questions posed by Senators. One of the goals of the Wellness Center is to keep campus informed about its services and policies and to further that aim people with questions should contact the Wellness Center. The University does not have the resources to provide 24 hour staffing and care. The Wellness Center does not provide an emergency room type facility. Depending on the timing and type of services needed students may be referred to off campus providers. In most cases students are seen the same day or if not the same day the next day. The Wellness Center has received high marks on its client satisfaction survey. Participants in the survey were those who have received services from the center.
- e. Interdisciplinary Research Center
Dr. Newt Hilliard provided information about the Center. Research is faculty mentored and student practiced. The deadline for grant applications is February 25. Grants cannot be used for travel that occurred before the award of the grant or where the speaking engagement was made before the award of the grant. In the future grants awarded in Spring may be used for research beginning July 1. Grant proposals should be for research, not service learning. Proposals should be interdisciplinary. Proposals can be from faculty in the same department as long as they represent different disciplines, but better is different departments, and better yet different colleges. Grants should be considered seed money for larger projects. Dr. Hilliard provided a handout describing the grant program.
- f. Purchasing and Procurement
Ms. Jennifer Warren and Jessica Holloway provided documents on policy and process for procurement and purchasing. They also answered questions. They will assist faculty in determining what exactly should be acquired to meet needs and locating an appropriate vendor. A requisition will need to be put in to encumber adequate funds as part of the process. Some items are under contract and can only be purchased from the holder of the state contract. In other cases specifications have been established for items to insure that equipment and furniture will hold up to usual university wear and tear. Exceptions to the specifications can occur if justification is made in writing. Only providers that have submitted to the specification requirements can be used. No bids are required for purchases under \$20,000. For purchases from \$20,000 to \$75,000 at least three informal bids are required. Formal, sealed, bids are required for items over \$75,000. Printing has to be bid but not copying. Currently, there is little call for printing. Lab manuals have to go through the Barnes and Nobel Bookstore even if the lab manuals are written on campus. This is part of the bookstore contract. Questions from off campus stores should be referred to purchasing. Purchases from E-bay are frowned upon. However, purchasing will accommodate E-Bay purchases when justified in writing. Some Senators stated they were able to find the same chair for less than what it would cost through purchasing.

OLD BUSINESS

- a. Campus Landscape
Mr. Brian Lasey addressed concerns about campus landscaping. A new campus grounds supervisor will be on boarded in March. The current shipment of 84 trees should be in the ground by Friday, February 15. This is expected to be the last of the tree donations from Mr. Robert Norman. Others may donate additional trees. To date Mr. Norman has donated 1,008 trees. There have been a few additional trees donated by others. Some of these trees have been selected by members of the Biology Department. The plan is to keep the trees cityscaped. Trees will be irrigated and pruned so that there are no low hanging branches. There are no plans for additional plantings except if replacements are needed or for seasonal decoration. If a tree should die, it will be replaced. According to the campus master plan, new construction will be landscaped. Arkansas Tech will maintain its Tree Campus USA designation. Dr. Bruce Tedford noted that lack of communication adversely affected student research on campus as trees that were part of student research were sometimes removed during the middle of the research project or other changes on campus affected the setting of

the trees being used in research. No opportunity was provided for meaningful input to protect research projects.

- b. VPAA Qualifications Statement
Jon Clements asked for a vote to approve the statement he had composed with earlier input from the Faculty Senate. If approved today, the statement would still have impact on the selection of the new VPAA. Dr. Tucci, Dr. Carr, and Dr. Carey Ellis moved and seconded a motion to approve. Motion passed with the understanding that there would be some minor changes to reflect diversity (Dr. Smith) and that ATU is a comprehensive institution (Dr. Hilliard).
- c. HLC Update
Dr. Susan Underwood stated that five committees are busy writing arguments on how ATU meets HLC standards. There have been workshops on how to write arguments. The Committee on Course Vetting, chaired, by Dr. Eshelman has met.
- d. TIAA-CREF
No one was in attendance to address this item.
- e. Academic Integrity
Dr. Clements and Dr. Christine Austin distributed documentation. Changes had been made from the last meeting of the Faculty Senate. A motion was made and seconded to approve the Academic Integrity Policy.

OPEN FORUM

Dr. Underwood commented on the lack of guidance on e-portfolios required for peer review and promotion and tenure. It was suggested that Dr. Bridgmon should be invited to comment at the next Faculty Senate meeting.

Dr. Carey Ellis stated that there are complaints that off campus students pay the same fees as on campus students. Some of the fees are for services that can only be accessed by on campus students. Dr. Jon Clements stated that university budget committees has discussed this issue.

It was noted that the Bridge to Excellence Program appears to have completely changed. There is speculation that it has disappeared. It was noted that new information should be available soon.

Ms. Andrea Eubanks informed the Faculty Senate that Faculty/Staff night at the ballgame will be February 28. T-shirts, drinks, and popcorn will be available. Volunteers are needed to hand out shirts and vouchers for refreshments.

Dr. Tucci commented that new faculty hired to teach business quantitative classes have found that 50 minute class periods are too short on Mondays, Wednesdays, and Fridays. They would prefer to schedule periods of 80 minutes. It was suggested that Dr. Bridgmon be asked to comment about campus policy on Monday/Wednesday/Friday class period length. Are classes limited to 50 minutes on Mondays, Wednesdays, and Fridays?

Dr. Clements from a list of emails collected by Dr. Johnette Moody stated that Friday afternoons work flow bottlenecks develop when documents requiring signatures are delayed when officials authorized to sign said documents have left campus. Also there was a question about the qualifications of staff teaching in a leadership program and their pay. A Senator replied that a committee was in charge of such appointments and that perhaps Dr. Bridgmon could comment next meeting.

Dr. Michael Davis asked if there were a master list or book of policies beyond the faculty handbook. It was suggested that Mr. Pennington be asked about this.

ANNOUNCEMENTS AND

Dr. Ardith Morris's will direct her last play at ATU, the Robber Bride Groom from Thursday, February 14, through Sunday February 17, not including Saturday, February 16. Dr. Morris is retiring at the end of the semester.

INFORMATION
ITEMS

ADJOURNMENT

Ms. Holly Ruth Gale and Dr. Tedford moved and seconded adjournment. Meeting adjourned 4:35 pm.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Johnette Moody".

Johnette Moody, D.B.A., President

A handwritten signature in cursive script, appearing to read "Glen R. Bishop".

Glen R. Bishop, Ph.D., Secretary

Alexis Scrimshire

From: Tammy Weaver
Sent: Tuesday, October 9, 2018 8:50 AM
To: Tammy Weaver
Cc: Jeff Robertson; Jeffrey Woods; Lisa Toms; Judy Cezeaux; Linda Bean; Brent Etzel; Christine Austin; Cynthia Jacobs; Dr. David Ward; Dr. Debra Hunter; Eric Lovely; Jeremy Schwehm; Jordan Thibodeaux; Loretta Cochran; Shelia Jackson; Tennille Lasker-Scott; William Hoefler Jr; Malcolm Rainey Jr; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Pat Chronister; Sheryle Tinerella; Tammy Weaver; Nina Goza; Rebecca Callaway
Subject: October Curriculum Committee Canceled

October 23rd Curriculum Committee Canceled

Since I only have 3 curriculum proposals ready for the committee to review, it has been decided to cancel the October Curriculum Committee meeting. The next meeting of the committee will be Tuesday, November 27, at 3 p.m. in Brown Building 355.

Because of the November holiday, a request has been made to post the agenda and proposals with summary on the Curriculum Committee web page no later than Tuesday, November 6. I will send out a reminder to deans and department heads that proposals will need to be submitted by October 22 to make it through the approval process for the 2019-20 catalog. 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>



Curriculum Committee
AGENDA
Tuesday, November 27, 2018
Brown Building, Room 355, 3:00 p.m.

I. Call to Order

- A. Approval of minutes from September 25, 2018, meeting

II. New Business

A. Curricular Items

College of Arts and Humanities – Department of Behavioral Sciences

- 1. Modify the Minor in Rehabilitation Science, as follows: a) delete RS 3023: Principles and Techniques of Rehabilitation Science; b) add RS 3203: Interviewing Skills, and RS 4023: Case Management Strategies, to the required courses; c) change the RS Electives from 12 hours to 9 hours; and d) delete the reference: **To be taken after the student completes at least 12 hours of RS electives.

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

- 1. Modify the Curriculum in International Studies, as follows: add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II.

College of Business – Department of Accounting and Finance

- 1. Add the following courses to the course descriptions:
 - BLAW 1033: Law for Life: Understanding the Law and Personal Legal Issues;
 - ECON 3023: Intermediate Macroeconomics;
 - ECON 4103: Economics Special Topics;
 - FIN 3023: Financial Markets and Institutions;
 - FIN 3033: Principles of Real Estate;
 - FIN 4033: Financial Modeling;
 - FIN 4083: Financial Institution Management;
 - FIN 4093: Advanced Financial Management;
- 2. Reconfigure the Curriculum in Economics and Finance, to create the new Curriculum in Finance; and

3. Modify the Minor in Economics, as follows: a) delete ACCT 2003 Accounting Principles I, ECON 2003: Principles of Economics I, and ECON 2013: Principles of Economics II; b) add ECON 3073: Intermediate Microeconomic Theory, and ECON 3093: Econometrics; and c) change 6 hours of upper division Economics electives to 9 hours of electives from the following:
ECON 3013: Economics of Labor Relationships;
ECON 3023: Intermediate Macroeconomics;
ECON 4003: Readings in Economic Theory;
ECON (FIN) 4093: International Economics and Finance;
ECON 4103: Special Topics;
BDA 3053: Business Data Analysis; and
FIN 2013: Personal Finance.

College of Business – Department of Management and Marketing

1. Add BUAD 4100: Business Experiential Learning Activity, to the course descriptions.

College of Education – Department of Health and Physical Education

1. Add PE 2533: Sports Officiating, to the course descriptions.

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

1. Delete the following courses to the course descriptions:
CUL 1011: Sanitation Safety- cross listed with HA 1011- do not delete cross list;
CUL 1923: Introduction to Food and Beverage Management;
CUL 2003: Cost Controls;
CUL 2023: Hospitality Leadership and Ethics;
CUL 2053: Work Experience- cross listed with HA 2053 - do not delete cross list;
CUL 2063: Guest Service Management- cross listed with HA 2063- do not delete cross list;
CUL 2813: Basic Human Nutrition in Hospitality Management- cross list with HA 2913- do not delete cross list;
CUL 2903: Introduction to Garde Manger;
CUL 2914: Principles of Food Preparation- cross listed with HA 2914- do not delete cross list;
CUL 2923: Stocks, Sauces, and Soups;
CUL 2933: Advanced Food Preparation;
CUL 2943: Introduction to Baking and Pastry; and
CUL 2996: Externship; and
2. Remove the CUL major from prerequisites for HA 2053: Work Experience;
3. Remove the CUL cross list from prerequisites for HA 2914: Principles of Food Preparations; and
4. Modify the Minor in Hospitality Administration, as follows: a) delete HA 2053: Work Experience, HA 4093: Resort Management, and HA Elective (3 hours); and b) add HA 2063: Guest Service Management, HA 2133: Introduction to Travel and Tourism, and HA Elective (9 hours of 3000 or 4000 level).

College of eTech – Department of Professional Studies

1. Modify the Curriculum in Professional Studies – Agriculture Business Concentration, as follows: a) delete AGBU 3133 Intermediate Agricultural Macroeconomics; and b) add AGBU 3233 International Agricultural Trade.

College of Natural and Health Sciences – Department of Biological Sciences

1. Delete the following courses to the course descriptions:
HIM 1001: Health Information Management Orientation; and
HIM 2003: Coding Principles Medical Office.

III. Announcements and Information Items

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, November 27, 2018, at 3:00 p.m. in Brown Building, Conference Room 355. The following are members of the committee:

2018-19 Curriculum Committee members are:

Completing Last Year of 2 Year Term:

Dr. David Osburn (AH)

Dr. Debra Hunter (BA)

Dr. Shelia Jackson (ED)

Dr. William Hoefler (EAS)

Dr. Jeremy Schwehm (ET)

Dr. Eric Lovely, Chair (NH)

Dr. Mack Rainey (EAS)

Dr. Tennille Lasker-Scott (ET)

Dr. Cindy Jacobs (NHS)

Dr. Jordan Thibodeaux (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)

Newly Elected for 2 Year Term:

Dr. David Ward (AH)

Dr. Nina Goza (BA)

Dr. Rebecca Callaway (ED)

All committee members were present except for Dr. Hoefler, Dr. Osburn, Dr. Thibodeaux and Dr. Rainey. The following were present to answer questions regarding curriculum proposals: Dr. David Ward, Dr. David Blanks, Dr. Lisa Toms, Dr. Cathi McMahan, Dr. Jeff Aulgur, and Dr. John Jackson. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

OLD BUSINESS: No old business

NEW BUSINESS:

Approval of Minutes: Motion by Dr. Jackson, seconded by Dr. Schwehm, to approve the minutes from the September 25, 2018. Motion approved.

CURRICULAR ITEMS:

Motion by Dr. Callaway, seconded by Dr. Jackson, to amend the order of the agenda to allow the College of Business proposals to be considered first since Dr. Toms needed to attend Graduate Council which was rescheduled at the same time as the standing Curriculum Committee meeting. Motion approved.

College of Business

Motion by Dr. Hunter, seconded by Dr. Callaway, to approve the following proposals from the Department of Accounting and Finance and Department of Management and Marketing. Motion approved.

College of Business – Department of Accounting and Finance

1. Add the following courses to the course descriptions:
BLAW 1033: Law for Life: Understanding the Law and Personal Legal Issues;
ECON 3023: Intermediate Macroeconomics;
ECON 4103: Economics Special Topics;

- FIN 3023: Financial Markets and Institutions;
 - FIN 3033: Principles of Real Estate;
 - FIN 4033: Financial Modeling;
 - FIN 4083: Financial Institution Management;
 - FIN 4093: Advanced Financial Management;
2. Reconfigure the Curriculum in Economics and Finance, to create the new Curriculum in Finance; and
 3. Modify the Minor in Economics, as follows: a) delete ACCT 2003 Accounting Principles I, ECON 2003: Principles of Economics I, and ECON 2013: Principles of Economics II; b) add ECON 3073: Intermediate Microeconomic Theory, and ECON 3093: Econometrics; and c) change 6 hours of upper division Economics electives to 9 hours of electives from the following:
 - ECON 3013: Economics of Labor Relationships;
 - ECON 3023: Intermediate Macroeconomics;
 - ECON 4003: Readings in Economic Theory;
 - ECON (FIN) 4093: International Economics and Finance;
 - ECON 4103: Special Topics;
 - BDA 3053: Business Data Analysis; and
 - FIN 2013: Personal Finance.

College of Business – Department of Management and Marketing

1. Add BUAD 4100: Business Experiential Learning Activity, to the course descriptions.
- College of Arts and Humanities

College of Arts and Humanities

Motion by Dr. Ward, seconded by Dr. Hunter, to approve the he following proposals from the Department of Behavioral Sciences and Department of History and Political Science. Motion approved.

College of Arts and Humanities – Department of Behavioral Sciences

1. Modify the Minor in Rehabilitation Science, as follows: a) delete RS 3023: Principles and Techniques of Rehabilitation Science; b) add RS 3203: Interviewing Skills, and RS 4023: Case Management Strategies, to the required courses; c) change the RS Electives from 12 hours to 9 hours; and d) delete the reference: **To be taken after the student completes at least 12 hours of RS electives.

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

1. Modify the Curriculum in International Studies, as follows: add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II.

College of Education – Department of Health and Physical Education

Motion by Dr. Ward, seconded by Dr. Callaway, to approve the he following proposals from the Department of Health and Physical Education. Motion approved.

1. Add PE 2533: Sports Officiating, to the course descriptions.

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

Motion by Dr. Ward, seconded by Dr. Callaway, to approve the he following proposals from the Department of Parks, Recreation, & Hospitality Administration. Motion approved.

1. Delete the following courses to the course descriptions:
CUL 1011: Sanitation Safety- cross listed with HA 1011- do not delete cross list;
CUL 1923: Introduction to Food and Beverage Management;
CUL 2003: Cost Controls;
AMENDED by Faculty Senate on 12/5/18 to correct a clerical error for CUL 2023.
Add “do not delete cross list” to CUL 2023: Hospitality Leadership and Ethics;
CUL 2053: Work Experience- cross listed with HA 2053 - do not delete cross list;
CUL 2063: Guest Service Management- cross listed with HA 2063- do not delete cross list;
CUL 2813: Basic Human Nutrition in Hospitality Management- cross list with HA 2913- do not delete cross list;
CUL 2903: Introduction to Garde Manger;
CUL 2914: Principles of Food Preparation- cross listed with HA 2914- do not delete cross list;
CUL 2923: Stocks, Sauces, and Soups;
CUL 2933: Advanced Food Preparation;
CUL 2943: Introduction to Baking and Pastry; and
CUL 2996: Externship; and
2. Remove the CUL major from prerequisites for HA 2053: Work Experience;
3. Remove the CUL cross list from prerequisites for HA 2914: Principles of Food Preparations; and
4. Modify the Minor in Hospitality Administration, as follows: a) delete HA 2053: Work Experience, HA 4093: Resort Management, and HA Elective (3 hours); and b) add HA 2063: Guest Service Management, HA 2133: Introduction to Travel and Tourism, and HA Elective (9 hours of 3000 or 4000 level).

College of eTech – Department of Professional Studies

Motion by Dr. Ward, seconded by Dr. Callaway, to approve the he following proposals from the Department of Professional Studies. Motion approved.

1. Modify the Curriculum in Professional Studies – Agriculture Business Concentration, as follows: a) delete AGBU 3133 Intermediate Agricultural Macroeconomics; and b) add AGBU 3233 International Agricultural Trade.

College of Natural and Health Sciences – Department of Biological Sciences

Motion by Dr. Jacobs, seconded by Dr. Schwehm, to approve the he following proposals from the Department of Biological Sciences. Motion approved.

1. Delete the following courses to the course descriptions:
HIM 1001: Health Information Management Orientation; and
HIM 2033: Coding Principles Medical Office.

ANNOUNCEMENTS: The committee will not meet again until the 2019 fall term.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The December meeting of the Faculty Senate was held at 1:00PM on Wednesday, December 5, 2018 in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. Johnette Moody
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Michael Davis	Dr. V. Carole Smith
Dr. Carey Ellis	Dr. Monty Smith
Dr. David Eshelman	Dr. Sarah Stein
Ms. Holly Ruth Gale	Dr. Bruce Tedford
Dr. Shellie Hanna	Dr. Brendan Toner
Dr. Newt Hilliard	Dr. Jack Tucci
Dr. Scott Jordan	Dr. Susan Underwood

Dr. Christine Austin, Dr. Phillip Bridgmon, Dr. Cheryl Chaney, Dr. Loretta Cochran, Mr. Ken Futterer, Ms. Jennifer McNeely, Dr. David Middleton, Dr. Hanna Norton, Mr. Thomas Pennington, Ms. Karen Riddell, Dr. Mike Rogers, and Ms. Tammy Weaver were visitors.

CALL TO ORDER Dr. Moody, President, called the meeting to order at 1:00 pm.

APPROVAL OF MINUTES Dr. Susan Underwood moved to accept the minutes from the November 13, 2018, meeting. Dr. Newt Hilliard seconded. Minutes were accepted.

REPORT BY VICE PRESIDENT Dr. Phillip Bridgmon, VPAA, reported that Dr. Dana Fox has accepted the position of Graduate Dean and will join Arkansas Tech on July 1, 2019. The recruitment for the position of Vice President for Academic Affairs continues. The cutoff for candidates to submit applications for preferred consideration is January 11, 2019.

Dr. Jack Tucci asked Dr. Bridgmon about the enrollment forecast. Dr. Bridgmon reported that it is expected that enrollment for Fall 2019 will increase and should continue to increase for the next couple years based on the number of inquiries and applications. Freshmen and graduate student applications are up.

Dr. Tucci asked about faculty teaching loads. Dr. Bridgmon stated that faculty teaching loads are too high given the other expectations for faculty on the ATU campus.

Dr. Bridgmon went on to say that the grade appeal process needs to be improved as the current policy leads to confusion. Dr. Judy Cezeaux is leading a committee to address this issue. Dr. Bridgmon will have the committee report its recommendations to the appropriate Faculty Senate subcommittee.

President Bowen and Dr. Bridgmon will provide a general update to faculty at the beginning of spring semester on January 9.

Dr. Tucci asked if the university would put more focus on the recruitment of high performing students. Dr. Bridgmon responded by saying yes and no. High performing students are welcome and are often supported with scholarships. High performing students are considered to be those with ACT scores of 30 and above. However, the university will not attempt to shape a class. ATU will continue to be access driven.

The Department Head Council is in operation and is being chaired by Dr. Blanks.

NEW BUSINESS

- a. Curricular Items

Dr. V. Carol Smith moved to consider all curricular items as a block. Dr. Shellie Hanna seconded. Motion passed. Ms. Tammy Weaver asked to propose an amendment that the drop of CUL 2023 from the catalog would not also result in the drop of HA 2023 with which it is cross listed. HA 2023 is to be maintained in the catalog. Dr. David Eshelman moved to approve the curricular items as amended. Dr. Jon Clements seconded the motion. The motion carried.
- b. Persistence and Completion Committee

Dr. Hanna Norton addressed the work of the Persistence and Completion Committee. The committee is working to make persistence and completion part of the culture of ATU. Dr. Norton suggested that faculty could add a section to annual portfolios describing their efforts to encourage persistence in pursuit of and completion of degrees. In response to a question from Dr. Jon Clements Dr. Norton clarified that the committee is not seeking to change language in the faculty handbook, but only looking for ways to encourage faculty to think about and share ways that contribute to persistence and completion. A further suggestion was to have Department Heads collect such information and contribute to Weave. Dr. David Eshelman suggested that departmental review committees could make this a question they ask faculty during the annual evaluation process.
- c. Quality Matters (QM)

Dr. Loretta Cochran described this program. A group meets at 10:00AM on Mondays on the 4th floor, Dean's Conference room, Rothwell Hall. Several faculty have qualified as reviewers and additional faculty are at the Masters level. Workshops are available as well as QM courses. Dr. Cochran and Dr. Moody present at national QM meetings. All ATU faculty have a QM account. Workshops are free. Courses cost \$200. Contact Dr. Cochran or Dr. Moody for further information. QM supports the HLC effort. When HLC staff hear that QM is being followed, they move on to other areas. License is \$3,600 annually. QM vetting is not required on campus, but as Dr. Jack Tucci, observed, it provides a quality way to set up any course, and in particular online courses.
- d. TIAA/CREF Retirement Funds

Mr. Ken Futterer addressed the Faculty Senate on this matter. The policy on accessing TIAA/CREF retirement funds is stricter than policy governing Social Security, the Arkansas Teachers Retirement System, and the policy at other universities. This is caused of a clause in the ATU contract with TIAA/CREF. The university could change the policy and the Faculty Senate should look into the possibility of making access to TIAA/CREF retirement fund accounts easier for faculty who are working at ATU but are approaching retirement.

Dr. Jack Tucci made a motion that ATU change its contract with TIAA/CREF to allow earlier access to retirement funds. Dr. Ellis seconded the motion. The motion carried.

Mr. Futterer then discussed a second issue, the recently adopted policy on outside employment. Mr. Futterer stated that the current policy is overly burdensome for faculty. Dr. Jon Clements stated that the policy was substantially changed by the Board of Trustees after it left the Faculty Senate, which is their prerogative. However, it would have been better that instead of instating the new policy without faculty input if the Board would have communicated to the faculty about its concerns and listened to the Faculty Senate about how faculty see the policy. Mr. Futterer asked that the Faculty Senate to express dissatisfaction with the outside employment requirements. Dr. Clements suggested that at this point a formal resolution from the Faculty Senate may be too forceful and not be viewed in a positive light by the Board. Mr. Thomas Pennington, Campus legal counsel, said he would

look into the matter to determine if the Board would be open to making some changes in the outside employment language.

Mr. Futterer asked that his statement be read into the record. Dr. Tucci so moved. The motion was seconded by Dr. Jeremy Schwehm. Motion carried. The statement appears as Appendix A.

- e. Procurement Tabled until a representative from the appropriate office could attend. Dr. Bruce Tedford commented that this is the second postponement for this issue. Dr. Moody provided an assurance that someone from procurement would attend the February meeting. The delay is because of staffing changes in Procurement.
- f. Wellness Center Policies Postponed until next month as Wellness Center staff were attending a conference this week.

OLD BUSINESS

- a. Ethics Policy Mr. Thomas Pennington stated that the committee met and discussed changes in the draft policy. Many of the provisions are statutory. The committee is also working with the Staff Senate. The policy is to be viewed as aspirational rather than punitive. An example of an issue that needs clarification is when university funds can be used for reimbursement of expenses related to school functions. Mr. Pennington asked that a subcommittee of the Faculty Senate be established. Dr. Jon Clements, Ms. Holly Ruth Gale and Dr. Bruce Tedford agreed to serve on the subcommittee. Dr. Michael Davis expressed concern that the policy may infringe on academic freedom and suggested language be added to make the policy more explicit that it does not affect academic freedom.
- b. HLC Dr. Susan Underwood reported that the HLC committee and subcommittees are working on evidentiary statements in support of arguments designed to show that ATU meets HLC requirements. A committee is needed to develop and implement a standard vetting process for all courses across the University, including the Ozark campus. Dr. Carey Ellis stated that Dr. Lisa Harless and Dr. Shelly Daily would be willing to be on the committee. Dr. David Eshelman reported that Mrs. Jana Crouch and Ms. Elaine Tyse were willing to be on the committee. Dr. Underwood will organize the first meeting of the committee. Committee members will then choose a chair and begin work.
- c. VPAA Qualifications Statement Jon Clements observed that this and other Faculty Senate documents should appear on ATU letterhead. The response to the request for input from faculty for this statement was very limited. Dr. Clements stated that in drafting the statement, he kept the language positive. He is open to additional input but time is of the essence. Dr. V. Carole Smith asked that the importance of teaching and learning at ATU be added. Dr. Newt Hilliard and Dr. Bruce Tedford recommend changing the research statement so that it is related more to pedagogy, teaching, and learning as ATU is not eligible for some types of federal research grants. Ms. Jennifer McNeely suggested adding a statement on working with adjuncts. Dr. Joshua Lockyer suggested to add a statement to indicate that the Tech in the university name is somewhat misleading as the university is more of a liberal arts school.

Dr. Clements will revise the VPAA qualifications statement and request that the Faculty Senate Secretary distribute. The statement is attached as Appendix B.
- d. Academic Integrity Policy Dr. David Eshelman made a motion to approve the policy. The motion was seconded by Dr. Jon Clements. After discussion, Dr. Clements stated he would revise the policy and return it to the Faculty Senate for further consideration.
- e. Adjunct Support Ms. Jennifer McNeely discussed the findings of a survey of adjunct instructors at ATU. Top adjunct instructor issues in order of priority are pay, job security, and tuition discount for self and family. In addition many adjuncts are unaware of the benefits available to them. Many

adjuncts feel left out. Departments should improve information flow and the sense of inclusion by adding them to email lists and inviting them to faculty meetings. Dr. David Eshelman made a motion to encourage departments to include adjuncts whenever possible. Dr. Jeremy Schwehm seconded the motion. The motion carried. Dr. Sarah Stein commented that she would provide a list of adjunct benefits available at ATU and a list of businesses that take part in the student discount program. The lists appear in Appendix C.

- f. Campus Landscape Change in staff has required this item to be postponed until the February meeting. Dr. Bruce Tedford commented that changes in campus vegetation has interfered with student research projects. Better communication needs to take place so that trees that are part of research projects are not removed until the project is complete, with exceptions made in cases of safety concerns.
- g. Dean/Department Head evaluations Postponed until February meeting.
- h. Faculty Awards Dr. Jeremy Schwehm brought to the attention of the Faculty Senate that faculty awards had been left off the agenda. Dr. Schwehm moved that faculty awards be considered. Dr. Joshua Lockyer seconded the motion. The motion passed. Dr. Schwehm reported that Dr. Phillip Bridgmon, Interim Vice President for Academic Affairs is supportive of additional faculty awards. Two awards are being considered for non-tenured faculty and one award for adjunct faculty. The award would consist of a three credit-hour overload plus \$1,000. The adjunct faculty award would consist of pay for one three hour course. It is anticipated that the new recognitions would be awarded for the first time during May 2020. Dr. Jon Clements moved to approve the new awards. Dr. David Eshelman seconded the motion. The motion carried.

OPEN FORUM
ANNOUNCEMENTS
AND
INFORMATION
ITEMS

ADJOURNMENT Meeting adjourned at 3:29

Respectfully submitted,



Johnette Moody, D.B.A., President



Glen R. Bishop, Ph.D., Secretary

Appendix A
Statement on Outside Employment by Mr. Ken Futterer

Ken Futterer
Music Department
Dec 4, 2018

7 terms Senate membership
2 terms Senate President

Address to Faculty Senate, Dec 5, 2018

Karen and I joined the faculty of Arkansas tech 38 years ago. At that time, Tech had app. 2,000 students attending. Our chief rival, Henderson State was close to that size. Over the past 38 years the population of Tech has steadily increased to over 10,700 students, but Henderson has remained roughly static, a remarkable increase.

Tech's growth was partially circumstantial and partially planned, but there had to be careful and wise fiscal management, as then and now Tech is woefully underfunded. So underfunded, that there have never been enough faculty positions to teach our student population if the faculty were unwilling to teach overloads.

My point in referencing the above information is that without faculty willingness to work overloads for a dramatic reduction in pay, ATU would have had to turn away hundreds if not thousands of students over the course of many years.

(To put this in perspective, the Federal Fair Labor Standards Act requires 1+½ for overtime; we accept less than 1/8 of our salary per overload.)

Why has Tech continued to grow? Is it that cute Bulldog, or is it the quality of the programs? And how do our programs remain "quality"? Is it the superiority of our administrators, the wisdom of the Board of Trustees, or is it the faculty?

Administrators and Board members come and go, but the faculty remains.

Tech has grown and continues to grow due to the quality of the faculty, who keep our programs at tiptop shape, and sacrifice time and wealth to provide quality education to all students.

Since the retirement of Dr. Brown, shared governance at ATU has blossomed. With the encouragement of Dr. Bowen, the faculty crafted our new handbook, and after carefully give and take with our administration, the Board passed it with no reservations.

So then, why did the Board take what seems to me the ill-advised action of inserting an additional clause into our outside employment policy? It would have been easy enough for the Board to return this document to the Senate, with stated reservations, and allow the process of shared governance to come to a mutual solution. But that is not what happened.

I realize that the Governor of Arkansas appoints our Board, and ATU is not a democratic organization. The Arkansas Tech Board of Trustees has the authority to amend, or even replace our handbook at any

time, for any reason, on any whim. However, having the legal authority to commit an act is not the same as having the moral prerogative to do the same.

Shared governance must be a two way street. If the faculty is to be the only one sharing, with “surprise” amendments popping up in the handbook, then the good will that has been engendered these last few years can be squandered.

When faculty and administrations/boards get sideways, there can be dramatic consequences. Especially in a situation like Tech, where our spectacular growth has been and will continue to be almost entirely at faculty expense.

What can we, as faculty, do when our Administration and/or Board behave in a dictatorial or unyielding fashion?

In some states, faculties have called upon collective bargaining. I personally don't like that arrangement; it guaranties an adversarial relationship, with no hope of good will in crafting consensus.

Other faculties have emulated the Solidarity movement that removed the communistic government in Poland. Their motto, “They pretend to pay us, we pretend to work”.

I am not recommending any of the above actions, as they punish our students for a lack of good faith from above, an act I know this faculty would find abhorrent.

I personally know many of the members of our Board. They are people of good will and commitment. I can't help but believe that they acted in good faith, but did not considered or have been misinformed on the importance and repercussions this type of unilateral action could engender.

I am petitioning the Senate to request that the Board revisit their addition to the outside employment policy, and work with the Senate to create a mutually acceptable compromise statement.

Appendix B
VPAA Qualifications Statement

FACULTY SENATE – ARKANSAS TECH UNIVERSITY

TO: VPAA SEARCH COMMITTEE
FROM: MEMBERS OF THE ARKANSAS TECH FACULTY SENATE
SUBJECT: VPAA SEARCH PROCESS
DATE: DECEMBER 5, 2018

To the Members of the VPAA Search Committee,

This letter is to advise the VPAA Search Committee of the characteristics we, the Faculty Senate, find important when selecting the new Vice President of Academic Affairs.

We believe that the new VPAA should:

- Have a strong commitment to shared governance.
- Have a full understanding and appreciation of the nature of Arkansas Tech as a teaching-focused, liberal arts institution.
- Have a commitment to supporting and advancing the academic division of the University. (i.e. addition of new faculty positions, load equity across divisions, working for competitive faculty remuneration, etc.)
- Have strong communication skills and an ability to articulate to the President of the University the needs of the Faculty, while also being able to articulate to the Faculty the needs of the President.
- Promote research and grant opportunities as they support our pedagogy and instruction, and work to help facilitate their implementations.
- Develop aspirational goals for the University while being realistic about day to day needs.
- Make fair and reasoned decisions regarding tenure and promotion.

Thank you for your consideration,

Members of the 2018-2019 Arkansas Tech Faculty Senate

Appendix C
Benefits and Discount Lists

Adjunct Benefits:

Game tickets

Anyone with a Tech ID may enter athletic games free of charge. This includes their immediate family members as long as the employee is present with card.

ID Cards

ID cards provide adjuncts discounts at various food locations across campus, and at the ATU Bookstore. Some vendors might provide a discount on goods and services., but some will reserve discounts for students only. *

Library

Adjuncts may reserve and request materials. A librarian is assigned to each academic department and could give more details if needed.

Meal Plans

Adjuncts may purchase a meal plan for the semester or may add Wonderbucks to their id cards.

Racquetball Courts

Admission to the racquetball courts during faculty/community hours for the adjunct faculty and immediate family members (spouse and children)

Retirement

Adjuncts may contribute money into a retirement fund.

Worker's Compensation

Adjuncts can access the Worker's Compensation Insurance program provided that they have job related injuries.

TechFit

TechFit may be utilized upon presentation of employee ID card. The employee's account will be charged \$25 per semester upon first visit.

Vendors List

Below is an updated list of local businesses that take part in the student discount program upon presentation of the ID card: Student Rate

St. Mary's Fitness Center
Back to Basics
Beach Shack (tanning only)

20% Discount
Papa Murphy's
IHOP
Russellville Eye Clinic

15% Discount

America's Best Value Inn

The Cake Place

Pottery Worx

Pam's Shoes and Pedorthics

10% Discount

Western Sizzlin

Buffalo Wild Wings

Donut Donut

Taco Johns

La Huerta

Rose Drug (cash prescriptions only)

New Tire Company (except tires)

Subway

Brick Oven Pizza

Feltner's Whatta-Burger (except lunch specials)

Linh's Vietnamese Cuisine

Starbucks

Old Post BBQ

Lavish

New China

Leaning Willow

The Other Foot

GT's Tanning/Southern Glow Tanz

Tangles

Firehouse Subs

AT&T

5% Discount

Freddo's

Quiznos

Arkansas Tire and Auto

AGENDA
FACULTY SENATE
Tuesday, September 11, 2018
Rothwell 456

- I. Call to Order
 - a. Approval of the minutes from August 21, 2018
 - b. VPAA update

- II. New Business
 - a. Curricular items
 - b. Arkansas Governor's School
 - c. Committee on Adjunct Support
 - d. Insurance update
 - e. Date Change for December Meeting

- III. Old Business
 - a. FE for Excessive Absences policy – Tammy Weaver
 - b. Email confirmation of grade submission
 - c. Faculty sick leave submission
 - d. Honor Code/Student Handbook updates
 - e. Faculty Excellence Awards
 - f. Promotion and Tenure Procedural
 - g. Meal reimbursement policy
 - h. Timely Feedback to Students
 - i. Faculty Salary and Benefits Committee Charge
 - j. CETL Advisory Board Standing Committee – Dr. Robin Lasey
 - k. College Curriculum Committees
 - l. Budget Office/SPUI and Grant Facilitation
 - m. Indirect Costs
 - n. Adjunct Support

- IV. Open Forum

- V. Announcement and Information Items

- VI. Adjournment

A. Curricular Items

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

1. Delete SPAN 1063: Basic Spanish for Medical and Social Services, from the course descriptions;
2. Add the following courses to the course descriptions:
 - a. SA 1001-4, 2001-4, 3001-4, and 4001-4: Study Abroad/Study Away;
 - b. SPAN 2033: Intermediate Spanish II for Heritage Speakers;
 - c. SPAN 2303: Spanish for Medical Interpretation I;
 - d. SPAN 2313: Spanish for Medical Interpretation II; and
 - e. SPAN 3233: Introduction to Literature;
3. Change the title for ENGL 2063: Advanced Composition: Theory and Practice, to: Introduction to Literary Studies; and modify the course description;
4. Change the course number for ENGL 3103: Literary Theory, to: ENGL 4103; and cross list with ENGL 5103;
5. Modify the prerequisite for SPAN 4213: Spanish Literature, from: Prerequisite: SPAN 3013: Conversation and Composition II, to: Prerequisite: SPAN 3233: Introduction to Literature;
6. Modify the prerequisite for SPAN 4223: Spanish-American Literature, from: Prerequisite: SPAN 3013: Conversation and Composition II, to: Prerequisite: SPAN 3233: Introduction to Literature;
7. Modify the Curriculum in Bachelor of Fine Arts in Creative Writing, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Delete 3 hours of upper division English elective;
8. Modify the Curriculum in Bachelor of Arts in English, as follows:
 - a. Add ENGL 4103: Literary Theory;
 - b. Delete 3 hours of English elective; and
 - c. Change ENGL 3013: Systems of Grammar, or ENGL 3023: Introduction to Linguistics, to ENGL 3013: Systems of Grammar, ENGL 3023: Introduction to Linguistics, or ENGL 4013: Literary Theory;
9. Modify the Curriculum in Bachelor of Arts World Languages – Spanish, as follows:
 - a. Delete 3 hours of Spanish elective;
 - b. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
 - c. Add SPAN 3233: Introduction to Literature; and
10. Modify the Minor in Creative Writing, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Change the statement regarding 9 hours of selected electives to 6 hours;
11. Modify the Minor in Spanish for Medical Interpretation, as follows:
 - a. Delete the following courses:
SPAN 1063: Basic Spanish for Medical and Social Services;

- SPAN 2013: Intermediate Spanish I; and
 - SPAN 2023: Intermediate Spanish II; and
 - b. Add the following courses:
 - SPAN 2303: Spanish for Medical Interpretation I;
 - SPAN 2313: Spanish for Medical Interpretation II; and
 - SPAN 3233: Introduction to Literature;
- 12. Add the Certificate of Proficiency in Spanish for Medical Interpretation; and
- 13. Add the Certificate of Proficiency in Teaching English to Speakers of Other Languages.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The September meeting of the Faculty Senate was held at 3:00 p.m. on Tuesday, September 11, 2018 in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. Johnette Moody
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Michael Davis	Dr. V. Carole Smith
Dr. Carey Ellis	Dr. Sarah Stein
Dr. David Eshelman	Dr. Bruce Tedford
Ms. Holly Ruth Gale	Dr. Brendan Toner
Dr. Shellie Hanna	Dr. Jack Tucci
Dr. Newt Hilliard	Dr. Susan Underwood
Dr. Scott Jordan	

Dr. Monty Smith was absent. Dr. Phillip Bridgmon, Ms. Jennifer McNeely, Ms. Tammy Gaurino, Ms. Holli Weiss, Dr. Jeff Robertson, Dr. Jeffrey Woods, Dr. Robin Lasey, Dr. Carl Brucker, Ms. Pat Chronister, Mr. Robert Freeman, Ms. Kylie Duncan, Ms. Rebecca Lacava, Ms. Tammy Weaver, and Mr. Thomas Pennington, Dr. Tara Hart were visitors.

CALL TO ORDER Dr. Moody, President, called the meeting to order at 3:00 pm.

APPROVAL OF MINUTES Dr. Susan Underwood moved to approve the minutes from the August 21, 2018, organizational meeting. Dr. Joshua Lockyer seconded. Minutes were approved.

REPORT BY VICE PRESIDENT Dr. Phillip Bridgmon, VPAA, reported that ATU had an excellence change of hosting the Governor's School for the next three years. The decision on whether ATU would host the program for 400 gifted high school seniors will be announced this week by the Arkansas Board of Education. The school is funded by a state grant of \$650,000. In addition Dr. Bridgmon announced that input regarding the new ATU web site should be sent to him. Dr. Bridgmon also stated that the search for a new VPAA should be getting underway in the coming months. The search will be headed up by a search firm. He expressed his desire that faculty cooperate with the search firm in the process. Also, the search for a new Dean of the Graduate College will also be conducted by a search firm, but not the same one as for the VPAA. Dr. Bridgmon stated that several complaints had been received about pets on campus and suggested that there is no specific policy on pets and that is an area in which the Faculty Senate may want to develop and recommend a policy. Tammy Gaurino, Staff Senate Chair, agreed that pet policy had become a concern of that body a number of times recently in residence halls and on campus in general.

NEW BUSINESS Dr. Jeremy Schwehm moved to consider curricular items on the agenda as a group. Dr. David Eshelman seconded the motion. Motion carried. Dr. Carl Brucker spoke in favor of the items. Dr. Sara Stein spoke in favor of the items. Dr. Eshelman moved to approve the curricular items. Dr. Jack Tucci seconded the motion. The motion carried.

a. Curricular items

b. Arkansas Governor's School Dr. Robin Lasey discussed the proposal to bring the Arkansas Governor's School to the ATU campus next summer. Many faculty were involved in the proposal and putting together the curriculum for the school. 400 Rising students will come to Tech for the school

should Tech be chosen to be the host. Significant opposition from Conway and Hendrix College was raised. The decision should be announced Thursday or Friday. Funding would come from Arkansas Department of Education. Faculty can submit proposals to teach at the Governor's School. The theme for the coming year will be technology, past, present, and future. There will be a committee created by the ADE and that committee will be responsible for reviewing applications for teaching at the Governor's School. Being a Tech faculty member does not guarantee that you will be selected to participate and teach.

- c. Committee on Adjunct Support Jennifer McNeely reported from the Committee on Adjunct Support. Committee would like to see more inclusion of adjuncts by being allowed to serve on more committees, access to health insurance, or at least access to the wellness center, and payment for classes taught processed more quickly. Dr. Eshelman moved to support the document from the Adjunct Committee that was circulated as part of the agenda. Dr. Tucci seconded the motion. The motion carried. A committee was then formed to examine the inclusion of more adjuncts on committees. Dr. Eshelman, Dr. Schwehm, and Dr. Stein agreed to be on the committee.
- d. Insurance update Mr. Freeman, Human Resources, provided an overview of insurance matters. An increase of 24.2% is expected for medical insurance. The university would absorb as much of the increase as possible. Open enrollment will be November 5 through November 16. The insurer reported a loss of over two million dollars on the ATU contract last year. Insurance will be on the October 18 Board meeting. The insurance recommendation will go to the executive committee on September 26.
- e. Date Change for December Meeting The December meeting of the Faculty Senate will be Wednesday, December 5, at 1:00 pm.

OLD BUSINESS

- a. FE for Excessive absences policy – Tammy Weavey Ms. Tammy Weaver, Registrar, explained the change from FE to WN. This policy had been developed by the Admissions, Academic Standards, and Student Honors Committee. The purpose of the WN is to eliminate the FE. The FE counted as an F and could be awarded by faculty to a student for nonattendance. The WN would be counted as a W or withdraw. While having less of an impact on grade average, a WN could also mean that the student could fall below the minimum required hours for financial aid and scholarships. Faculty who foresee the possibility of using the WN should include notice in syllabi. Dr. Eshelman moved to support the new policy. Dr. Schwehm seconded the motion. Motion carried.
- b. Email confirmation of grade submission Ms. Weaver commented that email grade confirmation will be part of Banner 9 which will be gradually rolled out beginning in January.
- c. Faculty sick leave submission Postponed until next meeting.
- d. Honor Code/Student Handbook updates Postponed until next meeting.
- e. Faculty Excellence Awards Dr. Schwehm reported that other universities have award for junior faculty with a monetary benefit attached to the award. He could find no examples of awards for non-tenure track faculty. A member of the Senate commented that awards for non-tenure track faculty could be pursued. Dr. Tucci commented that the first concern should be the establishment of awards for tenure-track junior faculty. Dr. Lockyer will work with Dr. Schwehm, and Dr. Tucci.
- f. Promotion and Tenure Procedural Workshop on new procedures will be held tomorrow. Department Heads were offered training during the summer. Dr. Woods is willing to meet with Department Committees to discuss the new procedures. Some variation in Department procedures and standards is expected by the University. The new procedures in the Faculty Handbook should be viewed as guidelines, not an evaluation rubric. The DPTC, Department Head, and the appropriate Dean should work out T & P policy at the department level. Establish criteria now so people can decide on 9.17 whether to go with the new policy or remain under the old system for T & P. It is not absolutely necessary to have the new department procedures in place by 9.17

- as the policy will not go into effect until the next calendar year as we are half-way through the current year and cannot change midway through the current year.
- g. Meal reimbursement policy
Senate voted to remove from agenda. Dr. Clements moved Dr. Eshelman seconded.
 - h. Timely feedback to students
Senate voted to remove from agenda. Dr. Eshelman moved. Dr. Schwehm seconded.
 - i. Faculty Salary and Benefits Committee Charge
Dr. Bowen has formed a committee to look at salary compression. The committee will be looking at sabbatical policy.
 - j. CETL Advisory Board Standing Committee – Dr. Robin Lasey
Senate removed from the agenda Dr. Eshelman moved and Dr. Underwood seconded.
 - k. College Curriculum Committees
Dr. Clements moved that this be tabled until the new VPAA takes office. Dr. Tedford seconded. Motion passed.
 - l. Budget Office/SPUI and Grant Facilitation
Postponed until next meeting.
 - m. Indirect Costs
ATU charges 43% for indirect costs on grants. Some faculty report that this makes many ATU proposals for small grants or to be subcontractors to larger grants at other universities noncompetitive. ATU needs to have some flexibility in the indirect cost policy. Need to include the Finance Committee in this discussion. The VPAA can waive the indirect costs on a case by case basis.

OPEN FORUM

Dr. Bishop suggested that Senate meetings be recorded. Senators did not have objections as long as recordings were not broadcast. Dr. Eshelman mentioned he had inquired about the equality of department travel funds and discovered that his department was funded equitably. He suggested that Senators before bringing matters before the Senate investigate on their own and that mentioning they are a member of the Faculty Senate can open doors more easily. Dr. Davis mentioned a rumor that a student transferred 120 credit hours to ATU and graduated without having taken a single ATU course. Other Senators mentioned the 30 hour rule which is usually enforced that students must complete their last 30 hours at ATU in order to graduate.

Thomas Pennington, campus lawyer, arrived to comment on and answer questions about the new external employment policy adopted by the board. Almost any source of income that is not coming from ATU must be reported to the appropriate VP or Athletic Director. Pat Chronister noted that his policy will be contained in a new faculty handbook update that should be going out the next day.

ANNOUNCEMENTS
AND
INFORMATION
ITEMS

ADJOURNMENT

Meeting adjourned at 4:45. Dr. Schwehm made the motion. Dr. Lockyer seconded.

Respectfully submitted,

A handwritten signature in cursive script that reads "Johnette Moody".

Johnette Moody, D.B.A., President

A handwritten signature in cursive script that reads "Glen R. Bishop".

Glen R. Bishop, Ph.D., Secretary



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
English and World Languages	06-04-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	06-04-18
Dean	<i>[Signature]</i>	6/9/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 JW
Faculty Senate (Undergraduate Proposals Only)	9/11/18 JW

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 1063
Official Catalog Title: Basic Spanish for Medical and Social Services	

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?

SPAN 1063 will be replaced by SPAN 2303 Spanish for Medical Interpretation I and SPAN 2313 Spanish for Medical Interpretation II.

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

The course is being replaced by a two-course sequence.

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.

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



ARKANSAS TECH UNIVERSITY

RECEIVED

MAR 13 2018

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
English and World Languages/College of Arts and Humanities	2/21/18

Title	Signature	Date
Department Head	<i>Carl Zunker</i>	3-8-18
Dean	<i>[Signature]</i>	3/6/18
Assessment	<i>Christ Austin</i>	3/13/18
Registrar	<i>Jammy [Signature]</i>	3/13/18
Graduate Dean (Graduate Proposals Only)	NA	NA
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/16

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	NA
Teacher Education Committee (Graduate or Undergraduate Proposals)	NA
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 JW
Faculty Senate (Undergraduate Proposals Only)	9/11/18 JW
Graduate Council (Graduate Proposals Only)	NA

Course Subject: (e.g., ACCT, ENGL) SA	Course Number: (e.g., 1003) 1001-4, 2001-4, 3001-4, 4001-4	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Study Abroad/Study Away		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Study Abroad/Study Away		

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? 30

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 type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input checked="" type="radio"/> 98 Other |

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MAR 13 2018

Registrar's Office

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. 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.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?
This is a variable-hour and variable-level course that will act as a placeholder for students who are taking classes at other institutions through the study abroad or study away program. For each class a student takes through study away/study abroad, ATU will list an SA 1001-4, SA 2001-4, SA 3001-4, or SA 4001-4 depending on the hour and level of the course taken. The prefix on the student's transcript will remain SA to indicate study abroad/study away experience, but the specific subject and title of the course will be in the subtitle (eg. SA 3002: JPN Japanese Cul and Civ). The course will

allow Tech to maintain enrollment and financial aid for students at Tech while they are in study abroad/study away classes at other institutions.

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MAR 13 2018

Registrar's Office

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).

RECEIVED

MAR 13 2018

Registrar's Office

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
Study Abroad/Study Away
SA 1001-4, SA 2001-4, SA 3001-4, SA 4001-04
Syllabus

Instructor:
Office:
Office hours:
Telephone:
Email:

CATALOG DESCRIPTION: This is a variable hour and variable level course that acts as a placeholder for students who are taking classes at other institutions through ATU's study abroad or study away program.

REQUIRED MATERIALS: None

COURSE RATIONALE: This course will allow ATU to maintain enrollment and financial aid for the students at Tech while they are in study abroad or study away classes at other institutions. This course indicates on the students' transcripts that the students took this course at another institution as part of their study abroad or study away experience.

COURSE OBJECTIVES: n/a

GENERAL EDUCATION OBJECTIVES: n/a

GRADING POLICY: The grades the students earned in classes at another institution as part of ATU's study abroad or study away program are the grades that will be recorded for this course per standard letter grading.

Syllabus

- a. Course Subject: SA
- b. Course number: 1001-4, 2001-04, 3001-4, 4001-4
- c. Catalog Course title: Study Abroad/Study Away
- d. Catalog Description: This is a variable hour and variable level course that acts as a placeholder for students who are taking classes at other institutions through ATU's study abroad or study away program. The SA prefix will remain on the students' transcript to indicate study abroad/study away experience.
- e. Instructor information:
Instructor:
Office:
Office hours:
Telephone:
Email:
- f. Text required: n/a
- g. Bibliography: n/a
- h. Justification/Rationale: This course will allow ATU to maintain enrollment and financial aid for the students at Tech while they are in study abroad or study away classes at other institutions. This course indicates on the students' transcripts that the students took this course at another institution as part of their study abroad or study away experience.
- i. Course Objectives: n/a
- j. General Education Objectives: n/a
- k. Assessment Methods: The grade the student earned at another institution as part of ATU's study abroad or study away program is the grade that will be recorded for this course per standard letter grading.
- l. Policy on absences, cheating, plagiarism etc.: n/a
- m. Course content: n/a



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	06-04-18

Title	Signature	Date
Department Head	<i>Carl Brubaker</i>	06-04-18
Dean	<i>[Signature]</i>	6/9/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>JW</i>

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 2033	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Intermediate Spanish II for Heritage Speakers		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Intermediate Spanish II for Heritage Speakers		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):			
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only	
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship	
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics	
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course	
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar	<input type="radio"/> 98 Other
Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? <input type="text"/> Select Fee Type			
If selected other list fee type: <input type="text"/>			
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor			
(If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered? Annually			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? This course will not require special resources.			
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? This course will not require a special classroom			
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 <u>program level learning outcome(s)</u> it addresses.			
(1) Mastery of the conventions of standard written Spanish			
(2) Effective communication and comprehension skills in the target language within a variety of cultural contexts			
(3) Ability to understand and respond creatively, critically, and analytically to print and non-print texts in the target language			
Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)			
(1) Embedded CPGE measurement			
(2) Exit Interview			

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

Spanish instructors struggle to meet the divergent needs of heritage and non-heritage students. Despite more advanced verbal skills, heritage speakers often have poor understanding of grammar and proper usage. This proposed course would track heritage and non-heritage speakers at the Intermediate II level, permitting instructors to focus their pedagogical practice more effectively. The course will also provide a better entry point for heritage speakers who are taking advantage of our advanced placement policy.

A syllabus for SPAN 2033 is attached below.

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

The addition of this course will not affect any other department of program.



Arkansas Tech University

SPAN 2033 M01 Intermediate Spanish II for Heritage Speakers – FALL 2019

ACTS Common Course SPAN 2023

Department of English and World Languages

Professor: Dr. Nelson R. Ramírez

Class time: martes y jueves: 11:00 a.m. - 12:20 p.m.

Classroom: Dean Hall 105

Office: Dean Hall 116-F

Telephone: 479-2680636

e-mail: nramirez@atu.edu

Office Hours: MWF 2:00 p.m. – 4:00 p.m.; TR 12:00 p.m. – 4:00 p.m.; or by appointment



CATALOG DESCRIPTION:

Prerequisite: SPAN 2013 or equivalent

Development of the language skills necessary for communication (speaking and writing) and comprehension (listening and reading) skills for students who grew up in an environment where Spanish was spoken frequently.

Note: Advanced placement credit is available to students who have previously studied Spanish.

COURSE DESCRIPTION:

This new course will provide an alternative entry point for heritage speakers who have good speaking skills, but lack strong academic Spanish skills. It would substitute for SPAN 2023 Intermediate Spanish II.

Spanish 2033 is designed for students who grew up in an environment where Spanish was spoken frequently. This course builds on the linguistic competence gained in childhood in order to develop the language for use in a wide variety of situations. Through course readings, videos, class debates, written assignments, presentations, students will achieve greater flexibility in their use of the

language and greater appreciation for the cultural and linguistic variation present in the Spanish-speaking world.

OBJECTIVES:

By the end of the semester, students will:

1. Be able to write a well-structured paragraph on an academic topic in Spanish.
2. Improve command of spelling and use of written accents in Spanish.
3. Improve presentational communicative abilities in Spanish.
4. Expand their lexical repertoire in Spanish.
5. Understand the nature and extent of language variation in the Spanish-speaking world.
6. Appreciate the cultural differences among Spanish speakers in Latin America and in the United States.

REQUIRED TEXTS AND MATERIALS

Samaniego, Fabian, Rojas, Nelson, et al. *El mundo 21 hispano*. Segunda edición. Boston: Heinle Cengage Learning, 2014.

2. *El mundo 21 hispano. Cuaderno de actividades*.
3. A good bilingual Spanish — English dictionary

COURSE POLICIES:

Emphasis will be on learning Spanish for real world purposes. You and your instructor will speak Spanish 100% of the time. There will be paired-work, group activities and whole-class discussions in which you are expected to actively participate and to use only Spanish. You are expected to use the grammatical concepts and vocabulary focused on in this class and in previous classes. You are also expected to learn the cultural information covered in the course. You should be prepared for each class and have completed your homework assignments **before** you come to class.

ATTENDANCE:

Attendance will be taken daily. Regular class attendance is essential for successful completion of the course. With the exception of days scheduled for tests, quizzes and compositions, you may miss three classes for any reason (personal, medical, motivational, etc.) without it directly affecting your grade. **The fourth and every subsequent absence for whatever reason will occasion the loss of five percentage points on the final overall course grade. Therefore, you should choose your absence wisely.** If you stop attending class, it is your responsibility to drop the class. If you wish to make up work you must notify your instructor either before or within an hour after class time, and you must provide appropriate documentation. Repeated late arrivals and early departures will also directly and adversely affect your final course grade.

Students with Disabilities

Students may request accommodation as a result of barriers related to a disability. Students who require academic accommodation for either classroom participation or the writing of tests and exams

should make their request to the Office of Disability Services (<https://www.atu.edu/disabilities/index.php>).

Academic Honor Code:

Our department strives for academic excellence and encourages all students to reach their potential. 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. According to the university policy, the consequences of cheating and plagiarism can result in an F on the assignment, exam, or in the course.

GRADE SCALE

A = 90-100 POINTS

B = 80-99

C= 70-79

D = 60-69

F = BELOW 60

GRADING COMPONENTS:

Attendance and participation:	20%
Chapter exams:	30%
Writing assignments:	20%
Oral presentation:	10%
Final exam:	20%

1. Attendance and participation

You are expected to complete the reading assignments at home and come to class prepared to participate in class discussions. A grade will be given for your performance, not for your effort or potential, in class discussions, paired-work and group activities. Your participation and proficiency will be assessed daily. If you are in class, but are not prepared and/or do not participate, you will receive a zero.

2. Chapter exams

There will be two chapter exams. The exams will cover selected material from *Mundo 21*, class lectures, videos, and any other assigned material. The exam will include listening comprehension, reading comprehension, grammar, short stories and cultural information. **There are no make-ups for the exams unless you have notified your professor or your instructor**

IMMEDIATELY before or after the exam and provide appropriate and acceptable documentation. Make-ups will only be allowed under extreme circumstances and at the professor's discretion. Exam dates are listed in the *Programa*.

3. Writing assignments

There will be four writing assignments (short compositions on assigned topics). They will be written entirely at home, or in class and finished at home. In the second case, the first draft will be written in class. The second draft, which you will complete and type at home, will be peer-edited in class. The final draft, will be corrected, typed and turned in on the assigned date, along with the first and second drafts. **NO LATE COMPOSITIONS WILL BE ACCEPTED.** When you receive the graded composition from your instructor, you will make the corrections indicated.

4. Oral presentation

You will work by yourself to prepare and then present your topic in class. Your instructor will assign your presentation date. The topics for the presentation can be any cultural aspect of any Hispanic country in Central or South America covered in *Mundo 21*. Your instructor will give you suggestions for topics and the format. Presentations are to be 5—7 minutes in length, entertaining as well as informative.

5. Final exam

The final exam will cover selected material from *Mundo 21*, class lectures, videos, and any other assigned material. The Final exam will include listening comprehension, reading comprehension, grammar, short stories, and cultural information. **There are NO MAKE-UPS or alternate times for the Final Exam. No shows will receive a grade of zero. The final exam date and place is to be announced.**

PROGRAMA

SEMANA 1 August 22

Composition #1

Introducción, material de la clase, y estructura de la clase.

Capítulo preliminar. El mundo hispánico (pp. 1-13).

SEMANA 2 August 27-29

Unidad 1 Lección 1. Los hispanos en Estados Unidos

Estructuras: Nouns and articles, Present Indicative and descriptive adjectives.

SEMANA 3 September 3-5

Unidad 1 Lección 2. Los Puertorriqueños.

Estructuras: Stem changing verbs and Verbs with irregular Changes and Irregular Verbs..

SEMANA 4 September 10-12

Composición #2

Unidad 1 Lección 3. Los Cubanoamericanos.

Estructuras: Uses of the Verbs ser and estar. Demonstrative adjectives. Comparative and Superlatives..

SEMANA 5 September 17-19

Unidad 2 Lección 1. España: Los orígenes.

Estructuras: Preterite: Irregular Verbs. Direct and Indirect Object Pronouns and the Personal a.

SEMANA 6 September 24-26

Unidad 2 Lección 2 España: del Siglo de oro al Siglo XIX.

Estructuras: Preterite Stem-changing and the Irregular Verbs. Gustar and Similar Constructions.

SEMANA 7 October 1-3

Unidad 2 Lección 3. España: El Presente.

Estructuras: Imperfect. Indefinite and Negative Expressions.

SEMANA 8 October 8-10

Chapter exam

Unidad 3 Lección 1 México.

Estructuras: Preterite and Imperfect: Completed and Background Actions. Possessive Adjectives and Pronouns.

SEMANA 9 October 15- Fall break

Composition #3

Unidad 3 Lección 2 Guatemala

Estructuras: Preterite and the imperfect: Simultaneous Actions and the Recurrent Actions. The infinitive..

SEMANA 10 October 22- 24

Unidad 3 Lección 3 El Salvador

Estructuras: Por and Para

SEMANA 11 October 29-31

Unidad 4 Lección 1 Cuba

Estructuras: Present Perfect. Passive Constructions.

SEMANA 12 November 5-7

Unidad 4 Lección 2 La República Dominicana

Estructuras: Present Sunjunctive. Formal and Familiar Commands.

SEMANA 13 November 12-14

Chapter exam

Composition #4

Unidad 4 Lección 3 Puerto Rico

Estructuras: Subjunctive: Noun Clauses.

SEMANA 14 November 19-21

Unidad 5 Lección 1 Nicaragua

Estructuras: Relative Pronouns

Estructuras: La voz pasiva y construcciones que se emplean en vez de la voz pasiva

Oral presentations

SEMANA 15 November 26-Thanksgiving holiday

Oral presentations

Tuesday, December 3

Oral presentations. Repaso

FINAL EXAMINATION DATE AND PLACE TO BE ANNOUNCED.

Bibliography

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- <<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#>>

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Periódicos de Iberoamérica

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

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

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

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El espejo enterrado, III, IV y V]. [*El espejo enterrado*, VI, VII, VIII, IX y X].

El espejo enterrado (Ee). Programa II. **La batalla de los dioses**.

Unidad 1 (**La Ciudad de México: los antepasados**), Unidad 2 (**Otras culturas, otros dioses**), Unidad 3 (**Los mayas y los zapotecas**), Unidad 4 (**Los aztecas**),

Conquista y colonización. La conquista de México y el establecimiento del

Virreinato de Nueva España, Unidad 5 (**Cortés y Moctezuma**),

Unidad 6 (**La Malinche**), Unidad 7 (**Tenochtitlan**). **Ee** La conquista del Perú, Unidad 8 (**La conquista: Pizarro y los incas**), Unidad 9 (**Buenos Aires**), Unidad 10 (**Ciudades nuevas**), Unidad 11 (**Los indígenas: servidumbre y esclavitud**)

Unidad 12 (**La Virgen de Guadalupe**), Unidad 13 (**La muerte y lo sagrado**).

Ee Programa III, **La Edad de Oro**. Unidad 1 (**Carlos V y el Nuevo Mundo**),

Unidad 2 (**Carlos V: España y Europa**), Unidad 3 (**Felipe II**),

Unidad 4 (**El Siglo de Oro: Cervantes**), Unidad 5 (**El barroco**), Unidad 6 (**Los negros**), Unidad 7 (**Sor Juana**), Unidad 8 (**Nuevos productos del Nuevo Mundo**), Unidad 9 (**Los Borbones**), Unidad 10 (**Jovellanos y Goya**), Unidad 11 (**Los criollos y la independencia**).

Ee Programa IV (**El precio de la libertad**). Unidad 1 (**La independencia**),

Unidad 2 (**Simón Bolívar**) y Unidad 3 (**San Martín: libertador del sur**), Unidad 4 (**Problemas de liberación**), Unidad 5 (**Las dictaduras**), Unidad 6 (**Benito Juárez**), Unidad 7 (**Maximiliano y Carlota**). *Ee* Unidad 8 (**La cultura europea**), Unidad 9 (**La pampa y los gauchos**), Unidad 10 (**Buenos Aires**), Unidad 11 (**La Revolución mexicana**).

Ee Programa V, Las tres hispanidades. Unidad 1 (**La Sagrada Familia: símbolo de una “obra inacabada”**), Unidad 2 (**La República: la experimentación**) y Unidad 3 (**Franco y la guerra civil**), Unidad 4 (**Obra inacabada en Latinoamérica**), Unidad 5 (**Relaciones con los EE.UU.**), Unidad 6 (**En busca de modelos**), Unidad 7 (**La cultura: una manera de ser**), Unidad 8 (**Modelos propios**), Unidad 9 (**La frontera**), Unidad 10 (**La inmigración y los EE.UU.**), Unidad 11 (**La presencia hispánica en los EE.UU.**), Unidad 12 (**¿Ser o no ser?**) y Unidad 13 (**La diversidad: el otro**).

Cine

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

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

Reportaje sobre *Paraíso*: <<http://paraisolapelicula.pe/>>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	03-21-18

Title	Signature	Date
Department Head	<i>Car Brubaker</i>	03-21-18
Dean	<i>[Signature]</i>	5/4/18
Assessment	<i>Christina</i>	6/11/18
Registrar	<i>Yvonne</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 CW
Faculty Senate (Undergraduate Proposals Only)	9/11/18 CW

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 2303	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) Spanish for Medical Interpretation I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Spanish for Medical Interpretation I		

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

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

If so, list course subject and number.

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- 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?

Annually

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

This course will not require special resources.

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

This course will not require a special classroom

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.

- (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

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

(1) Embedded CPGE measurement

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

Replacing SPAN 1063 with the two-course sequence SPAN 2303 –SPAN 2313 will better prepare students in the professional practice and theory of translation in a medical setting.

A syllabus for SPAN 2303 is included.

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 does not directly impact any other program.



Department of English and World Languages

SPAN 2303 – Spanish for Medical Interpretation I



Fall

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

Course Description

Useful terminology and expressions for the medical and social service situation, with a minimum of grammar. **Prerequisite: SPAN 2023 Intermediate Spanish II or SPAN 2033**

Required Course Materials

1. *An Introduction to Spanish for Health Care Workers: Communication and Culture* (English and Spanish Edition) 4th Edition by Robert O. Chase (Author), Clarisa B. Medina de Chase (Author)
ISBN-13: 978-0300212976 (Required)
2. *Spanish and the Medical Interview*. María del Pilar Ortega Hernández ISBN 978-1-4160-3649-4 ed. 2007 (Required)
3. Basic Spanish for Medical and Social Services Phrasebook (Recommended)
4. a- O. Herrera McElroy and L. Grabb. 2005. *Spanish-English English-Spanish Medical Dictionary, 3rd Edition*. Philadelphia: Lippincott Williams & Wilkins.
b- Glenn T. Rogers. 2006. *Spanish-English English-Spanish Medical Dictionary, 3rd Edition*. New York: McGraw-Hill Medical.

(One or the other **Strongly Recommended**)

Other resources

- Medline Plus (<http://medlineplus.gov/spanish/>) and several others
- American Heart Association website: (cambiar la lengua al español) <http://www.americanheart.org/downloadable/heart/1181061440281BLS%20Student%20-%20Espanol.pdf>
- http://minorityhealth.hhs.gov/Assets/pdf/Checked/1/HHS_OMH_Latino_Health_Resources.pdf
- <http://www.hispanichealth.org/resources.html>

Objectives

This course is designed to familiarize students for medical-field work as practitioners, or medical interpreters in either an inpatient or outpatient setting. It introduces students to the fundamental techniques and practice of medical translation and interpreting, English/Spanish, Spanish/English, including consecutive and simultaneous interpreting, and sight translation.

Evaluation

Except in the case of excused absences or extreme extenuating circumstances the following will be the policy of this class:

1. Late assignments will not be accepted
2. There will be no "make-up" of quizzes or examinations
3. NO quizzes or exams will be given early.

Course Components

Participation	25%	Homework/videos	15%
Oral presentations/Practice	35%		
Exams/ quizzes	25%		

Grading Scale

A	90-100	B	80-89	C	70-79	D	60-69	F	00-59
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ATTENDANCE AND PARTICIPATION POLICY

In order to meet the course goals and objectives, you must attend and actively participate in class. Participation is an important component of your grade, and each day your instructor will make a mark in his/her grade book regarding your participation and will assign you a weekly grade. If you miss class, no participation points can be awarded for that day. There is NO make up for participation. Therefore, do not bring written excuses to your instructor.

Excessive absenteeism not only affects your participation grade but is also grounds for failure in this course. There are no excused absences except for University recognized religious holidays (for which you must notify your instructor *before* the holiday) and prior approved, properly documented University sponsored activities that demand your presence. Students arriving more than 10 minutes late to class are considered absent.

Participation

Participation is an important component of your final grade. If you miss class, no participation points can be awarded for that day. Daily participation will be graded according to the scale on this syllabus. You should use this information during any discussion with your instructor regarding your class performance.

2 points

- Arrived on time, attended full class and participated in all activities.

- Brought all necessary materials (including textbook) to class.

1 point

- Arrived less than 10 minutes late to class and/or left early.
- Was not prepared, did not bring required materials, did not participate, and/or did not pay attention.
- Displayed behavior deemed inappropriate by instructor (including use of English).

0 points

- Absent or arrived more than 10 minutes late.

Homework

The most effective way to do the homework is the following: **First, review the material for the corresponding lesson in the textbook, your class notes, and the grammar reviews in the workbook. Second, do the activities as these check your understanding of the material you are going to cover in class.** Finally, make sure you understand the correct answers and why you made any errors because you will encounter similar activities on the exam. We will go over them in class, so be ready to ask questions regarding the topic. If you cannot do this on your own, see your instructor for clarification. **No late homework will be accepted.**

Exams

There are three exams that correspond with the textbooks. They are announced on the syllabus and will be held in the room and class period in which class is held (except for the final exam). No deviation of this schedule will be allowed. This means NO early or late exams. If you cannot take an announced exam due to a documented emergency, written proof of the circumstances must be presented to your instructor **no later than one week after you return to class.**

Presentations

There will be several mini presentations, which will take place during regular class time. They consist of short interviews or conversation between you and a partner. These interactions will be based on situations and themes covered in class and will be graded according to the assessment criteria listed in this syllabus. The dates are listed on the calendar. The activities are similar to/based on the communicative activities you do in class.

You will also have a PP group presentation on handbooks obtained from <http://www.hispanichealth.org/resources.html>. You will receive further instructions in class.

Evaluation Criteria for Oral Exams

Quality of interaction (40 points)	
A (36-40 pts)	Stays all in Spanish; successful in completing objective; consistently and appropriately responds to others' ideas and information; helps others to interact; does not dominate the interaction
B	Stays all or mostly in Spanish (with the exception of 1 or 2 words); mostly successful in completing objective; sometimes responds to others' ideas and

(32-34 pts)	information; helps others to interact; does not dominate the interaction
C (28-30 pts)	Sometimes uses English; only somewhat successful in completing objective; rarely initiates interaction and/or dominates interaction.
D (24-26 pts)	Overuses English; minimally successful in completing objective; takes his/her turn, but nothing else; introductions/conclusions absent.
F (0 pts)	English predominates; incomprehensible speech; introductions/conclusions absent.
Vocabulary (30 points)	
A (28-30 pts)	Impressive and appropriate vocabulary used for the topic; No use of English words.
B (24-26 pts)	Mostly appropriate vocabulary used; English used for only 1 or 2 words.
C (22-23 pts)	Moderate vocabulary; Some use of English or invented words.
D (18-20 pts)	Very limited vocabulary; Frequent use of English words; frequently misses or searches for words.
F (0 pts)	Insufficient vocabulary to carry out task. Errors dominate
Grammar (30 points)	
A (28-30 pts)	Appropriate use of forms covered in course to express ideas related to the task (verbal inflections and basic syntax).
B (24-26 pts)	Mostly appropriate verbal inflections and syntax; Some errors.
C (22-23 pts)	Few instances of correct morphology/syntax; Errors are frequent.
D (18-20 pts)	Little to no control of targeted structures; Errors dominate.

F	No control of targeted structures;
(0 pts)	Errors dominate.

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.

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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.

Textos requeridos: *An Introduction to Spanish for Health Care Workers (AISPH)*
Spanish and the Medical Interview (S&MI)

SEMANAS	DIAS	LECTURAS y TEMAS	TAREAS PRESENTACIONES	EXÁMENES
Semana 1 24-26 de ago.	M	"Principle for Culturally Competent Health Services..."		
	V	"Cultural Note: Spanish-speakers in the US/Interpretation and Interpreting"		
Semana 2 29 de ago. 2 de sept.	L	(AISP) Chapter 1 «Buenos días, soy el doctor».	Todos los ejercicios que tengan espacios para completar deben ser hechos antes de entrar a la clase	
	M	(AISP) Chapter 1 «Buenos días, soy el doctor».		
	V	(AISP) Chapter 1 «Buenos días, soy el doctor».	P-About Our Health: Results from the Hispanic Community Health Study/Study of Latinos (P-pedir)	
	L	(AISP) Chapter 1 «Buenos días, soy el doctor».		
Semana 3 7-9 de sept	M	(AISP) Chapter 1 «Buenos días, soy el doctor». S&MI: capítulo 2 (presentaciones/especialidades)	Leer y responder: La diabetes... p.44 y 45 (entregar escrito en comp)	
	V	(AISP) Chapter 1 «Buenos días, soy el doctor».	P- The State of Diabetes among Hispanics	
Semana 4 12-16 de sept.	L	La historia médica general Cap. 3 (handout-fotocopias)	Estudiar vocabulario	
	M	(AISP) Chapter 2 ¿«Cómo está usted»?		
	V	(AISP) Chapter 2 ¿«Cómo está usted»?	Estudiar vocabulario	
Semana 5	L	(AISP) Chapter 2 ¿«Cómo está usted»?	Estudiar vocabulario	Quiz voc.

19-23 de sept.	M	(AISPH) Chapter 2 ¿«Cómo está usted»?	Estudiar vocabulario	
	V	S&MI: capítulo 2	P- Let's Talk About Anaphylaxis/Hablemos sobre la anafilaxia	
Semana 6 26-30 de sept.	L	S&MI: capítulo 3	Estudiar vocabulario	
	M	Comprobación/ ¡A conversar!/Aplicación		
	V	Repaso	Preparar un "role play" con un compañero usando el vocabulario y expresiones aprendidas. <u>Hand in the written script for grading the class before, so you can get feedback</u>	
Semana 7 3-7 de oct.	L	Examen 1		
	M	(AISPH) Chapter 3 ¿«Qué le pasa»?	<i>House 1</i>	
	V	(AISPH) Chapter 3 ¿«Qué le pasa»?		
Semana 8 10-14 de oct.	L	(AISPH) Chapter 3 ¿«Qué le pasa»?	Estudiar vocabulario	
	M	(AISPH) Chapter 3 ¿«Qué le pasa»?	Estudiar vocabulario	
	V	(AISPH) Chapter 3 ¿«Qué le pasa»?		
Semana 9 17-21 de oct.	L	(AISPH) Chapter 3 ¿«Qué le pasa»?		
	M	S&MI: capítulo 4	P- Let's Talk About Living With Cancer/Hablemos sobre la vida con cáncer	
	V	(AISPH) Chapter 4 "El recepcionista"		
Semana 10	L	(AISPH) Chapter 4 "El recepcionista"		

24-28 de oct.			Estudiar vocabulario	
	M	(AISP) Chapter 4 “El recepcionista”	Estudiar vocabulario	
	V	(AISP) Chapter 4 “El recepcionista”		
Semana 11 31 de oct.– 4 de nov.	L	(AISP) Chapter 4 “El recepcionista”	Preparar un “role play” corto con un compañero usando el vocabulario y expresiones aprendidas. <u>Hand in the written script for grading</u>	
	M	Examen 2		
	V	(AISP) Chapter 5 “La familia”		
Semana 12 7-11 de nov.	L	(AISP) Chapter 5 “La familia”	P- Prenatal Care: Helping You Have a Healthy Baby/Atención prenatal temprana y periódica	
	M	(AISP) Chapter 5 “La familia”		
	V	(AISP) Chapter 5 “La familia”		
Semana 13 14-18 de nov.	L	(AISP) Chapter 5 “La familia”		
	M	S&M: capítulo 5		
	V	(AISP) Chapter 6 “La farmacia”	House 2	
Semana 14 21 de nov.	L	(AISP) Chapter 6 “La farmacia”	P- Acerca del TDA/H en los niños /About AD/HD in Children	
	M	(AISP) Chapter 6 “La farmacia”		
	V	<i>No hay clases</i>		
Semana 15 28 de nov.-	L	(AISP) Chapter 6 “La farmacia”	Preparar un “role play” corto con un compañero usando el vocabulario y expresiones aprendidas. <u>Hand in the</u>	

2 de dic.			<u>written script for grading</u>	
	M	(AISP) Chapter 6 "La farmacia"		
	V	(AISP) Chapter 6 "La farmacia"		
Semana 16 5y 6 de dic.		(AISP) Chapter 6 "La farmacia"		

EXAMEN FINAL: TBA



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	03-21-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	03-21-18
Dean	<i>[Signature]</i>	6/4/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>[Signature]</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>[Signature]</i>

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 2313	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) Spanish for Medical Interpretation II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Spanish for Medical Interpretation 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):

- 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?

Annually

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

This course will not require special resources.

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

This course will not require a special classroom

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.

- (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

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

(1) Embedded CPGE measurement

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

Replacing SPAN 1063 with the two-course sequence SPAN 2303 –SPAN 2313 will better prepare students in the professional practice and theory of translation in a medical setting.

A syllabus for SPAN 2313 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.

The addition of this course does not directly impact any other program.



Department of English and World Languages

SPAN 2313 – Spanish for Medical Interpretation II



Spring

Profesora: Dr. Alejandra Karina Carballo
Oficina: 116-D, Dean Hall
Horas de oficina: TBA
Correo electrónico: acarballo@atu.edu
Teléfono: (479) 968-0639

Course Description

Useful terminology and expressions for the medical and social service situation, with a minimum of grammar. **Prerequisites: SPAN 2023 or SPAN 2303 or SPAN 2033**

Required Course Materials

1. *An Introduction to Spanish for Health Care Workers: Communication and Culture* (English and Spanish Edition) 4th Edition by Robert O. Chase (Author), Clarisa B. Medina de Chase (Author) ISBN-13: 978-0300212976 (Required)
2. *Spanish and the Medical Interview*. María del Pilar Ortega Hernández ISBN 978-1-4160-3649-4 ed. 2007 (Required)
3. Basic Spanish for Medical and Social Services Phrasebook (Recommended)
4. a- O. Herrera McElroy and L. Grabb. 2005. *Spanish-English English-Spanish Medical Dictionary, 3rd Edition*. Philadelphia: Lippincott Williams & Wilkins.
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- http://minorityhealth.hhs.gov/Assets/pdf/Checked/1/HHS_OMH_Latino_Health_Resources.pdf
- <http://www.hispanichealth.org/resources.html>
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Objectives

In this course students will expand their knowledge of skills needed to function in Spanish for the medical personnel. These include the skills of understanding spoken Spanish, speaking, reading medically-related materials, and writing appropriately for the work environment. Basic medical vocabulary in English and Spanish is presented, and grammatical and syntactical differences between the two languages are emphasized. Written and oral practice and reading comprehension exercises with medical vocabulary are included.

Evaluation

Except in the case of excused absences or extreme extenuating circumstances the following will be the policy of this class:

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Oral presentations/Practice	35%		
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2 points

- Arrived on time, attended full class and participated in all activities.
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- Arrived less than 10 minutes late to class and/or left early.
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- Displayed behavior deemed inappropriate by instructor (including use of English).

0 points

- Absent or arrived more than 10 minutes late.

Homework

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B (24-26 pts)	Mostly appropriate vocabulary used; English used for only 1 or 2 words.
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D (18-20 pts)	Very limited vocabulary; Frequent use of English words; frequently misses or searches for words.
F (0 pts)	Insufficient vocabulary to carry out task. Errors dominate
Grammar (30 points)	
A (28-30 pts)	Appropriate use of forms covered in course to express ideas related to the task (verbal inflections and basic syntax).
B	Mostly appropriate verbal inflections and syntax;

(24-26 pts)	Some errors.
C	Few instances of correct morphology/syntax;
(22-23 pts)	Errors are frequent.
D	Little to no control of targeted structures;
(18-20 pts)	Errors dominate.
F	No control of targeted structures;
(0 pts)	Errors dominate.

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CALENDARIO

Minor changes may be made and will be announced in class.

Textos requeridos: *An Introduction to Spanish for Health Care Workers (AISP)*

Spanish and the Medical Interview (S&MI)

SEMANAS	DIAS	LECTURAS y TEMAS	TAREAS PRESENTACIONES	EXÁMENES
Semana 1	M	"Principle for Culturally Competent Health Services..."		
	V	"Cultural Note: Spanish-speakers in the US/Interpretation and Interpreting"		
Semana 2	L	(AISP) Chapter 7 La nutrición y las dietas	Todos los ejercicios que tengan espacios para completar deben ser hechos antes de entrar a la clase	
	M	(AISP) Chapter 7 La nutrición y las dietas		
	V	(AISP) Chapter 7 La nutrición y las dietas	P-About Our Health: Results from the Hispanic Community Health Study/Study of Latinos (P-pedir)	
Semana 3	L	(AISP) Chapter 7 La nutrición y las dietas		
	M	(AISP) Chapter 7 La nutrición y las dietas S&MI: capítulo 6 (presentaciones/especialidades)	Leer y responder: La diabetes... p.44 y 45 (entregar escrito en comp)	
	V	La historia médica general Cap. 3 (handout)	P- The State of Diabetes among Hispanics	
Semana 4	L	(AISP) Chapter 8 El examen físico fotocopias)	Estudiar vocabulario	
	M	(AISP) Chapter 8 El examen físico		
	V	(AISP) Chapter 8 El examen físico	Estudiar vocabulario	
Semana 5	L	(AISP) Chapter 8 El examen físico	Estudiar vocabulario	Quiz voc.
	M	(AISP) Chapter 8 El examen físico	Estudiar vocabulario	

	V	<i>S&MI</i> : capítulo 7	P- Let's Talk About Anaphylaxis/Hablemos sobre la anafilaxia	
Semana 6	L	<i>S&MI</i> : capítulo 7	Estudiar vocabulario	
	M	Comprobación/ ¡A conversar!/Aplicación		
	V	Repaso	Preparar un "role play" con un compañero usando el vocabulario y expresiones aprendidas. <u>Hand in the written script for grading the class before, so you can get feedback</u>	
Semana 7	L	Examen 1		
	M	(<i>AISPH</i>) Chapter 9 ¿«Qué pasó»?	<i>House 1</i>	
	V	(<i>AISPH</i>) Chapter 9 ¿«Qué pasó»?		
Semana 8	L	(<i>AISPH</i>) Chapter 9 ¿«Qué pasó»?	Estudiar vocabulario	
	M	(<i>AISPH</i>) Chapter 9 ¿«Qué pasó»?	Estudiar vocabulario	
	V	(<i>AISPH</i>) Chapter 9 ¿«Qué pasó»?		
Semana 9	L	(<i>AISPH</i>) Chapter 9 ¿«Qué pasó»?		
	M	<i>S&MI</i> : capítulo 8	P- Let's Talk About Living With Cancer/Hablemos sobre la vida con cáncer	
	V	(<i>AISPH</i>) Chapter 9 Padecimientos e historia médica		
Semana 10	L	(<i>AISPH</i>) Chapter 9 Padecimientos e historia médica	Estudiar vocabulario	
	M	(<i>AISPH</i>) Chapter 9 Padecimientos e historia médica	Estudiar vocabulario	

	V	(AISP) Chapter 9 Padecimientos e historia médica		
Semana 11	L	(AISP) Chapter 9 Padecimientos e historia médica	Preparar un "role play" corto con un compañero usando el vocabulario y expresiones aprendidas. <u>Hand in the written script for grading</u>	
	M	Examen 2		
	V	(AISP) Chapter 10 Internamientos, odontología y la salud mental		
Semana 12	L	(AISP) Chapter Chapter 10 Internamientos, odontología y la salud mental	P- Prenatal Care: Helping You Have a Healthy Baby/Atención prenatal temprana y periódica	
	M	(AISP) Chapter Chapter 10 Internamientos, odontología y la salud mental		
	V	(AISP) Chapter Chapter 10 Internamientos, odontología y la salud mental		
Semana 13	L	(AISP) Chapter Chapter 10 Internamientos, odontología y la salud mental		
	M	S&M: capítulo 9		
	V	(AISP) Chapter 11 Maternidad y protección sexual	House 2	
Semana 14	L	(AISP) Chapter 11 Maternidad y protección sexual	P- Acerca del TDA/H en los niños /About AD/HD in Children	
	M	(AISP) Chapter 11 Maternidad y protección sexual		
	V	(AISP) Chapter 11 Maternidad y protección sexual		
Semana 15	L	(AISP) Chapter 11 Maternidad y protección sexual	Preparar un "role play" corto con un compañero usando el vocabulario y expresiones aprendidas. <u>Hand in the written script for grading</u>	
	M	(AISP) Chapter 11 Maternidad y protección sexual		
	V	(AISP) Chapter 11 Maternidad y protección sexual		
Semana 16		Repaso		

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EXAMEN FINAL: TBA



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	03-22-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	03-22-18
Dean	<i>[Signature]</i>	6/4/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>[Signature]</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>[Signature]</i>

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 3233	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Introduction to Literature		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Introduction to Literature		

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?

Annually

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

This course will not require special resources.

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

This course will not require a special classroom

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.
 - (1) Ability to understand and respond creatively, critically, and analytically to print and non-print texts in Spanish.
 - (2) Understanding the role of Spanish in the global community and appreciation of cultural differences.
 - (3) Ability to conduct research and use it effectively
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - (1) Embedded CPGE measurement
- c. What is the rationale for adding this course? What evidence demonstrates this need?

Assessment scores gathered since 2013 show that only 67% of students in 4000-level Spanish classes are scored as Target or High-Acceptable in their ability to analyze literary texts and synthesize literary knowledge. Faculty members who teach advanced literature courses agree that students need a smoother transition from the study of language skills to the study of literature. The proposed SPAN 3233 Introduction to Literature is designed to address this transition.

A syllabus for SPAN 3233 is attached below.

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

The addition of this course will not affect any other department or program.



Arkansas Tech University
SPAN 3233 Introduction to Literature – FALL 2019
Department of English and World Languages

Professor: Dr. Nelson R. Ramírez
Class time: TR: 9:00 a.m. - 10:20 a.m.
Classroom: Dean Hall 105
Office: Dean Hall 116-F
Telephone: 479-968-0636
e-mail: nramirez@atu.edu
Office Hours: MWF 2:00 p.m. – 4:00 p.m.; TR 12:00 p.m. – 4:00 p.m.; or by appointment



CATALOG DESCRIPTION:

Prerequisite: SPAN 2023 or SPAN 2033 or equivalent

Introduction to the study of Hispanic literature.

COURSE DESCRIPTION

This new course will provide a bridge to the two required senior-level literature surveys. The prerequisite is SPAN 2023 Intermediate Spanish II/SPAN 2033 Intermediate Spanish II for Heritage Speakers.

This course will introduce students to the study of Hispanic literature. Readings will include works from a variety of periods, genres and regions. The aim of this course is two-fold, to introduce students to techniques for literary analysis and to develop skills in the area of research and academic writing in Spanish.

This course is a prerequisite for all other Spanish literature courses in the Department of English and World Languages.

READINGS

Required textbook:

Friedman, Edward, L. Teresa Valdivieso and Carmelo Virgilio. *Aproximaciones al estudio de la literatura hispánica*. New York: McGraw-Hill, 2011.

In the event that additional reading material is required, it will be placed on reserve in the library.

EVALUATION

Attendance and participation

25 %

Two short essays	20 %
One partial exam	15 %
Final research paper (MLA format)	15 %
Oral presentation	10 %
Final exam	15%

Short essays: Students will be asked to write 2 short essays on literary topics to be determined by the professor. Each will be between 1 and 3 pages in length, depending on the progress of the class. On the day the first essay is assigned, the class will have a discussion on how to write essays on literary topics in Spanish. Students will be allowed to ask questions and raise concerns.

Final research paper: students will use the skills developed during the course to write a research paper on a topic determined by the professor. This essay will be between 4 and 6 pages in length. It will evaluate the student's ability to think critically about the texts in question, to research the topic and present that information appropriately, and to organize and present his or her ideas cohesively and coherently. Correct use of the MLA format will be evaluated.

Attendance and participation: Students are required to complete all readings before coming to class and will be expected to participate in discussions about the assigned texts. Preparation and participation are essential to succeed in this course. Attendance is, therefore, extremely important and will be taken daily. Repeated absences will significantly lower your mark, regardless of the quality of your participation when you are present. Missing class is not an excuse for not turning in assignments on time.

GRADE SCALE

A = 90-100 POINTS
 B = 80-99
 C = 70-79
 D = 60-69
 F = BELOW 60

ADDITIONAL INFORMATION

- 1) All documents must be double-spaced, in Times New Roman font, size 12. Documents will be saved under the title: Student's last name – Assignment # X. You must include a word count at the end of each writing assignment. Errors will be indicated and the assignment will be marked.
- 2) If you know in advance that you will not be able to hand-in an assignment on the due date or attend an in-class activity, you must make arrangements with the professor in advance.
- 3) You cannot write an in-class activity at a later date. If you are unable to attend class on the day one of these exercises is conducted, you must make arrangements with the professor to redistribute the corresponding portion of your grade.

Students with Disabilities

Students may request accommodation as a result of barriers related to a disability. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Disability Services (<https://www.atu.edu/disabilities/index.php>).

Academic Honor Code:

Our department strives for academic excellence and encourages all students to reach their potential. 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. According to the university policy, the consequences of cheating and plagiarism can result in an F on the assignment, exam, or in the course.

COURSE PROGRAM

August	22	Thursday	Presentación de la materia a estudiar. Syllabus e introducción a la literatura.
	27	Tuesday	La literatura como arte y fenómeno estético. El autor y su obra (Páginas 2 a 8)
	29	Thursday	Introducción a la narrativa (Páginas 10 a 19)
September	3	Tuesday	La literatura didáctica en la Edad Media "Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter", de Don Juan Manuel (Páginas 42 a 45)
	5	Thursday	Recursos disponibles: Clase a cargo de la bibliotecaria Oriel MacLennan (Lab. G70, North Commons on the main floor of the Killam Library)
	10	Tuesday	Entrega de la bibliografía. Los periodos: movimientos, corrientes, tendencias literarias (Páginas 24 a 40)
	12	Thursday	Narrativa latinoamericana del siglo XX "La mujer del juez", de Isabel Allende (Páginas 94 a 101)
	17	Tuesday	Narrativa española del siglo XX "Pecado de omisión", de Ana María Matute (Páginas 79 a 82)
	19	Thursday	Narrativa experimental latinoamericana siglo XX "La noche boca arriba", de Julio Cortázar (Páginas 61 a 67)
	24	Tuesday	Entrega de la primera versión del primer ensayo. Introducción a la poesía (Páginas 138 a 146)

October	26	Thursday	El lenguaje literario (Páginas 152 a 160)
	1	Tuesday	Panorama histórico y categorías Fundamentales (Páginas 160 a 172)
	3	Thursday	Poemas medievales “El enamorado y la muerte” y “Romance del conde Arnaldos” (Páginas 174 a 176)
	8	Tuesday	Poesía mística “Vivo sin vivir en mí”, de Santa Teresa de Jesús (Páginas 179 y 180)
	10	Thursday	Poesía barroca “A tu retrato”, de Sor Juana Inés de la Cruz (Páginas 190 y 191)
	15	Tuesday	Poesía española del siglo XX “Proverbios y cantares: XXIX” y “La saeta”, de Antonio Machado (Páginas 211 y 212)
	17	Thursday	“Canción del jinete”, “Prendimiento de Antoñito el Camborio en el camino de Sevilla”, de Federico García Lorca (Páginas 223 a 225)
	22	Tuesday	Poesía latinoamericana del siglo XX “Renacimiento” y “Mujer Negra”, de Nancy Morejón (Páginas 246 a 249)
	24	Thursday	Introducción al drama (Páginas 252 a 265)
	29	Tuesday	Entrega de la primera versión del segundo ensayo. Panorama histórico y categorías Fundamentales (Páginas 273 a 289)
November	31	Thursday	Teatro latinoamericano “El delantal blanco”, de Sergio Vodanović (Páginas 310 a 318)
	5	Tuesday	Teatro español “La casa de Bernarda Alba”, de Federico García Lorca (Páginas 335 a 370)
	7	Thursday	Panorama histórico del ensayo hasta El

			ensayo americano finisecular (Páginas 384 a 390)
			“La producción ensayística de la Generación del 98” a “El ensayo feminista” (Páginas 390 a 398)
	12	Thursday	“Notas sobre el vasallaje”, de Arturo Usar Pietri (Páginas 411 a 421)
	14	Tuesday	“Y las madres, ¿Qué opinan?”, de Rosario Castellano (Páginas 426 a 429)
	...		
December	3	Tuesday	Presentación de ensayos por los estudiantes.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
English and World Languages	03-20-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	03-20-18
Dean	<i>[Signature]</i>	6/4/18
Assessment	<i>[Signature]</i>	6/10/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Teacher Education Committee (Graduate or Undergraduate Proposals)	NA
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 YW
Faculty Senate (Undergraduate Proposals Only)	9/11/18 YW

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 2063
Official Catalog Title: Advanced Composition: Theory and Practice	

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)

Introduction to Literary Studies

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

Introduction to Literary Studies

New Course Description:

Practice in the analytic, research, and writing skills necessary for literary study.

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.
 - (1) Mastery of the conventions of standard written English
 - (2) Skills in critical thinking and literary analysis applied to multiple genres
 - (3) Effective oral and written communication, using critical vocabulary
 - (4) Ability to conduct research and use it effectively
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - (1) CPGE embedded in ENGL 2063
 - (2) Self-reported improvement during Exit Interview
 - (3) Portfolio assessment
- c. What is the rationale for adding this course? What evidence supports this action?

This is not a course addition. The change in title and description reflects an effort to more explicitly position the course as the gateway to the B.A. English.

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 Departmental Support form from Curriculum and Instruction is attached.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM


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

Proposed Changes to ENGL 2063 Advanced Composition: Theory and Practice, a required course for ENED and CWED majors.

(1) Change title to Introduction to Literary Studies

Department Affected: Department of Curriculum and Instruction	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____



Date: 3/26/18



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
English and World Languages	03-20-18

Title	Signature	Date
Department Head	<i>Car B...</i>	03-20-18
Dean	<i>[Signature]</i>	6/4/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>JW</i>

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 3103
Official Catalog Title: Literary Theory	

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)
4103

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

ENGL 5103: Literary Theory

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.
This course addresses two learning objectives established for the B.A. English:
 - (1) Skills in critical thinking and literary analysis applied to multiple genres
 - (2) Effective oral and written communication, using critical vocabulary
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

These learning objectives are assessed in multiple ways, including:

- (1) Self-reported improvement during Exit Interview
- (2) CPGE assessments embedded in ENGL 2063 and ENGL 4103

(3) portfolio assessment

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

For several years the assessment measures listed above have shown deficiencies in students' perceived or demonstrated knowledge of literary theory. We have tried unsuccessfully to address these deficiencies in our gateway course, ENGL 2063. We have, therefore, decided to add this requirement to the degree in place of one of our required electives.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
English and World Languages	03-22-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	03-22-18
Dean	<i>[Signature]</i>	6/11/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>[Signature]</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>[Signature]</i>

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 4213
Official Catalog Title: Spanish Literature	

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:

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: SPAN 3233: *Introduction to Literature*

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.

(1) Ability to understand and respond creatively, critically, and analytically to print and non-print texts in Spanish.

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

(1) CPGE embedded in SPAN 4213

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

This prerequisite change will require students to complete the new SPAN 3233 Introduction to Literature before taking this advanced literature course. CPGE evidence has shown that some students in SPAN 4213 were inadequately prepared for literary study.

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

This prerequisite change does not impact any other department or program.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
English and World Languages	03-22-18

Title	Signature	Date
Department Head		03-22-18
Dean		6/4/18
Assessment		6/11/18
Registrar		6/20/18
Vice President for Academic Affairs		10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>SW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>SW</i>

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 4223
Official Catalog Title: Spanish-American Literature	

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:

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: SPAN 3233 : *Introduction to Literature*

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.

(1) Ability to understand and respond creatively, critically, and analytically to print and non-print texts in Spanish.

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

(1) CPGE embedded in SPAN 4223

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

This prerequisite change will require students to complete the new SPAN 3233 Introduction to Literature before taking this advanced literature course. CPGE evidence has shown that some students in SPAN 4223 were inadequately prepared for literary study.

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

This prerequisite change does not impact any other department or program.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head	<i>Car Brubaker</i>	
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/1/18

Committee	Approval Date
Teacher Education Committee (Graduate or Undergraduate Proposals)	NA
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 JW
Faculty Senate (Undergraduate Proposals Only)	9/11/18 JW

Program Title:
Bachelor of Fine Arts in Creative Writing

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

(1) Add ENGL 3073
(2) Delete English Elective

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

The addition of ENGL 3073 will have no impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:

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

The change will further the program's ability to provide "opportunities for progressive intellectual development."

- 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?

The addition of ENGL 3073 as a degree requirement will ensure that all program completers will have exposure to creative nonfiction, a form with increasing publication opportunities.

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

On exit interviews, previous graduates have expressed interest in this genre.

- 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 University of Central Arkansas offers a B.A. in Creative Writing. They have two similar courses: CRWR 3345 Forms of Creative Nonfiction and CRWR 3372 Creative Nonfiction Workshop. No other Arkansas institution offers an undergraduate degree focusing on creative writing.

- 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.

The B.F.A. Creative Writing Program Review is attached.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Fine Arts in Creative Writing	
<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>ENGL 3073</p> <p>Delete:</p> <p>Elective – 3 hours</p> <p>Total Hours: 15</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>Elective – 3 hours</p> <p>Delete:</p> <p>English Elective (3000-4000 level)</p> <p>Total Hours: 12</p>

Arkansas Tech University Program Review/Assessment Plan

Program/Department: B.F. A. Creative Writing

Program Contact: Carl Brucker

Phone: 479-968-0484

Email: cbrucker@atu.edu

Date Submitted: November 3, 2017

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 B.F. A. in Creative Writing at Arkansas Tech University provides intellectual, ethical, and practical instruction in literature, language, and multiple creative genres through excellent teaching, scholarly research, and creative practice.

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

The B. F. A. in Creative Writing is a structured degree that allows for considerable flexibility. Students are required to complete ENGL 2043 Introduction to Creative Writing before enrolling in more advanced creative writing courses. Students are also encouraged to take the enabling course ENGL 2063: Advanced Composition early. There is no required sequence for eight of the nine prescribed upper-level courses, including four courses that survey American and British literature, three creative writing workshops, and a literary editing and publishing course. The upper-division course that is sequenced is ENGL 4813: Senior Project, an individualized capstone course that should come at the end of a student's study. The degree requires the equivalent of one year of college foreign language study and four English electives. This flexible design allows students to shape the contents of their degree to match their career objectives and academic interests.

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

1. Current students: Student input is received through student evaluations of instruction, exit interviews, and informal in-class surveys of majors.

2. Alumni: We use our departmental Facebook page to keep in contact with alumni. We have invited creative writing alumni to speak to our current students, as when we brought Brooke Johnson and Nick Morris to campus to read from their published books. This year we are working on constructing an alumni database that will provide us with clearer and more comprehensive information on our former students.

3. Employers: We do not have an Advisory Board, but we hope to use the alumni database we are building this year to identify employers who we could invite to campus to meet with students. We sponsor an author reading series that brings published authors to campus to meet with creative writing students and read from their work. The recent Maggie May Butler endowment will allow us to expand these opportunities in the future. We have encouraged our majors to take part in the career activities sponsored by Career Services.

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: The Department of English and World Languages has 21 full-time tenure-track faculty, 4 of whom teach creative writing courses; 7 full-time non-tenure-track faculty, 37 adjunct faculty, 3 full-time staff from other areas who teach classes for us, 14 graduate teaching assistants, 16 concurrent instructors, 2 full-time administrative assistants, 1 half-time administrative assistant, and 26 student workers.

Offices: The Department of English and World Languages has 30 individual offices for faculty, 1 individual office for an administrative assistant, 9 shared offices for adjuncts and graduate teaching assistants, and 2 reception areas staffed by administrative assistants.

Educational Space: The Department of English and World Languages has 3 computer-equipped, open labs (English Writing Lab, World Languages Lab, ELI Tutoring Center), one 60-student classroom and one 30-student classroom that are equipped with high-end video equipment for our film and television studies courses, three 22-student, thin-client equipped classrooms that are designed for use with composition and technical writing classes, 11 other classrooms that have been dedicated for our use (5 in Witherspoon, 3 in Dean, 2 in Tomlinson, 1 in Rothwell), 4 classrooms in Robert C Brown that we are often able to use, and one 12-person conference room,

Program Assessment Plan

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. Communication skills	A. Mastery of the conventions of standard English B. Effective oral and written communication using critical vocabulary	A1. And B1. The mean grade of Creative Writing majors in ENGL 2063 Advanced Composition is at least 2.75. A2. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition will be scored Target or High-Acceptable in	A1 and B1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in ENGL 2063 Advanced Composition was 3.20. A2. In 2016-2017, 67% (N=3) of	A2. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating

		<p>their ability to produce clear and coherent writing.</p> <p>A3 and B1. A minimum of 80% of Creative Writing graduates are scored as Acceptable or Target in their ability to generate writing that demonstrates advanced analysis and synthesis on their Creative Writing Portfolios.</p> <p>B2. At least 75% of Creative Writing majors in the literary survey courses ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their ability to develop a thesis about literature.</p>	<p>Creative Writing graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to produce clear and coherent writing.</p> <p>A3 and B1. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete.</p> <p>B2. In 2016-2017, 75% (N=12) of Creative Writing graduates in the literary survey courses ENGL 3313, 3323, 3413, and 3423 were scored as Target or High-Acceptable in their ability to develop a thesis about literature.</p>	<p>ENGL 2063 in our current curricular review.</p> <p>A3 and B3. We are working on a system to improve collection of materials for creative writing portfolios.</p>
<p>2. Literary knowledge and analytic skills</p>	<p>A. Familiarity with major figures, works and movements of British and American literature.</p> <p>B. Ability to analyze a wide range of print and non-print texts</p> <p>C. Ability to critique and copy edit one's own work and the work of</p>	<p>A1. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to respond critically to literary texts and scholarly articles.</p> <p>A2. At least 75% of Creative Writing majors in the literary surveys ENGL 3313, 3323,</p>	<p>A1. In 2016-2017, 67% (N=3) of Creative Writing graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to respond critically to literary texts.</p> <p>A2. In 2016-2017, 83% (N=12)</p>	<p>A1. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in</p>

	others.	<p>3413, and 3423 are scored as Target or High-Acceptable in their ability to conduct close readings of literature.</p> <p>B1. The mean grade of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 is at least 2.75.</p> <p>B2. At least 75% of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their familiarity with literary figures, works and movements.</p> <p>C1. The mean grade of Creative Writing majors in ENGL 2043 Introduction to Creative Writing is at least 2.75.</p>	<p>of Creative Writing graduates were scored as Target or High-Acceptable in their ability to conduct close reading of literature.</p> <p>B1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in the literary surveys ENGL 3313, 3323, 3413, and 3423 was 3.32.</p> <p>B2. In 2016-2017, 82% (N=12) of Creative Writing graduates were scored as Target of High-Acceptable in their familiarity with literary figures, works and movements.</p>	<p>our current curricular review.</p> <p>C1. We will consider adding a new embedded measurement to ENGL 2043, 3083, 3093, and 4093 that assess students ability to critique others' work and copy edit their own.</p>
3. Research skills	A. Ability to conduct research and use it effectively	<p>A1. The mean grade of Creative Writing majors in ENGL 2063 Advanced Composition is at least 2.75.</p> <p>A2. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>A3. At least 75% of</p>	<p>A1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in ENGL 2063 Advanced Composition was 3.20.</p> <p>A2. In 2016-2017, 67% (N=3) of the Creative Writing majors enrolled in ENGL 2063</p>	<p>A2 and A3. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in our current</p>

		<p>Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to integrate source material effectively.</p>	<p>Advanced Composition were scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>A3. In 2016-2017, 67% (N=3) of the Creative Writing graduates enrolled in ENGL 2063 Advanced Composition were scored as Target or High-Acceptable in their ability to integrate source material effectively.</p>	<p>curricular review.</p>
<p>4. Creative Writing</p>	<p>A. Ability to create original creative work in prose and poetry.</p> <p>B. Knowledge of contemporary literature and the 21st century publishing industry.</p>	<p>A1. The mean grade of Creative Writing majors in the required creative writing workshops ENGL 2043, 3083, 3093, and 4093 is at least 2.75.</p> <p>A2. A minimum of 80% of M.A. English graduates are scored as Acceptable or Target in their ability to create original prose and poetry on their Creative Writing Portfolios.</p> <p>B1. The mean grade of Creative Writing majors in ENGL 3043 Literary Editing and Publishing is at least 2.75.</p>	<p>A1. In 2016-2017, the mean grade of Creative Writing graduates in the required creative writing workshops ENGL 2043, 3083, 3093, and 4093 was 3.75.</p> <p>A2. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete.</p> <p>B1. In 2016-2017, the mean grade of Creative Writing graduates in</p>	<p>A1. We will consider adding a new embedded measurement to ENGL 2043, 3083, 3093, and 4093 that assess students ability to critique others' work and copy edit their own.</p> <p>A2. We are working on a system to improve collection of materials for creative writing portfolios.</p> <p>B1. Encourage most creative writing majors to take advantage of</p>

			ENGL 3043 was 3.40.	<p>the opportunity to get hands-on publishing experience by working on <i>Nebo</i>.</p> <p>B2. We will consider requiring students in ENGL 4813 Senior Project to write a portfolio reflection in which they situate their own work within current trends prose and poetry</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 can include meeting minutes, list of curriculum committee members, etc. (Item 6)

In the past curricular ideas have been proposed by faculty, discussed in departmental committees, and developed into proposals during spring semesters in order to meet the July 1 deadline; however, too often trying to accomplish all of this in the spring semester has resulted in proposals not being advanced or constructed with inadequate involvement of departmental faculty.

This year we hope to begin the curricular review process in the fall semester, beginning with the Department Head appointing curricular committees for each program and tasking the committees with a complete review of each program’s curriculum in the light of available assessment data. If these committees’ reviews result in curricular change suggestions, they will be with the departmental faculty for review and comment.

Once the curricular suggestions have been modified in the light of departmental commentary, the committees will work with the Department Head to write curriculum proposals at the start of the spring semester in time for them to be thoroughly reviewed by the Office of Assessment and the Registrar.

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

PROGRAM LEARNING OUTCOMES

Required Courses	PLO 1 -Conventions of Standards Written English	PLO 2 -Critical Thinking and Analysis	PLO 3 – Effective Oral and Written Communication	PLO 4 – British and American Literature	PLO 5 – Conduct Research	PLO 6 – Understanding fiction and poetry and terminology	PLO 7 – Write poetry and fiction using a variety of devices	PLO 8 – Ability to critique and copyedit	PLO 9 – Knowledge of contemporary publishing
ENGL 2043	R	R				I	I	I	I
ENGL 2063 ¹	R/M	R/M	R/M		R/M	R/M			
ENGL 3043									M
ENGL 3083						R	R	R	R
ENGL 3093						R	R	R	R
ENGL 3313		M	M	M					
ENGL 3323		M	M	M					
ENGL 3413		M	M	M					
ENGL 3423		M	M	M					
ENGL 4093						M	M	M	M
ENGL 4813						M	M	M	M

¹ ENGL 2063 Advanced Composition has a tripartite focus: (1) analytic writing skills, (2) research skills, (3) literary theory. The course reinforces skills to which students have been introduced in high school and through general education courses, and then attempts to lead them to mastery.

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

The Department Head begins the academic year with a report to the faculty regarding enrollment trends, concerns raised by assessment data, and possible curricular changes.

The departmental Assessment Committee meets in the fall semester with the Department Head to review assessment data and to set an assessment agenda for the academic year. In recent years, the committee has focused on revising our departmental Assessment Plan, rewriting/creating CPGE assessments, and creating a system of departmental and program learning outcomes. The resulting Assessment Plan, program learning objectives, and CPGE's have been reported to the faculty and reflected in revised course syllabi distributed to students.

The Department Head occasionally shares assessment data with faculty during the academic year. He and the Assessment Committee gather assessment data for the academic year at the end of the spring semester, and the Department Head enters results into Tracdat during June.

In the past, the departmental Assessment Committee prepared an annual report in the spring that was shared with the departmental faculty. As more assessment data became available online through Tracdat and Argos, the need to reproduce the data in a written report changed. We also questioned the timing of this reporting as most faculty were not paying attention to these matters as summer began.

Thus, we plan to have the Assessment Committee present their report of suggestions resulting from analysis of the previous year's data at our initial fall departmental meeting.

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

The most important trend for our creative writing program is the transformation of the publishing industry and the growing influence of media writing in many digital formats. These changes are reflected in the changing interests of our students, and we attempt to keep our instruction relevant in world in a which social media and digital communication will be vital to our students' careers.

A decade ago we introduced ENGL 3043 Literary Editing and Publishing as a way to broaden our creative writing students' knowledge of publishing opportunities, and we have continued to adapt that course to changes in the industry.

This year we updated the software we use to create our biannual literary journal *Nebo* to the most recent Adobe Creative Suite in order to expose the creative writing students who enroll in our *Nebo* practicum courses to modern layout software.

Some of our faculty have met with faculty from the Art Department to propose a collaborative Graphic Narrative minor to respond to student interest in mixed genre narration.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	5/31/18

Title	Signature	Date
Department Head		5/31/18
Dean		5/31/18
Assessment		6/1/18
Registrar		6/20/18
Vice President for Academic Affairs		10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>JW</i>

Program Title:
B.A. English

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

- (1) Add ENGL 4103 Literary Theory as a requirement
- (2) Delete three hours of required English electives
- (3) Change the requirement to take either ENGL 3013 or ENGL 3023 to a requirement to take ENGL 3013, ENGL 3023, or ENGL 4013

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

This change will have no effect on staffing, other programs, or space allocation.

Answer the following Assessment questions:

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

The change will further the program’s ability to provide “opportunities for progressive intellectual development.”

- 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?

We expect that this added requirement will improve student learning of two program objectives:

- (1) Skills in critical thinking and literary analysis applied to multiple genres
- (2) Effective oral and written communication, using critical vocabulary

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

English majors’ understanding of literary theory is assessed in several ways. One measure – Familiarity with literary theory – is an embedded CPGE in ENGL 2063 Advanced Composition. Over the past three years, fewer than 60 percent of our English majors were scored as target or high acceptable:

2014-2015 Target/High Acceptable in familiarity with literary theory	55%
2015-2016 Target/High Acceptable in familiarity with literary theory	56%
2016-2017 Target/High Acceptable in familiarity with literary theory	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.

Courses in literary theory are offered by all four-year public institutions in Arkansas, but only Arkansas State University requires it of their English majors.

- 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 Program Review of the B.A. English which details learning outcomes, assessment measures, and performance standards 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. 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 Arts in English	
<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:</p> <p>ENGL 4103 Literary Theory – 3 hours</p> <p>Change:</p> <p>ENGL 3013 Systems of Grammar or ENGL 3023 Introduction to Linguistics</p> <p>To</p> <p>ENGL 3013 Systems of Grammar or ENGL 3023 Introduction to Linguistics or ENGL 4013 History of English Language</p> <p>Delete:</p> <p>English Elective – 3 hours</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 Program Review/Assessment Plan

Program/Department: B. A. English

Program Contact: Carl Brucker

Phone: 479-968-0484

Email: cbrucker@atu.edu

Date Submitted: November 3, 2017

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 B.A. in English at Arkansas Tech University provides intellectual, ethical, and practical instruction in linguistics, literature, language, and media through excellent teaching, scholarly research and creative practice.

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

The B.A. in English is designed for maximum flexibility. Apart from the suggestion that majors take the enabling course ENGL 2063 Advanced Composition early, English majors are not required to follow a prescribed sequence. Students are required to have the equivalent of one year of college foreign language study, complete either Systems of Grammar or Introduction to Linguistics and four courses that survey American and British literature. Half of the 36 hours of required coursework in English is elective. This flexible design allows students to shape the contents of their degree to match their career objectives and makes it possible for students who switch majors late to complete all required English courses in as few as three semesters. This year we are exploring the possibility of adding a capstone project course to the degree requirements.

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

1. Current students: Student input is received through student evaluations of instruction, exit interviews, and informal in-class surveys of majors.

2. Alumni: We use our departmental FaceBook page to keep in contact with alumni. We have invited alumni to speak to our current students, as when we brought Brooke Johnson and Nick Morris to campus to read from their published books. This year we are working on constructing an alumni database that will provide us with clearer and more comprehensive information on our former students.

3. Employers: We do not have an Advisory Board, but we hope to use the alumni database we are building this year to identify employers who we could invite to campus to meet with students. We have encouraged our majors to take part in the career activities sponsored by Career Services.

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: The Department of English and World Languages has 21 full-time tenure-track faculty; 7 full-time non-tenure-track faculty, 37 adjunct faculty, 3 full-time staff from other areas who teach classes for us, 14 graduate teaching assistants, 16 concurrent instructors, 2 full-time administrative assistants, 1 half-time administrative assistant, and 26 student workers.

Offices: The Department of English and World Languages has 30 individual offices for faculty, 1 individual office for an administrative assistant, 9 shared offices for adjuncts and graduate teaching assistants, and 2 reception areas staffed by administrative assistants.

Educational Space: The Department of English and World Languages has 3 computer-equipped, open labs (English Writing Lab, World Languages Lab, ELI Tutoring Center), one 60-student classroom and one 30-student classroom that are equipped with high-end video equipment for our film and television studies courses, three 22-student, thin-client equipped classrooms that are designed for use with composition and technical writing classes, 11 other classrooms that have been dedicated for our use (5 in Witherspoon, 3 in Dean, 2 in Tomlinson, 1 in Rothwell), 4 classrooms in Robert C Brown that we are often able to use, and one 12-person conference room.

Program Assessment Plan

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. Communication skills	A. Mastery of the conventions of standard written English B. Effective oral and written communication, using critical vocabulary	A1 and B1. The mean grade of English majors in ENGL 2063 Advanced Composition is at least 2.75. A2. At least 75% of English majors in ENGL 2063 Advanced Composition will be scored Target or High-Acceptable in their ability to produce clear and coherent writing.	A1 and B1. In 2016-2017, the mean grade of English graduates (N=13) in ENGL 2063 Advanced Composition was 2.92. A2. In 2016-2017, 83% (N=13) of English graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to	A1. We want to explore the possibility of introducing a new capstone project course that would allow students to demonstrate their mastery of communication skills. B2: We are going to evaluate the tripartite

		<p>A3 and B1. A minimum of 80% of English graduates are scored as Acceptable or Target in their ability to generate writing that demonstrates advanced analysis and synthesis on their English Portfolios.</p> <p>B2. At least 75% of English majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their basic understanding of literary theory.</p> <p>B3. At least 75% of English majors in ENGL 3313, 3323, 3413, and 3423 are scored as Target of High-Acceptable in their ability to develop a thesis.</p>	<p>produce clear and coherent writing.</p> <p>A3 and B1. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete.</p> <p>B2. In 2016-2017, 33% (N=13) of English graduates in ENGL 2063 were scored as Target or High-Acceptable in their basic understanding of literary theory.</p> <p>B3. In 2016-2017, 76% (N=21) of English graduates in ENGL 3313, 3323, 3413, and 3423 were scored as Target or High-Acceptable in their ability to develop a thesis.</p>	<p>enabling purpose of ENGL 2063 (writing, research, theory) to determine if we have over burdened this course. In particular we need to determine if theory needs to be taught elsewhere in the major.</p> <p>A3 and B1. We are working on a system to improve collection of materials for creative writing portfolios.</p>
<p>2. Literary knowledge and analytic skills</p>	<p>A. Skills in critical thinking and literary analysis applied to multiple genres</p> <p>B. Familiarity with major figures, works, and movements in British and American literature, including ability to attach a literary work to its cultural</p>	<p>A1. At least 75% of English majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to respond critically to literary texts and scholarly articles.</p> <p>A2. At least 75% of English majors in the literary surveys ENGL 3313, 3323, 3413,</p>	<p>A1. In 2016-2017, 83% (N=13) of English graduates were scored as Target or High-Acceptable in their ability to respond critically to literary texts.</p> <p>A2. In 2016-2017, 90% (N=13) of English graduates in the literary surveys ENGL 3313,</p>	<p>A1. We want to explore the possibility of introducing a new capstone project course that would allow students to demonstrate their literary knowledge and analytic skills.</p> <p>B1. Our departmental Assessment</p>

	matrix	<p>and 3423 are scored as Target or High-Acceptable in their ability to conduct close readings of literature.</p> <p>B1. The mean grade of English majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 is at least 2.75.</p> <p>B2. At least 75% of English majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their familiarity with literary figures, works and movements studied.</p>	<p>3323, 3413, and 3423 were scored as Target or High-Acceptable in their ability to conduct close reading of literature.</p> <p>B1. In 2016-2017, the mean grade of English graduates in the literary surveys ENGL 3313, 3323, 3413, and 3423 was 2.96.</p> <p>B2. In 2016-2017, 86% (N=13) of English graduates were scored as Target of High-Acceptable in their familiarity with literary figures, works and movements studied.</p>	<p>Committee plans to undertake an inventory of authors and works taught in upper-level English courses over the past two years. In an effort to reduce duplication and to broaden coverage.</p>
3. Research skills	A. Ability to conduct research and use it effectively	<p>A1. The mean grade of English majors in ENGL 2063 Advanced Composition is at least 2.75.</p> <p>A2. At least 75% of English majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>A3. At least 75% of English majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to integrate source</p>	<p>A1. In 2016-2017, the mean grade of English graduates (N=13) in ENGL 2063 Advanced Composition was 2.92.</p> <p>A2. In 2016-2017, 33% (N=13) of the English majors enrolled in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>A3. In 2016-2017, 83% (N=13) of the English majors enrolled</p>	<p>A1. We want to explore the possibility of introducing a new capstone project course that would allow students to demonstrate their research skills.</p> <p>A2: We are going to evaluate the tripartite enabling purpose of ENGL 2063 (writing, research, theory) to determine if we have over burdened this course. In particular we</p>

		material effectively.	in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to integrate source material effectively.	need to determine if theory needs to be taught elsewhere in the major.
4. Linguistic Understanding	A. Understanding of the dynamic nature of language usage and the cultural role of languages in the global community	A1. The mean grade of English majors in ENGL 3013 Systems of Grammar and ENGL 3023 Introduction to Linguistics is at least 2.75.	A1. In 2016-2017, the mean grade of English graduates (N=13) in ENGL 3013 Systems of Grammar and ENGL 3023 Introduction to Linguistics was 3.43.	A1. We will explore embedding CPGE assessment in ENGL 3013 and 3023 to assess students' global linguistic awareness.

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)

In the past curricular ideas have been proposed by faculty, discussed in departmental committees, and developed into proposals during spring semesters in order to meet the July 1 deadline; however, too often trying to accomplish all of this in the spring semester has resulted in proposals not being advanced or constructed with inadequate involvement of departmental faculty.

This year we hope to begin the curricular review process in the fall semester, beginning with the Department Head appointing curricular committees for each program and tasking the committees with a complete review of each program's curriculum in the light of available assessment data. If these committees' reviews result in curricular change suggestions, they will be with the departmental faculty for review and comment.

Once the curricular suggestions have been modified in the light of departmental commentary, the committees will work with the Department Head to write curriculum proposals at the start of the spring semester in time for them to be thoroughly reviewed by the Office of Assessment and the Registrar.

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

PROGRAM LEARNING OUTCOMES

Required Courses	PLO 1 -Conventions of Standards Written English	PLO 2 -Critical Thinking and Analysis	PLO 3 – Effective Oral and Written Communication	PLO 4 – British and American Literature	PLO 5 – Conduct Research	PLO 6 – Understanding Language
ENGL 2063 ¹	R/M	R/M	R/M		R/M	
ENGL 3013 or 3023	M					R/M
ENGL 3313		M	M	M		
ENGL 3323		M	M	M		
ENGL 3413		M	M	M		
ENGL 3423		M	M	M		

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

The Department Head begins the academic year with a report to the faculty regarding enrollment trends, concerns raised by assessment data, and possible curricular changes.

The departmental Assessment Committee meets in the fall semester with the Department Head to review assessment data and to set an assessment agenda for the academic year. In recent years, the committee has focused on revising our departmental Assessment Plan, rewriting/creating CPGE assessments, and creating a system departmental and program learning outcomes. The resulting Assessment Plan, program learning objectives, and CPGE's have been reported to the faculty and reflected in revised course syllabi distributed to students.

¹ ENGL 2063 Advanced Composition, which is the gateway course for the English major, has a tripartite focus: (1) analytic writing skills, (2) research skills, (3) literary theory. The course reinforces skills to which students have been introduced in high school and through general education courses, and then attempts to lead them to mastery.

The Department Head occasionally shares assessment data with faculty during the academic year. He and the Assessment Committee gather assessment data for the academic year at the end of the spring semester, and the Department Head enters results into Tracdat during June.

In the past, the departmental Assessment Committee prepared an annual report in the spring that was shared with the departmental faculty. As more assessment data became available online through Tracdat and Argos, the need to reproduce the data in a written report changed. We also questioned the timing of this reporting as most faculty were not paying attention to these matters as summer began.

Thus, we plan to have the Assessment Committee present their report of suggestions resulting from analysis of the previous year's data at our initial fall departmental meeting.

Include an analysis of program learning outcomes trend data for the past three years. (Item 10)

There has been a gradual decline in the number of English majors. We are responding to this by gathering data, working to improve our placement assistance, and exploring curricular changes that respond to evolving student interests.

Dr. Sarah Stein, our Graduate Placement Officer, has begun to assist majors who are applying to graduate programs. Dr. Carl Brucker is working with a graduate assistant to create an alumni database. When completed, we hope that the database will provide us information about our graduates' employment. We will use that information to improve our career assistance for current students. We are also working to increase internship opportunities.

We have begun to explore the possibility of working with the Department of Communications to create a minor in professional communications. Some of our faculty have met with faculty from the Art Department to propose a collaborative Graphic Narrative minor to respond to student interest in mixed genre narration.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	03-22-18

Title	Signature	Date
Department Head		03-22-18
Dean		6/4/18
Assessment		6/11/18
Registrar		6/20/18
Vice President for Academic Affairs		10/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>EW</i>

Program Title:
B. A. World Language – Spanish

Outline change in program: (e.g., list changes in program such as (

- 1) delete three hours of Spanish elective
- 2) add SPAN 2033 Intermediate Spanish II for Heritage Speakers as option to SPAN 2023 Intermediate Spanish II
- 3) add requirement of SPAN 3233 Introduction to Literature

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

These changes will have no impact on staffing or space allocation.

Answer the following Assessment questions:

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

The change will further the program's ability to provide "opportunities for progressive intellectual development."

- 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?

SPAN 2033 Intermediate Spanish II for Heritage Speakers proposed will allow us to track heritage and non-heritage speakers at the Intermediate II level. This tracking should permit instructors to focus their pedagogical practice more effectively. SPAN 2033 will also provide a better entry point for heritage speakers.

The addition of SPAN 3233 Introduction to Literature as a required prerequisite will better prepare students for the two required advanced literature courses: SPAN 4213 Spanish Literature and SPAN 4223 Spanish-American Literature.

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

CPGE evidence gathered in SPAN 4213 and SPAN 4223 over the past three years has shown that some students were inadequately prepared for advanced literary study.

- 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.

Language programs across the country struggle with the difficulty of adequately meeting the divergent educational needs of native, heritage, and non-heritage students. The University of Arkansas offers a separate track of three courses for Spanish heritage speakers: SPAN 2123: Heritage Speakers I, SPAN 3123 Heritage Speakers II, and SPAN 4123 Heritage Speakers III.

Many Spanish programs require a course similar to our proposed SPAN 3233. The University of Arkansas at Little Rock requires students to take SPAN 3317 Introduction to Literary and Cultural Studies. The University of Arkansas at Fayetteville requires SPAN 3113 Introduction to Literature.

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.)

B.A. Spanish Program Curriculum Map

B.A. Spanish Learning Outcomes

1. Mastery of the conventions of standard written Spanish
2. Effective communication and comprehension skills in the target language within a variety of cultural contexts
3. Awareness of linguistics and an appreciation of languages and their roles within the global community
4. Ability to understand and respond creatively, critically, and analytically to print and non-print texts in the target language
5. Understanding of the role of Spanish in the global community and appreciation of cultural differences
6. Ability to conduct research and use it effectively

Required Courses for B.A. Spanish	LO1: Conventions of standard written Spanish	LO2: Effective communication and comprehension	LO3: Awareness of linguistics and language's role in global community	LO4: Understand print and non-print texts in Spanish	LO5: Understanding role of Spanish and cultural differences	LO6: Conduct research
SPAN 2013	I	I	I	I	I	I
SPAN 2023 or SPAN 2033	I	I	I	I	I	I
SPAN 3003	R	R	R	R	R	R
SPAN 3013	R	R	R	R	R	R
SPAN 3233	R	R	R	R	R	R
SPAN 3123	R	R	R	R	R	R
SPAN 3133	R	R	R	R	R	R
SPAN 3223	R	R	R	R	R	R
SPAN 4023	M	M	M	M	M	M
SPAN 4213	M	M	M	M	M	M
SPAN 4223	M	M	M	M	M	M

I = Introduced

R = Reinforced

M = Mastered

Assessment Measures:

- (1) CPGE assessments are embedded in SPAN 3233, SPAN 3123, SPAN 3133, SPAN 4213, and SPAN 4223.
Students are scored as Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on all six program learning objectives. To meet our standard of success 80% of students must be scored as Target or High-Acceptable.

- (2) Exit Interview ask students to self-report their improvement in all six program learning objectives.
Students score their improvement on a four-point scale from No Improvement to Great Improvement.
To meet our standard of success, 80% of students must score themselves as having made Great or Good Improvement.

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

The proposed changes will have no direct impact on other departments or programs.

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

Curriculum Matrix for Catalog Curriculum in B. A. World Language – Spanish	
<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>SPAN 2023 Intermediate Spanish II</p> <p>To</p> <p>SPAN 2023 Intermediate Spanish II or SPAN 2023 Intermediate Spanish II for Heritage Speakers</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>SPAN 3233 Introduction to Literature</p> <p>Delete:</p> <p>SPAN Elective (3000-4000 level)</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

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head	<i>[Signature]</i>	
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs	<i>[Signature]</i>	12/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>[Signature]</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>[Signature]</i>

Program Title:
Minor in Creative Writing

Outline change in program:
 (1) Add ENGL 3073 Creative Nonfiction Workshop to the list of required courses
 (2) Change the statement regarding electives to "and 6 hours from the following:"

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 Creative Writing "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 change impact learning for students enrolled in this program?

Adding ENGL 3073 Creative Nonfiction Workshop will introduce minors to this increasingly important genre, the genre that provides students with the best opportunities for publication.

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

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.

The University of Central Arkansas offers a B.A. in Creative Writing that includes CRWR 3372 Creative Nonfiction Workshop and CRWR 3345 Forms of Creative Nonfiction..

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) Understanding the process of producing creative writing, including knowledge of literary terms.
- (2) Ability to produce creative work, including works that utilize a variety of literary devices.

Means and Measures

Both program learning objectives will be assessed through CPGE questions in ENGL 3073. 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 Creative Writing are:

ENGL 2043 Introduction to Creative Writing

ENGL 3073 Creative Nonfiction Workshop

ENGL 3083 Fiction Workshop

ENGL 3093 Poetry Workshop

And 6 hours selected from the following:

ENGL 2063 Advanced Composition

ENGL 2881 Practicum–Literary Journal Publication

ENGL 3043 Literary Editing and Publishing

ENGL 4093 Seminar in Creative Writing

ENGL 4881-4 Nebo Practicum

ENGL electives (any 3000- or 4000-level literature course)



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	03-21-18

Title	Signature	Date
Department Head		03-21-18
Dean		6/4/18
Assessment		6/11/18
Registrar		6/20/18
Vice President for Academic Affairs		7/1/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 JW
Faculty Senate (Undergraduate Proposals Only)	9/11/18 JW

Program Title:
Minor in Spanish for Medical Interpretation

Outline change in program:

- (1) Delete SPAN 2013 Intermediate Spanish I and SPAN 2023 Intermediate Spanish II as requirements.
- (2) Change SPAN 1063 Basic Spanish for Medical and Social Services to SPAN 2303 Spanish for Medical Interpretation I
- (3) Add SPAN 2313 Spanish for Medical Interpretation II as a requirement
- (4) Add SPAN 3213 Advanced Grammar and Usage as a requirement

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 change impact learning for students enrolled in this program?

Replacing SPAN 1063 with the two-course sequence SPAN 2303 –SPAN 2313 will better prepare students in the professional practice and theory of translation in a medical setting.

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

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.

Currently there are no other Arkansas institutions that offer a similar certificate program.

Institutions utilized as a comparison peer group with similar programs include:

Medical Interpreting Certificate Program
Boston University, Center for Professional Education
<http://professional.bu.edu/programs/interpreter/medical/>

Medical Interpreter Certificate (Spanish/English)
The City College of New York, Continuing and Professional Studies
<https://www.cuny.cuny.edu/cps/medical-interpreter-certificate-spanishenglish>

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 20 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 3213 Advanced Grammar and Usage
- SPAN 3382 Principles of Interpretation



ARKANSAS TECH UNIVERSITY

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JUL 05 2018

Registrar's Office

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

Department Initiating Proposal	Date
English and World Languages	07-03-18

Title	Signature	Date
Department Head	<i>Car Brink</i>	07-03-18
Dean	<i>[Signature]</i>	7/5/18
Assessment	<i>[Signature]</i>	7/10/18
Registrar	<i>Yammy Leacane</i>	7/5/18
Vice President for Academic Affairs	<i>[Signature]</i>	10/11/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>JW</i>

Program Title: Undergraduate certificate program Spanish for Medical Interpretation

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JUL 13 2018

Registrar's Office

LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE PROGRAM
(6-21 SEMESTER CREDIT HOURS)

Spanish for Medical Interpretation
Arkansas Tech University

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JUL 05 2018

Registrar's Office

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Carl Brucker
3. Phone number/e-mail address: (479) 968-0484 / cbrucker@atu.edu
4. Proposed effective date: August 2019
5. Name of proposed Undergraduate Certificate Program (Program must consist of 7-18 semester credit hours): Spanish for Medical Interpretation
6. Proposed CIP Code: 16.0103
7. Reason for proposed program implementation:

Health services providers need skilled interpreters to help them serve a growing number of Spanish-speaking clients. This certificate would increase the employability of students planning to work in health services.

8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses

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 3213 Advanced Grammar and Usage
SPAN 3133 Spanish-American Civilization and Culture
SPAN 3382 Principles of Interpretation

- b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours):

The certificate program will require 20 semester credit hours.

- c. New courses and new course descriptions:

Two new courses will be created for this certificate program.

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Registrar's Office

SPAN 2303 Spanish for Medical Interpretation I
SPAN 2313 Spanish for Medical Interpretation II

RECEIVED

JUL 05 2018

These two courses will replace one present course

Registrar's Office

SPAN 1063 Basic Spanish for Medical Interpretation

d. Program goals and objectives:

- To lay the foundation for translation and interpretation skills for interested students;
- to relieve the critical communication gap between patients and their health care providers.
- to sensitize the students to the linguistic structures of the source and the target language;
- to train the students in cognitive processes and language skills to facilitate consecutive and simultaneous interpretation;
- 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;
- to expose students to 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.

e. Expected student learning outcomes

Students will:

- become familiar with the basic concepts relating to the theory and practice of interpretation and its uses in professional life;
- enhance their fluency and confidence in both languages through contextualized intensive practice in all modes of interpretation;
- develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics.
- 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

f. Documentation that program meets employer needs

Federal laws particularly applicable to language access include Title VI of the Civil Rights Act of 1964, and the Title VI regulations, prohibiting discrimination based on national origin, and Executive Order 13166 issued in 2000.

The Joint Commission, which accredits hospitals, now requires that institutions document the primary language of patients. The United States Supreme Court determined that language discrimination is a form of national origin discrimination. Therefore, hospitals that receive federal funds are now required to provide care in a patient's primary language.

The benefits to hospitals include the following:

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- More accurate information for diagnosis and treatment;
- Better treatment compliance;
- Improved patient retention and satisfaction;
- Malpractice risk management; and
- Compliance with regulations and accreditation standards.

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- Any patient and/or companion who is limited English proficient or deaf or hard of hearing **must** be offered interpreter services or auxiliary aids free of charge
- Interpreter services must be provided by trained, qualified interpreters
- Friends and family may not be used as interpreters unless specifically requested by the patient and charted accordingly

g. Student demand (projected enrollment) for proposed program

In fall 2017, there were 11 students enrolled in SPAN 3382 Principles of Interpretation.

It is reasonable to expect that after the introduction of this certificate option these enrollment numbers may increase slightly and that by spring 2021, there will be 5-8 students who have earned the certificate in Spanish for Medical Interpretation.

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

N/A/

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

Currently there are no other Arkansas institutions that offer a similar certificate program.

Institutions utilized as a comparison peer group with similar programs include:

Medical Interpreting Certificate Program

Boston University, Center for Professional Education

<http://professional.bu.edu/programs/interpreter/medical/>

Medical Interpreter Certificate (Spanish/English)

The City College of New York, Continuing and Professional Studies

<https://www.ccny.cuny.edu/cps/medical-interpreter-certificate-spanishenglish>

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

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If the Spanish for Medical Interpretation certificate program is approved to begin the fall of 2019, we will schedule a program review for academic year 2026-2027.

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9. Institutional curriculum committee review/approval date:

All materials needed for our internal review/approval process will be submitted by July 1, 2018. Appropriate faculty committees will consider the proposal during the fall semester of 2018. We hope to get final approval from our Board of Trustees by January 2019.

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.

All of the required courses will be offered on campus. At present, we do not expect to offer any of the courses online.

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.

There are no off campus locations at which this certificate program will be taught.

Following is the text of the notification sent to other institutions of higher education in Arkansas:

Arkansas Tech University would like to inform you of our intention to develop an undergraduate certificate program in Spanish for Medical Interpretation. The proposed 20-hour certificate program will be built from an existing minor and will better define the credential and career path of students interested in working as medical interpreters.

We received no negative responses from other state institutions.

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

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Registrar's Office

Facility Renovations Receive Board Support

October 18, 2018

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<https://www.arkansastechnews.com/facility-renovations-receive-board-support/>



Arkansas Department of Higher Education

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Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

February 26, 2019

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

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

RE: Program Approval

On January 25, 2019, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate/Degree Program

Certificate of Proficiency in Teaching English to Speakers of Other Languages (DC 0130; CIP 13.1401; 21 credit hours; Fall 2019)

Certificate of Proficiency in Spanish for Medical Interpretation (DC 1802; CIP 01.0103; 20 credit hours; Fall 2019)

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

DC – Degree Code



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
English and World Languages	07-03-18

Title	Signature	Date
Department Head		07-03-18
Dean		7/5/18
Assessment		7/10/18
Registrar		7/5/18
Vice President for Academic Affairs		05/18

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/20/18 <i>ZW</i>
Faculty Senate (Undergraduate Proposals Only)	9/11/18 <i>ZW</i>

<p>Program Title: Undergraduate certificate program Teaching English to Speakers of Other Languages</p>
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LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE PROGRAM (6-21 SEMESTER CREDIT HOURS)

Teaching English to Speakers of Other Languages Arkansas Tech University

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Carl Brucker
3. Phone number/e-mail address: (479) 968-0484 / cbrucker@atu.edu
4. Proposed effective date: August 2019
5. Name of proposed Undergraduate Certificate Program (Program must consist of 7-18 semester credit hours): Teaching English to Speakers of Other Languages
6. Proposed CIP Code: 131401
7. Reason for proposed program implementation: Many students are interested in working with English language learners either in K-12, in business or community settings, or overseas. For prospective licensed K-12 teachers the proposed certificate would offer credentials beyond the ADE ESL endorsement. The certificate would increase the employability of students who wanted to work in business/community settings or overseas. The certificate program would be particularly attractive to international employers of native English speakers.
8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses
 - ENGL 3013 Systems of Grammar
 - ENGL 3023 Introduction to Linguistics
 - ENGL 4023 Second Language Acquisition
 - ENGL 4703 Teaching English as a Second Language
 - ENGL 4713 ESL Assessment
 - ENGL 4723 Teaching People of Other CulturesAnd one of the following
 - ENGL 4013 History of the English Language
 - ENGL 4083 Seminar in English Language
 - ENGL 4733 Teaching English in the Secondary School
 - SPAN 3133 Spanish-American Civilization and Culture
 - SPAN 4703 Foreign Language Teaching Methods
 - b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)

The certificate program will require 21 semester credit hours.

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c. New courses and new course descriptions:

There are no new courses required for this certificate program.

d. Program goals and objectives:

- Enhance the preparation of teachers who work with English language learners
- Increase the employability of students who wanted to work in business/community settings or overseas
- Increase the number of people who can build the linguistic bridges necessary for economic and social development in the state

e. Expected student learning outcomes

- Demonstrate an understanding of the linguistics process of second language acquisition
- Demonstrate an understanding of how cultural factors affect language learning
- Demonstrate an ability to assess students; language skills
- Demonstrate knowledge of various methods of teaching English as a second language
- Demonstrate an advanced understanding of English grammar and usage

3. Documentation that program meets employer needs

The proposed undergraduate certification program in TESOL could help interested students find teaching positions overseas. As reported by Teachaway (<https://www.teachaway.com>): "English teachers abroad use their expertise as native English speakers to teach English to students of all ability levels and ages. With an estimated 1.5 billion, or one in seven people, currently learning English globally, there's no shortage of opportunities for college graduates and licensed teachers looking to teach English abroad."

"The majority of jobs teaching English abroad are concentrated in Asia. China alone has around 300 million English language learners and is projecting a shortage of almost 100,000 English teachers over the next three years." Teachaway suggests that students who have a bachelor's degree and a certification "are best suited for jobs abroad."

a. Student demand (projected enrollment) for proposed program

In fall 2017, there were 108 enrollments in the six courses proposed as the required core of this certificate. In spring 2018, there are 119 enrollments in the six courses proposed as the required core of this certificate.

It is reasonable to expect that after the introduction of this certificate option these enrollment numbers may increase slightly and that by spring 2021, there will be 5-8 students who have earned the certificate in TESOL.

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

N/A/

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

Currently there are no other Arkansas institutions that offer a similar for-credit certificate program. Spring International Language Center In Fayetteville offers a non-credit Teaching English as a Foreign Language certificate program.

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Institutions utilized as a comparison peer group with similar programs include:

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University of Utah, Department of Linguistics

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<https://linguistics.utah.edu/certificates-and-programs/tesol-cert/>.

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University of California San Diego Extension

<https://extension.ucsd.edu>.

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

If the TESOL certificate program is approved to begin the fall of 2019, we will schedule a program review for academic year 2026-2027.

- 9. Institutional curriculum committee review/approval date:

All materials needed for our internal review/approval process will be submitted by July 1, 2018. Appropriate faculty committees will consider the proposal during the fall semester of 2018. We hope to get final approval from our Board of Trustees by January 2019.

- 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.

All of the required courses will be offered on campus. All six of the core required courses will also be offered online periodically. It is likely that one of the "elective" courses (ENGL 4083) will be offered online occasionally.

- 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.

There are no off campus locations at which this certificate program will be taught.

Following is the text of the notification sent to other institutions of higher education in Arkansas:

Arkansas Tech University would like to inform you of our intention to develop an undergraduate certificate program in Teaching English to Speakers of Other Languages. The proposed 21-hour certificate programs is based on an existing minor and will better define the credential and career path of students interested in TESOL.

We received no negative responses from other state institutions.

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

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Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

February 26, 2019

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

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

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DC – Degree Code

Spanish Course Descriptions

SPAN 1013: Beginning Spanish I

ACTS Common Course - SPAN 1013

Training in the elements of Spanish communication (speaking and writing) and comprehension (listening and reading) within a variety of cultural contexts.

Three hours of applied class work and one hour of foreign language lab per week is required.

Note: Advanced placement and credit by examination are available to students who have previously studied Spanish.

SPAN 1023: Beginning Spanish II

ACTS Common Course - SPAN 1023

Continued training in basic Spanish communication (speaking and writing) and comprehension (listening and reading) skills to increase proficiency in the language within a variety of cultural contexts.

Three hours of applied class work and one hour of foreign language lab per week is required.

Note: Advanced placement and credit by examination are available to students who have previously studied Spanish.

~~SPAN 1063: Basic Spanish for Medical and Social Services~~

Delete

~~Prerequisites: SPAN 1013 and 1023~~

~~Useful terminology and expressions for the medical and social service situation, with an emphasis on intercultural and professional issues. Students will also be able to demonstrate awareness of basic grammatical concepts.~~

SPAN 2013: Intermediate Spanish I

ACTS Common Course - SPAN 2013

Prerequisite: SPAN 1023 or equivalent.

Development of the language skills necessary for communication (speaking and writing) and comprehension (listening and reading) skills to increase proficiency in the language at the intermediate level within a variety of cultural contexts.

Three hours of applied course work and one hour of foreign language lab per week is required.

Note: Advanced placement and credit by examination are available to students who have previously studied Spanish.

SPAN 2023: Intermediate Spanish II

ACTS Common Course - SPAN 2023

Prerequisite: SPAN 2013 or equivalent.

Further development of the language skills necessary for communication (speaking and writing) and comprehension (listening and reading) skills to provide mastery of the fundamental tools in a variety of cultural contexts.

Three hours of applied class work and one hour of foreign language lab per week is required.

Note: Advanced placement and credit by examination are available to students who have previously studied Spanish.

SPAN 3003: Conversation and Composition I

Prerequisite: SPAN 2023 or permission of instructor *or SPAN 2033*

Development of advanced control of Spanish communication and comprehension through conversation and composition based on analysis of authentic short texts and media.

Three hours of applied course work.

Note: Advanced placement and credit by examination are available to students who have previously studied or are proficient in Spanish.

SPAN 3013: Conversation and Composition II

Prerequisite: SPAN 3003 or permission of instructor

Continuation of SPAN 3003. Further development of advanced proficiency of Spanish communication and comprehension through conversation and composition based on analysis of authentic short texts and media.

Three hours of applied course work.

Note: Advanced placement and credit by examination are available to students who have previously studied or are proficient in Spanish.

SPAN 3023: Introduction to Linguistics

Cross-listed: COMM 3023, ENGL 3023, FR 3023, and GER 3023

Prerequisites: ENGL 1023 or equivalent and SPAN 2023 or equivalent. *or SPAN 2033*

A study of basic concepts in language, comparative characteristics of different languages, and the principles of linguistic investigation.

SPAN 3113: Business Spanish

Prerequisite: SPAN 3003 or permission of instructor.

The study of business culture, terminology, presentations and cases in the Hispanic world. This course will present a detailed examination of business practices in Latin America and other Spanish speaking countries. Emphasis will be given to business protocols when conducting business correspondence, personal interviews, and appointments, among others. Attention will also be given to the use of technology in business.

SPAN 3123: Spanish Civilization and Culture

Prerequisite: SPAN 3013 or permission of instructor.

Study of the geography, history, arts, institutions, customs and contemporary life of the Spanish people.

SPAN 3133: Spanish-American Civilization and Culture

Prerequisite: SPAN 3013 or permission of instructor.

Study of the geography, history, arts, institutions, customs, and contemporary life of the peoples of Spanish America, with some attention to the major pre-Colombian civilizations.

SPAN 3143: Study Abroad

Prerequisites: Completion of SPAN 2023 or equivalent and permission of the World Languages Study Abroad supervisor.

Study of the contemporary language and culture in a Spanish speaking country.

Note: May substitute for SPAN 3003 or SPAN 3013, depending on the student's proficiency level.

SPAN 3163: Community Internship Experience

Prerequisite: Completion of SPAN 2023 or equivalent.

Study of contemporary language and culture in a Spanish- speaking community or setting.

Note: May be taken instead of SPAN 3143 to meet degree requirements.

SPAN 3213: Advanced Grammar and Usage

Prerequisite: SPAN 2023.

The course is designed to build writing competence and strengthen grammatical competence. Grammar will be studied within the context of writing assignments. The course will deepen the knowledge of the language through the usage of applied linguistics, syntax, grammar, and semantics.

SPAN 3382: Principles of Interpretation

Prerequisite: Completion of or concurrent enrollment in SPAN 3003.

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

SPAN 4003: Oral Communication

Prerequisite: SPAN 3013 or permission of instructor.

This course is designed to strengthen students' oral communication skills.

SPAN 4023: Introduction to Spanish Linguistics

Prerequisites: SPAN 3003 and 3213.

The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics as the basis for future application of linguistic principles. This course explores Spanish phonetics, phonology, morphology, syntax and semantics.

SPAN 4203: Short Story

Prerequisite: SPAN 3003.

An analysis of Spanish-language short stories.

SPAN 4213: Spanish Literature

Prerequisite: SPAN ~~3013~~ **3233**

A survey of the literature of Spain with readings from representative works.

SPAN 4223: Spanish-American Literature

Prerequisite: SPAN ~~3013~~ **3233**

A survey of Spanish American literature with readings from representative works.

SPAN 4283: Seminar in Spanish

Prerequisite: SPAN 3003

Course content will vary. May be repeated for credit if course content varies.

SPAN 4701: Foreign Language Pedagogy

Cross-listed: FR 4701, GER 4701

Prerequisite: Admission to student teaching phase of the teacher education program.

Co-requisite: SEED 4909

Intensive on-campus exploration of the principles of curriculum construction, applied methods, professional collaboration, and evaluation as related to teaching French, German, or Spanish, followed by professional internship application of these principles under the supervision of a qualified departmental instructor.

SPAN 4703: Foreign Language Teaching Methods

Cross-listed: FR 4703, GER 4703

Prerequisite: SPAN 3013 and SPAN 3123 or SPAN 3133 or equivalent; admission to Stage II of the Secondary Education sequence or equivalent.

Survey of instructional methods and discussions and demonstration of practical techniques for the teaching of a foreign language.

SPAN 4803: Spanish-Language Film

Prerequisites: SPAN 3123 or SPAN 3133 or equivalent.

An introduction to Spanish-language film theory and major films.

SPAN 4813: U.S. Latino/a Literature and Culture

Prerequisite: SPAN 1023

This survey course offers an overview of the history of U.S. Latino/a literature, introducing the major trends and placing them into a historical framework stretching from the nineteenth century to today. Topics to be discussed include the construction of identity in terms of race, gender, sexuality, and class; bilingualism and code-switching; the experiences of exile, the immigrant, the marketing of the Latino/a identity; and the relationship of the artist to his or her community.

SPAN 4951,4952,4953,4954: Undergraduate Research in Spanish

Offered: On demand

Prerequisite: Departmental approval

Advanced students carry out independent research activity relating to a significant problem in a major field of study. Supervised by faculty member. Formal report and presentation required. One to four credits depending on problem selected and effort made.

SPAN 4991,4992,4993: Special Problems in Spanish

Prerequisites: SPAN 2023 and consent of the instructor and the department head. **OR SPAN 2033**

Designed to provide advanced students with a course of study in an area not covered by departmental course offerings.

ENGL 2053: Technical Writing

ACTS Common Course - ENGL2023

Prerequisite: ENGL 1023 or equivalent.

Practice in composing abstracts, instructions, visuals, proposals, questionnaires, letters, memos, and a variety of informal and formal reports.

ENGL 2063: ~~Advanced Composition: Practice and Theory~~

Prerequisite: ENGL 1023 or equivalent.

Introduction to Literary Studies

Practice with several types of expository writing. An introduction to research techniques and composition theory.

ENGL 2173: Introduction to Film

Cross-listed: Jour 2173

Prerequisite: ENGL 1013 or equivalent.

A study of film as an art form with particular attention given to genres, stylistic technique and film's relation to popular culture.

Note: ENGL 2173 may be used to fulfill the General Education fine arts requirement.

Note: ENGL 2173 may not be repeated for credit after the completion of JOUR 2173.

ENGL 2183: Honors Introduction to Film

Prerequisites: Successful completion of ENGL 1013 or ENGL 1043 and admission to the Tech Honors Program or permission of the Honors Program Director.

A study of film as an art form with particular attention given to genres, stylistic technique and film's relation to popular culture.

ENGL 2213: Introduction to Drama

Prerequisite: ENGL 1013 or equivalent.

A study of drama as literature; a study of terminology and elements of drama and the reading of selected works, including both classic and contemporary.

ENGL 2223: Introduction to Poetry

Prerequisite: ENGL 1013 or equivalent.

A study of basic form, terminology and specific works.

ENGL 2233: Introduction to Fiction

Prerequisite: ENGL 1013 or equivalent.

A study of form, terminology, and specific works of fiction.

ENGL 2263: Mythology

Prerequisite: ENGL 1013 or equivalent.

An introduction to the Western mythologies and a study of their influence on Western literature.

ENGL 2283: Science Fiction and Fantasy

Prerequisite: ENGL 1013 or equivalent.

A survey course which covers classics of the science fiction and fantasy genres. Approach to the works is both historical and thematic.

ENGL 2881: Practicum-Literary Journal Publication

Prerequisite: ENGL 1013 or equivalent.

Students will work as staff members of NEBO: A Literary Journal.

Note: May be repeated for a maximum of five semester hours. Cumulative hours in ENGL 2881 and ENGL 4881-4 may not exceed nine.

ENGL 3013: Systems of Grammar

Prerequisite: ENGL 1023 or equivalent.

Students are recommended to complete ENGL 3023 before enrolling in this course. A synthesis of the most useful elements of traditional, transformational, and structural grammar.

ENGL 3023: Introduction to Linguistics

Cross-listed: COMM 3023, FR 3023, GER 3023, and SPAN 3023

Prerequisite: ENGL 1023 or equivalent.

A study of basic concepts in language, comparative characteristics of different languages, and the principles of linguistic investigation.

ENGL 3043: Literary Editing and Publishing

Prerequisite: ENGL 2043.

A study of literary editing and publishing in print and online.

ENGL 3083: Fiction Workshop

Prerequisite: ENGL 2043.

Concentration in the writing and evaluation of fiction.

Note: May be repeated once for credit as ENGL 3083.

ENGL 3093: Poetry Workshop

Prerequisite: ENGL 2043.

Concentration in the writing and evaluation of poetry.

Note: May be repeated once for credit as ENGL 3093.

ENGL ~~3103~~⁴¹⁰³: Literary Theory

Prerequisite: ENGL 1023 or equivalent.

A study of contemporary critical approaches to literature.

ENGL 3173: Studies in Film

Department of Curriculum & Instruction

Secondary Education Program

Creative Writing Education for Teacher Licensure⁴

See the College of Education page for additional requirements.

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Social Sciences ¹	3	Social Sciences ¹	3
Mathematics ¹	3	Science with Lab ¹	4
TECH 1001 Orientation to the University	1	COMM 2003 Public Speaking ^T	3
Beginning Foreign Lang I ²	3	Beginning Foreign Lang II ²	3
Elective	3		
Total Hours	16	Total Hours	16

⊕ Sophomore

U.S. History/Government ¹	3	Fine Arts & Humanities ¹	3
Science with Lab ¹	4	ENGL 2003 Introduction to World Literature	3
ENGL 2043 Introduction to Creative Writing	3	ENGL 3023 Introduction to Linguistics	3
ENGL 2063 Advanced Composition: Practice and Theory	3	ENGL 3043 Literary Editing and Publishing	3
Elective	3	SEED 2002 Education as a Profession	2
Total Hours	16	Total Hours	14

Title Change- Introduction to Literary Studies

⊕ Junior

ENGL 3093 Poetry Workshop	3	ENGL 3083 Fiction Workshop	3
ENGL 3013 Systems of Grammar	3	ENGL 3323 Modern American Literature	3
ENGL 3313 American Literature to 1900	3	ENGL 3423 British Literature since 1800	3
ENGL 3413 British Literature to 1800	3	ENGL 4093 Seminar in Creative Writing	3
ENGL Elective ³	3	ENGL 4813 Senior Project in Creative Writing	3
Total Hours	15	Total Hours	15

⊕ Senior

Department of Curriculum & Instruction

Bachelor of Science in Middle Level Education

The Middle Childhood/Early Adolescence degree exists to provide quality preservice educational programs and services in preparation for teaching grades 4-8. The program prepares and nurtures interdisciplinary teachers who reflect content knowledge as well as facilitate creative talents.

The program is designed around a conceptual framework which organizes learning expectations and experience into manageable discipline-specific strands including: professional and pedagogical knowledge, knowledge of the student, developmentally appropriate and effective practices, knowledge of integrated disciplines, global and cultural perspectives, technology, and a liberal arts and science background. The teaching candidate entering the middle-level program must complete two of the following concentrations: English/Language Arts, Math, Social Studies and Science.

The first stage of the middle level program is a pre-professional program and admission to this stage does not constitute approval for admission to the professional program in teacher education. Stage II is the professional stage of the preparation program. Teacher candidates must satisfactorily complete the requirements of the first stage, have a cumulative grade point average of 2.70 on all coursework, complete English composition courses, an oral communication course, a college-level mathematics course, and complete MLED 2003 Introduction to Education with grades of "C" or higher. Competence in oral and written grammar will be assessed. Teacher candidates must submit scores from the Core Academic Skills Test that meet or exceed the levels established by the Arkansas Department of Education.

After satisfying all of the requirements at this level, the teacher candidate will apply for internship. Admission to internship requires completion of all professional education courses, senior standing, satisfactory completion of all prerequisites listed in the course descriptions, a minimum grade of "C" in all courses with a cumulative grade point average of 2.70, and the minimum score on the licensure examination as required by the Arkansas Department of Education.

Teacher candidates should complete an application for admission to the internship for the spring semester by October 1 or for the fall semester by March 1. Teacher candidates must present scores on the appropriate licensure examination as directed by the Arkansas Department of Education.

See the College of Education page for additional requirements.

Select Two Concentrations

English/Language Arts

- ENGL 2043 Introduction to Creative Writing
- ENGL 2063 ~~Advanced Composition: Practice and Theory~~
- ENGL 3013 Systems of Grammar
- ENGL 3323 Modern American Literature

Title change - Introduction to Literary Studies

Social Studies

- ECON 2003 Principles of Economics I
- GEOG 2013 Regional Geography of the World
- HIST 2013 United States History since 1877

Math

- MATH 1203 Plane Trigonometry
- MATH 2043 Mathematical Concepts II
- MATH 2163 Introduction to Statistical Methods
- MATH 3033 Methods of Teaching Elementary Mathematics

Science

DEGREE AUDIT CHECK LIST (BFA-CRWR) Creative Writing

2018-19 ~~2019-20~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI	(6-9hrs)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9hrs)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3hrs)	15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		33

Student's Name		
T#		
Major Requirements		Hrs
ENGL	2043 2063 3043 3083 3093 3313 3323 3413 3423 4093 4813 3073	
ENGL ELEC	(3 HR UD)	
ENGL ELEC	(9 HR @2-4000)*	45
*Excluding ENGL 2003, 2013, 2113, 2173, 2881 4881-4		
FOR LANG	(ONE LANG) 1013 1023	6
TOTAL MAJOR HOURS		51
TOTAL HOURS		

Final Check:

Min. hours required **120**
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Department of English & World Languages

Bachelor of Fine Arts in Creative Writing

Course Title Change
ENGL 2063

For students interested in Creative Writing for Teacher Licensure, click here.

The program in creative writing seeks to help students develop their creative potential, especially in writing; explore the practical aspects of publishing and getting published; learn a respect for and an understanding of language; appreciate and profit from a study of our common literary heritage; increase their awareness of and empathy for diverse peoples and cultures; discover the relevance of ideas and values found in their reading; and learn to think critically and evaluate wisely.

Creative writing majors are prepared for a variety of careers in advertising, communications, education, government, management, personnel work, public relations, and sales. A degree in creative writing also provides an excellent undergraduate preparation for the student planning to pursue graduate study of business, law, or the humanities.

The degree program in creative writing requires 45 hours in English:

- ENGL 2043 Introduction to Creative Writing
- ENGL 2063 ~~Advanced Composition: Practice and Theory~~
- ENGL 3043 Literary Editing and Publishing
- ENGL 3083 Fiction Workshop
- ENGL 3093 Poetry Workshop
- ENGL 3313 American Literature to 1900
- ENGL 3323 Modern American Literature
- ENGL 3413 British Literature to 1800
- ENGL 3423 British Literature since 1800
- ENGL 4093 Seminar in Creative Writing
- ENGL 4813 Senior Project in Creative Writing
- and 12 credit hours of English electives

Titlechange -
Introduction to Literary Studies

← ENGL 3073

9

The creative writing major must complete two semesters in one foreign language or have completed two years of language study in high school with grades of "C" or better.

Students who plan to use a creative writing degree as a preparation for law school are encouraged to complete some of the following electives in addition to their required courses:

- BLAW 2033 Legal Environment of Business
- CJ/SOC 2043 Crime and Delinquency
- CJ/POLS 3023 Judicial Process
- CJ 4023 Law and the Legal System
- CJ 4053 Criminal Law and the Constitution
- COMM 2003 Public Speaking
- COMM 2111- COMM 2121 Debate Practicum
- COMM 4153 Persuasive Theory and Audience Analysis
- JOUR 4123 Laws of Communication
- PHIL 3103 Logic
- POLS 4043 American Constitutional Law
- PSY 2003 General Psychology

Curriculum

The matrix below is a sample plan for all coursework required for this program.

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Social Sciences ¹	6	Fine Arts & Humanities ¹	3
Mathematics ¹	3	Science with Lab ¹	4
Beginning Language I ⁴	3	Beginning Language II ⁴	3
TECH 1001 Orientation to the University	1	Elective ³	3
Total Hours	16	Total Hours	16

⊕ Sophomore

U.S. History/Government ¹	3	Social Sciences/Fine Arts/Humanities/Communication ¹	3
Fine Arts & Humanities ¹	3	ENGL 3043 Literary Editing and Publishing	3
Science with Lab ¹	4	English Elective ²	6
ENGL 2043 Introduction to Creative Writing	3	Elective ³	3
ENGL 2063 Advanced Composition: Practice and Theory	3		
Total Hours	16	Total Hours	15

Handwritten notes: Title Change - Introduction to Literary Studies

⊕ Junior

ENGL 3073	3		
ENGL 3093 Poetry Workshop	3	ENGL 3083 Fiction Workshop	3
ENGL 3313 American Literature to 1900	3	ENGL 3323 Modern American Literature	3
ENGL 3413 British Literature to 1800	3	ENGL 3423 British Literature since 1800	3
Elective ³	3 6	Elective ³	6
Total Hours	15	Total Hours	15

⊕ Senior

ENGL 4093 Seminar in Creative Writing	3	ENGL 4813 Senior Project in Creative Writing	3
English Elective ²	3	English Elective (3000-4000 level)	3
Elective ³	9	Elective ³	6 9
Total Hours	15	Total Hours	12

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

²Any 2-4000 level English courses excluding ENGL 2003 Introduction to World Literature, ENGL 2013 Introduction to American Literature, ENGL/JOUR 2173 Introduction to Film, ENGL 2881 Practicum-Literary Journal Publication, and ENGL 4881-4 Practicum-Editing Literary Journal.

³At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses.

⁴All minimum college hours (at least two semesters) should be in one language. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination. Students may waive three hours of language requirements for every one year of language study in high school with grades of "C" or better.

DEGREE AUDIT CHECK LIST

(BA-ENGL) English

2018-19 ~~2019-20~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI	(6-9hrs)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9hrs)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3hrs)	15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
ENGL	2063 3313 3323 3413 3423 4103 (3013 or 3023) -or 4013)	
ENGL ELEC	(6UD)	
ENGL ELEC	(12 @ 2-4000)* 9	36
*Excluding Engl 2003, 2013, 2113, 2173 2881, 4881-4		
FOR LANG	1013 1023 (same language)	6
TOTAL MAJOR HOURS		42
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

Department of English & World Languages

Bachelor of Arts in English

For students interested in English for Teacher Licensure, [click here](#).

The program in English seeks to help students express themselves effectively, especially in writing; develop a respect for and an understanding of language; appreciate and profit from a study of our common literary heritage; increase their awareness of and empathy for diverse peoples and cultures; discover the relevance of ideas and values found in their reading; and learn to think critically and evaluate wisely.

English majors are prepared for a variety of careers in advertising, communications, education, government, management, personnel work, public relations, and sales. A degree in English also provides an excellent undergraduate preparation for the student planning to pursue graduate study of business, law, or the humanities.

The degree program in English requires 36 semester hours in English

- ENGL 2063 ~~Advanced Composition: Practice and Theory~~ *Title change - Introduction to Literary Studies*
- ENGL 3013 Systems of Grammar *or* ENGL 3023 Introduction to Linguistics *OR ENGL 4013*
- ENGL 3313 American Literature to 1900
- ENGL 3323 Modern American Literature
- ENGL 3413 British Literature to 1800
- ENGL 3423 British Literature since 1800
- ~~18~~ *15* credit hours of English electives *ENGL 4103*

The English major must also complete two semesters of study in one foreign language or have completed two years of language study in high school with grades of "C" or better.

Students who plan to use an English degree as a preparation for law school are encouraged to complete some of the following electives in addition to their required courses:

- BLAW 2033 Legal Environment of Business
- CJ/SOC 2043 Crime and Delinquency
- CJ/POLS 3023 Judicial Process
- CJ 4023 Law and the Legal System
- CJ 4053 Criminal Law and the Constitution
- COMM 2003 Public Speaking
- COMM 2111-COMM 2121, Debate Practicum
- COMM 4153 Persuasive Theory and Audience Analysis
- JOUR 4123 Laws of Communication
- PHIL 3103 Logic
- POLS 4043 American Constitutional Law
- PSY 2003 General Psychology

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Social Sciences ¹	3	Social Sciences ¹	3
Mathematics ¹	3	Science with Lab ¹	4
Beginning Language I ²	3	Beginning Language II ²	3

TECH 1001 Orientation to the University	1	Elective ⁴	1
Elective ⁴	1		
Total Hours	14	Total Hours	14

⊕ Sophomore

ENGL 2063 Advanced Composition: Practice and Theory	3	(ENGL 4013 or ENGL 3013 Systems of Grammar or ENGL 3023 Introduction to Linguistics)	3
Fine Arts & Humanities¹	3	Social Sciences/Fine Arts/Humanities/Communication ^{1,T}	3
Science with Lab ¹	4	Fine Arts & Humanities ¹	3
U.S. History/Government ¹	3	English Elective³ ENGL 4103	3
English Elective ³	3	Elective ⁴	3
Total Hours	16	Total Hours	15

⊕ Junior

ENGL 3313 American Literature to 1900	3	ENGL 3323 Modern American Literature	3
ENGL 3413 British Literature to 1800	3	ENGL 3423 British Literature since 1800	3
English Elective ³	3	English Elective ³	3
Elective ⁴	6	Elective ⁴	6
Total Hours	15	Total Hours	15

⊕ Senior

English Elective (3000-4000 level)	3	English Elective (3000-4000 level)	3
Elective ⁴	12	Elective ⁴	13
Total Hours	15	Total Hours	16

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

²All minimum college hours (at least two semesters) should be in one language. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination. Students may waive three hours of language requirements for every one year of language study in high school with grades of "C" or better.

³Any 2-4000 level English courses excluding ENGL 2003 Introduction to World Literature, ENGL 2013 Introduction to American Literature, ENGL/JOUR 2173 Introduction to Film, ENGL 2881 Practicum-Literary Journal Publication, and ENGL 4881-4 Practicum-Editing Literary Journal.

⁴At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses.

Department of English & World Languages

Bachelor of Arts World Languages - Spanish

For students interested in Foreign Language with Concentration in Spanish for Teacher Licensure, [click here](#).

The program in world languages helps students grow personally, socially, and professionally. The department works to develop students' learning skills in world languages; to teach students to communicate effectively; to foster cultural understanding, tolerance and world perspective; and to prepare students to live, study, or work in international settings. World languages students are prepared to pursue graduate degrees and a variety of careers in business and industry, communication, education, foreign service, government, and public relations.

Students may choose a degree program in Spanish; pursue studies in Latin,; or complete a minor in French, German, Japanese, Latin American/Latino studies with language proficiency, Latin American/Latino studies without language proficiency, Spanish, and Spanish Medical Interpretation.

The degree program in Spanish requires 39 hours.

- SPAN 2013 Intermediate Spanish I
- SPAN 2023 Intermediate Spanish II *or SPAN 2033*
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II
- SPAN 3123 Spanish Civilization and Culture
- SPAN 3133 Spanish-American Civilization and Culture
- SPAN 3213 Advanced Grammar and Usage *< SPAN 3253*
- SPAN 4023 Spanish Linguistics
- SPAN 4213 Spanish Literature
- SPAN 4223 Spanish-American Literature
- ~~9~~ credit hours of upper-level Spanish electives

Students with previous world languages experience may petition the Department of English and World Languages for advanced placement and credit. Petitioners will be given written and/or oral examinations by a world languages faculty member who will then recommend an appropriate language placement level. This placement level will not exceed FR 3013 Conversation and Composition II, GER 3013 Conversation and Composition II, JPN 3013 Conversation and Composition II, or SPAN 3013 Conversation and Composition II, and will be approved by the department head. Students who have omitted one or more courses in the basic language sequence will receive credit for omitted courses when they have validated their advanced placement by passing the course into which they are placed with a grade of "C" or better.

Students who want to improve their Japanese language skills and cultural knowledge may do so by studying for a semester or a year at Komazawa University in Tokyo.

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
U.S. History/Government ¹	3	Fine Arts & Humanities ¹	3
Mathematics ¹	3	Science with Lab ¹	4
SPAN 2013 Intermediate Spanish I ^{2,3}	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	SPAN 2023 Intermediate Spanish II ^{2,3}	3
Total Hours	13	Total Hours <i>or SPAN 2033</i>	16

⊕ Sophomore

Social Sciences ¹	3	Social Sciences/Fine Arts/Humanities/Communication ¹	3
Fine Arts & Humanities ¹	3	SPAN 3013 Conversation and Composition II	3
Science with Lab ¹	4	SPAN 3213 Advanced Grammar and Usage	3
SPAN 3003 Conversation and Composition I	3	Elective ⁴	6
Elective ⁴	3		
Total Hours	16	Total Hours	15

⊕ Junior

SPAN 3133 Spanish-American Civilization and Culture	3	SPAN 3123 Spanish Civilization and Culture	3
SPAN Elective (3000-4000 level) SPAN 3233	3	SPAN 4023 Introduction to Spanish Linguistics	3
Elective ⁴	9	SPAN Elective (3000-4000 level)	3
		Elective ⁴	6
Total Hours	15	Total Hours	15

⊕ Senior

SPAN 4213 Spanish Literature	3	SPAN 4223 Spanish-American Literature	3
SPAN Elective (3000-4000 level)	3	Elective ⁴	12
Elective ⁴	9		
Total Hours	15	Total Hours	15

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

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

**DEGREE AUDIT CHECK LIST
(MINOR-CRWR) Creative Writing**

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Student's Name		
T#		
Minor Requirements		Hrs
ENGL	2043 3083 3093 3073	9
ENGL	9 HRS FROM: ✓ ✓ ✓ 2063 2881 3043 3173 3203 3243 3293 3303 3223 3313 3323 3413 3423 3453 3463 4093 4173 4283 4383 4483 4683 4881-4	9
	Getting List of ENGL Electives (any 3000- or 4000- level literature course)	
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	

Final Check: Min. hours required 18
 Earned Hrs
 to be completed
 TOTAL

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

Department of English & World Languages

Minors In English

Creative Writing

The minor in creative writing provides students who cannot complete a full major with an opportunity to explore their interests in writing.

The minor in creative writing requires 18 hours of courses:

- ENGL 2043 Introduction to Creative Writing
- ENGL 3083 Fiction Workshop
- ENGL 3093 Poetry Workshop

and 9 hours selected from the following:

- ENGL 2063 Advanced Composition *Title Change - Introduction to Literary Studies*
- ENGL 2881 Practicum-Literary Journal Publication
- ENGL 3043 Literary Editing and Publishing
- ENGL 4093 Seminar in Creative Writing
- ENGL 4881-4 Nebo Practicum
- ENGL Electives (any 3000 or 4000 level literature course) **need - check list*

English

The English minor is an excellent complement to any major, allowing students to choose from a wide selection of courses in literature, advanced writing, and linguistics.

The minor in English requires 18 hours of English courses:

ENGL Electives (9 hours, excluding ENGL 1013 Composition I, ENGL 1023 Composition II, ENGL 1043 Honors Composition I, and ENGL 1053 Honors Composition II)
ENGL Electives (9 hours of 3000 or 4000 level)

Film Studies

The film studies minor requires 18 hours of course work selected from the following:

- ENGL/JOUR 2173 Introduction to Film
- ENGL 3173 Studies in Film (may be repeated)
- ENGL 3183 Studies in Television (may be repeated)
- ENGL 4093 Seminar in Creative Writing: Screenwriting
- ENGL 4173 Seminar in Film Studies (may be repeated)
- HIST 4163 American History Through Film
- SPAN 4803 Film Theory

Teaching English as a Second Language

The minor in teaching English as a second language offers students an opportunity to add this useful specialization to their transcripts.

DEGREE AUDIT CHECK LIST

(MINOR-SMI) Spanish Medical Interpretation

2018-19

Date		Student's Name		
Grade Point	Graduation Date	T#		
General Education Requirements		Minor Requirements		Hrs
ENGL #		SPAN	1003 2013 2023 3003 3013 3133 3382	20
MATH #		2803 2313 5213		
SCIENCE				
US HIST/GOVT				
SOC SCI				
FINE ART/HUM				
COMM				
TECH 1001 ♦				
TOTAL GEN ED HOURS				
TOTAL ELECTIVE HOURS (0)				
		TOTAL MINOR HOURS		20
		TOTAL HOURS		

Final Check:

Min. hours required 20

Earned Hrs

to be completed

TOTAL

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

- SPAN 2013 Intermediate Spanish I
- SPAN 2023 Intermediate Spanish II
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II or SPAN 3113 Business Spanish
- SPAN 3123 Spanish Civilization and Culture or SPAN 3133 Spanish-American Civilization and Culture

Spanish Medical Interpretation

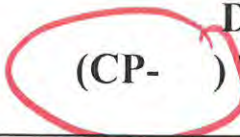
The minor in Spanish Medical Interpretation is designed for students who plan careers in medicine and would like to obtain some basic Spanish competencies and an introduction to medical interpretation theory and Spanish medical terminology. The minor in Spanish Medical Interpretations requires 20 hours of courses (all course prerequisites must be met first):

- ~~SPAN 1063 Basic Spanish for Medical and Social Services~~
- ~~SPAN 2013 Intermediate Spanish I~~
- ~~SPAN 2023 Intermediate Spanish II~~
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II
- SPAN 3133 Spanish-American Civilization and Culture
- SPAN 3382 Principles of Interpretation

SPAN 2303

SPAN 2313

SPAN 3213



DEGREE AUDIT CHECK LIST

(CP-) Teaching English as a Second Language

2019-20

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Student's Name		
T#		
Minor Requirements		Hrs
ENGL	3013 3023 4023 4703 4713 4723	18
	3 HRS FROM: ENGL 4013 4083 4733 SPAN 3133 4703	3
	TOTAL MINOR HOURS (21)	
	TOTAL HOURS	

Final Check:

Min. hours required 21
 Earned Hrs _____
 to be completed _____
 TOTAL _____

Must have 2.00 in minor
 Must have minimum of 6 hours in residence
 Must use same catalog for both major and minor

AGENDA
FACULTY SENATE
Tuesday, October 9, 2018
Rothwell 456

- I. Call to Order
 - a. Approval of the minutes from October 9, 2018
 - b. VPAA update

- II. New Business
 - a. Curricular items

- III. Old Business
 - a. Indirect Costs – removal
 - b. Faculty sick leave submission
 - c. Honor Code/Student Handbook updates
 - d. Faculty Excellence Awards
 - e. Faculty Salary and Benefits Committee Charge – sabbatical policy
 - f. College Curriculum Committees
 - g. Budget Office/SPUI and Grant Facilitation
 - h. Adjunct Support

- IV. Open Forum

- V. Announcement and Information Items

- VI. Adjournment

https://www.atu.edu/registrar/curriculum_proposals.php

College of Arts and Humanities – Department of Art

1. Add ART 2233: Special Topics in Art and Design, to the course descriptions; and
2. Add GAME 2013: Digital Audio Production, to the course descriptions, and add the MUS cross list.

College of Arts and Humanities – Department of English and World Languages
(The following proposals presented to Teacher Education Council on September 17, 2018)

1. Add ENGL 3073: Creative Nonfiction Workshop, to the course descriptions;
2. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, to the course descriptions;
3. Modify the Curriculum in Creative Writing Education for Teacher Licensure, as follows:
 - a. Add ENGL 3073: Creative Nonfiction Workshop; and
 - b. Delete 3 hours of upper division English elective; and
4. Modify the Curriculum in Foreign Languages with Concentration in Spanish Education for Teacher Licensure, as follows:
 - a. Delete 3 hours of SPAN elective;
 - b. Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
 - c. Add SPAN 3233: Introduction to Literature.

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

1. Modify the Minor in Philosophy, as follows: require 18 hours of any philosophy course.

College of Education – Department of Physical Education

1. Add PE 1041: Jazz Dance I, to the course descriptions.

College of Engineering and Applied Sciences – Department of Agriculture

1. Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2. Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3. Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4. Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;
5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate

- Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;
6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and
 7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

College of Natural and Health Sciences – Department of Biological Sciences

1. Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
 - a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;
 - b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - c. Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;
 - d. Delete the two Biology Elective Groups: Chemistry and Nursing, and replace with the BioMed Elective Group: Students will select twelve-sixteen hours (4 courses) from the following courses: BIOL3064: Parasitology, BIOL3803: Applied Pathophysiology, BIOL 4023: Immunology, BIOL 4033: Cell Biology, BIOL4054: Vertebrate Histology, BIOL 4074: Molecular Genetics, BIOL 4083: Cancer Biology, and BIOL4951-4: Undergraduate Research in Biology (limited to 4 total hours).
 - e. Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;
 - f. Change the Electives from 12 hours to 11 hours; and
 - g. Delete Footnote 6;
2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:

- a. Change name from Medical Technology to Medical Laboratory Science;
 - b. Delete BIOL2124: Principles of Zoology;
 - c. Delete Math 1203L Plane Trigonometry;
 - d. Delete BIOL2004: Basic Human Anatomy and Physiology;
 - e. Delete BIOL2022: Medical Laboratory Orientation and Instrumentation laboratory;
 - f. Delete BIOL2023: Medical Laboratory Orientation and Instrumentation;
 - g. Delete PSY 2003: General Psychology;
 - h. Add Speech Communication course as a general education;
 - i. Add BIOL 2014: Human Anatomy;
 - j. Add BIOL 3074: Human Physiology;
 - k. Add CHEM 3254: Fundamentals of Organic Chemistry;

 - l. Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;
 - m. Add BIOL 2124: Principles of Zoology, to the Biology Electives;
 - n. Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and
 - o. Modify the footnote 2; and
3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The October meeting of the Faculty Senate was held at 3:00 p.m. on Tuesday, October 9, 2018 in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Johnette Moody
Dr. Pam Carr	Dr. Jeremy Schwehm
Dr. Jon Clements	Dr. Monty Smith
Dr. Michael Davis	Dr. Sarah Stein
Dr. David Eshelman	Dr. Bruce Tedford
Ms. Holly Ruth Gale	Dr. Brendan Toner
Dr. Shellie Hanna	Dr. Susan Underwood
Dr. Newt Hilliard	
Dr. Joshua Lockyer	

Dr. Carey Ellis, Dr. Scott Jordan, Dr. V. Carole Smith, Dr. Jack Tucci were absent. Dr. Phillip Bridgmon, Ms. Jennifer McNeely, Ms. Pat Chronister, Ms. Tammy Weaver, Dr. John Jackson, Dr. Mack Rainey were visitors.

CALL TO ORDER Dr. Moody, President, called the meeting to order at 3:00 pm.

APPROVAL OF MINUTES Dr. Susan Underwood moved to approve the minutes from the September 11, 2018, meeting. Dr. Joshua Lockyer seconded. Minutes were approved.

REPORT BY VICE PRESIDENT Dr. Phillip Bridgmon, VPAA, reported that the position announcement for a new graduate college dean had been posted. Dr. Bean is heading up the search. An open forum concerning the search for a new VPAA will be held, Monday, October 15. It is important for faculty to participate in the search process.

ATU is anticipating an HLC reaffirmation visit in fall of 2020 or spring of 2021 with reaccreditation in 2021. A steering committee is working on the self-study document. The self-study advocates that Arkansas Tech University meets each of the five HLC standards. All members of the steering committee are peer corps members.

Arkansas Tech University is working on a memorandum of understanding (MOU) with North Arkansas College in Harrison. The (MOU) will include 2+2 agreements for 27 academic programs as well as some ATU programs being offered in Harrison.

A CCAMPIS grant has been received from the US Department of Education. The grant will support child care for up to 50 Arkansas Tech University students at a time.

The ATU Academic Counsel will become an independent voice. It will be composed of department heads without the participation of the VPAA.

In calculating eligibility for financial aid, GPA will now be calculated over an academic year instead of semester by semester. Students may make up deficiencies during the summer.

Human Resources is working with the Executive Committee on the recruitment of internal applicants for open positions to include an internal hiring policy and rubrics for use in evaluating candidates. Dr. Bridgmon concluded by stating that the work ATU faculty perform is heroic.

NEW BUSINESS

- a. Curricular items

Ms. Tammy Weaver spoke to curricular items. Dr. Jon Clemens moved to consider all curricular items as a bloc. Dr. Jeremy Schwehm seconded the motion. The motion passed. Dr. Glen Bishop made a motion to approve the curricular items. Dr. Shellie Hanna seconded the motion. The motion passed. Ms. Tammy Weaver noted that there would likely be no curricular items for the November Faculty Senate meeting. The next curricular items for consideration would be in the December meeting.

OLD BUSINESS

- a. Indirect Costs
- b. Faculty sick leave submission
- c. Honor Code/Student Handbook updates
- d. Faculty Excellence Awards

This item was removed from the agenda. Motion by Dr. Newt Hilliard and David Eshelman. Second by Dr. Jon Clemens.

Postponed until next meeting.

Postponed until next meeting.

Dr. Jeremy Schwehm and Dr. Joshua Lockyer asked that senators discuss distributed proposed language with their departments and to communicate any concerns to Dr. Schwehm by November 5. He stated that Dr. Bridgmon was supportive of the effort to expand the availability of faculty excellence awards. Awards for non-tenured faculty would carry the same remuneration as awards for tenured faculty. The award for outstanding adjunct faculty would be \$1,000. In addition to awards being carried in the commencement programs, awards would be announced during the May professional development day. Finalized language of the proposal would be up for discussion during the November Faculty Senate meeting. The award for full time faculty is the equivalent of a three-hour overload plus \$1,000.

- e. Promotion and Tenure Procedural

Workshop on new procedures will be held tomorrow. Department Heads were offered training during the summer. Dr. Woods is willing to meet with Department Committees to discuss the new procedures. Some variation in Department procedures and standards is expected by the University. The new procedures in the Faculty Handbook should be viewed as guidelines, not an evaluation rubric. The DPTC, Department Head, and the appropriate Dean should work out T & P policy at the department level. Establish criteria now so people can decide on 9.17 whether to go with the new policy or remain under the old system for T & P. It is not absolutely necessary to have the new department procedures in place by 9.17 as the policy will not go into effect until the next calendar year as we are half-way through the current year and cannot change midway through the current year.

- f. Faculty Salary and Benefits Committee Charge

Dr. David Eshelman reported that the salary compression committee is working on this issue. Dr. Eshelman suggested using a six year time frame as that is the usual time to be eligible for promotion from one faculty level to the next.

- g. College Curriculum Committees

Item was tabled during the October meeting until a new VPAA takes office.

- h. Budget Office/SPUI and Grant Facilitation

Dr. Newt Hilliard stated that there was interest in helping faculty obtain resources needed for classes as well as research.

- i. Adjunct Support

Dr. David Eshelman passed out a proposal to include adjunct representation on the following committees: Equity and Diversity, General Education, Library, Instructional Materials and Equipment, Student Affairs. Dr. Eshelman asked to send feedback to him. Ms. Jennifer McNeely stated that adjuncts would like the opportunity to be trained as student advocates.

OPEN FORUM

Ms. Jennifer McNeely stated that data from the adjunct faculty survey should be available by the November meeting. A draft should be ready the week of October 15. The survey consists of six questions.

Dr. Susan Underwood stated the HLC Reaffirmation Committee looks at five criteria. The committee provides assurance, arguments, that the criteria are met. Each criterion has a chair and a committee that have been working on the criteria for a year. When gaps are identified they are presented to the executive council for deliberation as to how to close the gap. There will be plenty of work to engage the Faculty Senate. There will be opportunities for faculty input. Dr. Johnette Moody requested that Dr. Underwood provide the Faculty Senate with monthly updates.

Dr. Bruce Tedford discussed changes in the process of students dropping a course. The advisor of the student receives an email asking for approval for the course drop as well as asking the advisor to contact the student before approving. Dr. Tedford suggested it would be helpful if the student were also required to contact the instructor for the course being dropped. It was also recommended that the same procedure be used when students withdraw from the university.

Dr. Tedford questioned the procurement process stating that recently a secretary had to order an expensive chair from a company out-of-town even though a suitable, less expensive, chair could have been purchased from a Russellville store with a quicker delivery date. The staff involved stated they had been told they could not use Staples or Burris. It was suggested that a state contract was somehow involved. Dr. Johnette Moody stated that she would talk to procurement.

Dr. Monty Smith observed that people from outside the area of expertise of a faculty member review faculty development proposals suggesting that perhaps they would not fully understand the proposal. Dr. Clemens responded that the University Promotion and Tenure Committee also face this dilemma and do the best they can.

Dr. Shellie Hanna suggested that Ms. Tammy Weaver be invited to attend the next meeting to discuss the online drop form. It was noted that she had attended to previous two meetings.

Dr. Jon Clemens asked about the time frame for the VPAA search. Dr. Moody stated that it is expected that the new VPAA would be on campus for fall semester 2019. It was also suggested that the Faculty Senate put together a statement on criteria for selection of the new VPAA.

Dr. Bruce Tedford asked about whether or not the campus had a landscape plan and how to access it. Several faculty noted that mature trees continue to be removed from campus.

ANNOUNCEMENTS
AND
INFORMATION
ITEMS

Dr. Lockyer announced that the Ecology Club would sponsor a program, “The Last Lecture”, inspired by the talk given by a professor who had terminal cancer and later published as a book. Dr. Peter Dykema will give the lecture. The topic is being determined. Student attendance will be monitored if professors would like to assign attendance to the talk for student credit.

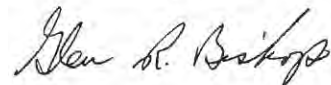
ADJOURNMENT

Meeting adjourned at 3:59. Dr. Shellie Hanna made the motion. Dr. Lockyer seconded.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Johnette Moody".

Johnette Moody, D.B.A., President

A handwritten signature in cursive script, appearing to read "Glen R. Bishop".

Glen R. Bishop, Ph.D., Secretary

Sept 25

Curriculum
Committee

d agree all for
— Phil ^{9/25}



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
ART	5/16/18

Title	Signature	Date
Department Head Dr. Dawn Ward	<i>Dawn Ward</i>	5/31/18
Dean Dr. Jeff Woods	<i>Jeff Woods</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>Gammy Weaver</i>	7/3/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ART	2203 2233	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Special Topics in Art and Design		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SPECIAL TOPICS IN ART & DESIGN		

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

3.6 per Summer Bruch per phone 10/17/18

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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

- Demonstrate skills in a new art or design technique or medium
- Create projects applying skills from applications in art and design
- Use the appropriate vocabulary associated with the new technique or medium

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

- Demonstrate skills in a new art or design technique or medium
 - In-class exercises.
 - Art and Design assignments
 - Final project.
- Create projects applying skills from applications in art and design
 - Art and Design assignments
 - Final project.
- Use the appropriate vocabulary associated with the new technique or medium
 - Quiz and Exam covering these topics.
 - Essay assignments

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

This course would support our BFA curriculum by creating an opportunity for students to gain extended knowledge in their art and design professional courses that would cover current topics and skills. All courses that can offer additional skills add to their flexibility and attractiveness in the competitive job market.

This course will introduce various art mediums and techniques that are otherwise not covered by the regular curriculum as special topics. Examples of the kinds of courses that might be offered this way would be: stop-motion animation, machinima, introduction to art filmmaking, photographing the landscape, children's illustration, advertising design and magazine layout.

The demand of the course is built in to the new BFA curriculum requirements from our discipline specific accreditor NASAD include an additional 18 hours of art and design electives for the Fine Art, Graphic Design and Game and Interactive Media Design BFA degrees which have a total of 200+ majors currently enrolled.

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.

2233

ART 2203[^] - Special Topics in Art & Design

Spring 2019

Days and Time – TBA

Topic – TBA

Instructor – TBA

Office Hours - TBA

Office Phone - TBA



Image by *Chau Nguyen* – creative commons

Catalog Description

An introductory course in a special topic in art & design that will be offered through lectures, practical assignments, and in-class studio assignments. Open to all art majors.

Credit Hours – 3 Credits, 3 Contact hours

Prerequisites – must be an fine art, game, graphic design or art education major

Description: This course will introduce various art mediums and techniques that are otherwise not covered by the regular curriculum as special topics. Examples of the kinds of courses that might be offered this way would be: stop-motion animation, machinima, introduction to art filmmaking, photographing the landscape, children’s illustration, advertising design and magazine layout.

Justification for the course: This course offers students an opportunity to learn the basics of a variety of art and design concepts that can be used to fulfill their BFA lower division elective requirements.

Text and Readings – No Textbook required

All course material including readings, exercises, and assignments will be available from the Blackboard course website.

Program Learning Outcomes

- Demonstrate skills in a new art or design technique or medium
- Create projects applying skills from applications in art and design
- Use the appropriate vocabulary associated with the new technique or medium

General Education Objectives:

- Identify and analyze diverse cultural and historical factors in the creation of and response to art, music, film, and literature.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class.

Image by Manuchi – creative commons



Assessment

Your grade will be determined by the following assessment opportunities: 4 written assignments (50 points each), a terminology exam (100 points), 4 project based assessments (50 points) and your final project or exam (100 points) – total points available 600.

Grading Scheme

100-90 A (4) 89-80 B (3) 79-70 C (2) 69-60 D (1) 59 and below F (0)

Attendance Policy

You are required to attend all scheduled classes. Students can miss up to 4 classes for MWF and 3 for TR without penalty. Missing additional absences beyond the 4 MWF and 3 TR students will have a reduction in their grade of 5% per additional absence. More than 8 absences will result in the "FE" (failure) grade.

Submission of Assignments

Specific instructions will be given for the format and style of required assignments and will vary by instructor so make sure that you read your assignment instructions carefully.

Academic Dishonesty

To quote directly from the ATU Faculty handbook (p. 74):

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 e) 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.

Diversity and Inclusion

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

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

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

Tammy Weaver

From: Dawn M. Ward
Sent: Tuesday, July 03, 2018 12:39 PM
To: Tammy Weaver
Subject: Re: ART 2203

2233 is fine

Sent from my iPad

On Jul 3, 2018, at 11:09 AM, Tammy Weaver <tweaver@atu.edu> wrote:

Dr. Ward

We are unable to reuse the course number ART 2203. The course number was used for Applied Graphic Design prior to 2004. Would you like to use 2233, 2243, 2253, 2263, 2273, 2283, 2293?

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: Jeffrey Woods
Sent: Thursday, July 05, 2018 8:43 AM
To: Tammy Weaver; Dawn M. Ward; Summer Bruch
Subject: FW: ART 2203

All,

Let's go with ART 2233.

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

479-968-0274
<http://www.atu.edu/humanities/>

From: Summer Bruch
Sent: Tuesday, July 3, 2018 4:32 PM
To: Jeffrey Woods <jwoods@atu.edu>
Subject: Re: ART 2203

2233 will be fine it is not in use.

Summer Bruch
Department Head of Visual Art

From: Jeffrey Woods
Sent: Tuesday, July 3, 2018 8:42:17 AM
To: Summer Bruch
Subject: FW: ART 2203

Summer,

See below. This is for a curriculum change. Is 2233 ok with you for this course number? You can find the course descriptions for art here: <https://www.atu.edu/catalog/descriptions/courses.php?catalog=U&subj=ART>

Thanks,

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

479-968-0274
<http://www.atu.edu/humanities/>

From: Tammy Weaver
Sent: Tuesday, July 3, 2018 11:09 AM
To: Dawn M. Ward <dward23@atu.edu>
Cc: Jeffrey Woods <jwoods@atu.edu>
Subject: ART 2203

Dr. Ward

We are unable to reuse the course number ART 2203. The course number was used for Applied Graphic Design prior to 2004. Would you like to use 2233, 2243, 2253, 2263, 2273, 2283, 2293?

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

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
ART	5/16/18

Title	Signature	Date
Department Head Dr. Dawn Ward	<i>Dawn Ward</i>	5/31/18
Dean Dr. Jeff Woods	<i>Jeff Woods</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>Sammy Weaver</i>	7/3/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) GAME / MUS	Course Number: (e.g., 1003) 2013	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I JW
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Digital Audio Production		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
DIGITAL AUDIO PRODUCTION		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: *\$45 Course fee in*

Elective Major Minor *Course description*
(If major or minor course, you must complete the Request for Program Change form to add course to program.) *F051 Art Dept Both GAME and MUS*

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.? The music lab is currently equipped with the software, computers and mixing equipment needed for the class. Future upgrades might be necessary.

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
- Discuss and critique the many standards and formats of digital audio.
- Demonstrate techniques using audio-video hardware and software.
- Use appropriate vocabulary in discussions and assignments that identifies the history and social issues surrounding old and new media.
- Demonstrate fluency in multimedia terminology and problem solving skills.
- Apply audio and video production skills for research and teaching.
- Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

- Discuss and critique the many standards and formats of digital audio.
 - Lecture, week #1 basics on audio and video file types, data organization; basics in how to use digital audio and video.
 - Digitization assignment involving media reformatting, metadata, digital preservation, derivatives in multiple file formats.
 - Quiz on the above topics.
- Demonstrate techniques using audio-video hardware and software.
 - In-class exercises.
 - Digitization assignment.
 - Final project.
- Use appropriate vocabulary in discussions and assignments that identifies the history and social issues surrounding old and new media.
 - Lecture on history of audio recording and production.
 - Lecture on copyright.
 - Quiz and Exam covering these topics.
- Develop fluency in multimedia terminology and gain problem solving skills.
 - Ten Audio Terminology assignments.
- Apply audio and video production skills for research and teaching.
 - Lecture, week #1 basics on audio and video file types, data organization; basics in how to use digital audio and video.
 - Digitization assignment involving media reformatting, metadata, digital preservation, derivatives in multiple file formats.
 - Podcasting lecture.
 - Quiz and Exams covering these topics.
- What is the rationale for adding this course? What evidence demonstrates this need?

Creating Digital Audio is an important skill that can help expand student's employment opportunities. It also reinforces the objectives of a BFA in Game and Interactive Media Design which has a focus on creating original work. This course gives students interested in creating their own background sound for production purposes an introduction to the equipment, software and processes associated with creating Digital Audio. Students in the first course offered as a special topics in spring of 2018 came from a variety of degree programs including game, graphic design and music and they produced everything from game sound effects to musical scores based on their interests. These introductory skills would be applicable in many career choices such as commercial audio applications, advertising, animation, game design and music studio production.

The spring version of the course filled within two weeks of pre-registration and had a waiting list. The course has no pre-requisites so we think the demand will increase as more students are aware of its availability.

The demand of the course is built in to the new BFA curriculum requirements from our discipline specific accreditor NASAD include an additional 18 hours of art and design electives for the Fine Art, Graphic Design and Game and Interactive Media Design BFA degrees which have a total of 200+ majors currently enrolled.

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).

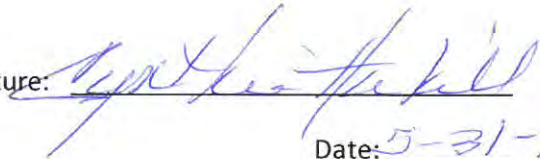
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Music	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____



Date: 5-31-18

SYLLABUS GAME 2013/MUS 2013

Digital Audio Production

Spring 2019

Wednesday & Thursday 5:30-7:00

ATU Music Lab: Ross Pendergraft Library RPL-210

Instructor

Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Music Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu Office phone: (479) 964-0584

Catalog Description

An introduction to digital audio production through lectures, practical assignments, and in-class exercises. Open to students in all majors.

Credit Hours – 3 Credits, 3 contact hours

Cross-listing – MUS 2013

Prerequisites - none

Fee - \$45 course fee

Description: This course will impart the basic skills needed for digital audio production through a combination of lectures, practical assignments, and in-class exercises. Students will learn the basics of audio recording, editing, optical media authoring (CDs and DVDs), and Internet publication (webpages, pod-casting, YouTube, Facebook, and other social networking). This course is multidisciplinary in scope and imminently useful to academic fields that are directly affected by multimedia communication such as art, music, game design, journalism, and speech communication.

Justification for the course: This course offers students an opportunity to learn the basics of digital audio production which would be applicable in many career choices such as commercial audio applications, advertising, animation, game design and music studio production.

Text and Readings – *No Textbook required*

All course material including readings, exercises, and assignments will be available from the Blackboard course website. In addition to these readings, the following texts will be placed on reserve at the Music Lab Control Room as reference works for the class:

- Corbett, I. 2015. Mic it!: Microphones, microphone techniques, and their impact on the final mix.
Dowsett, P. 2016. Audio production tips: Getting the sound right at the source.
Everest, F. A. 2007. Critical Listening Skills for Audio Professionals.
Horowitz, S. and S. Looney. The Essential Guide to Game Audio.

Ruggle, J.E. et. Al. 2017. Inside the Video Game Industry.
Rumsey, F. et. Al. 1992. Sound and Recording: applications and theory.
Savage, S. 2011 Art of Digital Audio Recording : A Practical Guide for Home and Studio.
Savage, S. 2014 Mixing and mastering in the box : The guide to making great mixes and final masters on your computer.
Steventon, John. 2006. DJ'ing for Dummies.

Program Learning Outcomes

- Discuss and critique the many standards and formats of digital audio.
- Demonstrate techniques using audio-video hardware and software.
- Use appropriate vocabulary in discussions and assignments that identifies the history and social issues surrounding old and new media.
- Demonstrate fluency in multimedia terminology and problem solving skills.
- Apply audio and video production skills for research and teaching.

General Education Objectives:

- Demonstrate responsibility when interacting with new techniques and technologies.
- Identify and analyze diverse cultural and historical factors in the creation of and response to art, music, film, and literature.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class.

Assessment

Your grade will be determined by the following assessment opportunities: ten audio terminology assignments (1% each, 10% total), digitization assignment (10%), one quiz (10%), midterm exam (20%), final project (30%), and final exam (20%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Attendance Policy

You are required to attend all scheduled classes. Unexcused absence is not permitted and will result in a deduction of five percentage points (5%) from the final grade with additional reductions increasing for each additional unexcused absence. A total of eight unexcused absences will result in the "FE" (failure) grade.

Assignments

Submission of Assignments

Specific instructions will be given for the format and style of required assignments. Written assignments must be submitted in person by the student in analog format (i.e. a hard copy print-out). Multimedia submissions can be submitted in person by the student through optical medium (CD or DVD) or by external hard drive or flash memory. Email messages with attachments will be not be accepted.

Final Project: Audio Project using a Digital Audio Workstation (DAW)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of a digital audio project that demonstrates the skills and knowledge acquired through the class lectures and assignments.

Academic Dishonesty

To quote directly from the ATU Faculty handbook (p. 74):

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 e) 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.

Diversity and Inclusion

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

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

GAME/MUS 2013 Digital Audio Production – Spring 2019 – Class Schedule

Assessment	Week	Date	Lecture	Practice & Production
	1		Class Overview, Lecture Format, Assignments, Assessment, Basic Concepts	Windows OS Review, Keyboard Shortcuts, Basic Audio Editing
	2		History of Sound Recording, Analog Audio, Digitization	Basic Audio Editing Digitization
	3		Analog Audio, Digitization, Audio Preservation, CD/DVD-Audio Authoring, Derivative Use Copies	Digitization Digitization, CD Authoring
Quiz I	4		Quiz I Equipment: cables, microphones, etc. Recording Studio Design	Sound Recording in Wave Lab, Sound Forge Sound Recording in Wave Lab, Sound Forge
	5		Equipment: cables, microphones, etc. continued Recording Studio Design	Sound Recording in Wave Lab, Sound Forge Guest Presenter: Michael Stoker (Feb. 15)
Digitization Projects Due February 20	6&7		Introduction to the Digital Audio Workstation (DAW) Introduction to Musical Instrument Digital Interface	Digital Audio Workstation (DAW)
Midterm	8		Midterm Digital Audio Workstation (DAW) Loop-based music composition	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)
Spring Break	9		Digital Audio Workstation (DAW) Loop-based music composition continued...	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)
	10			
	11		EQ, Compressors, Dynamics, Effects	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac) Guest Presenter: Ray Ballaster (Mar 29)
	12		Podcasting	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac) Guest Presenter: Mark Rowland (April 5)
	13		Game Audio	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac) Guest Presenter: Blake Smith (April 12)
	14		Copyright Mastering	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)
Digitization Projects Due April 26	15		Mastering Final Projects Presentations & Final Exam Prep	Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)
Final Exam	16		Final Exam	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	5/31/18

Title	Signature	Date
Department Head	<i>Car B...</i>	5/31/18
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs		

Committee	Approval Date
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/17/2018
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 3073	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Creative Nonfiction Workshop		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Creative Nonfiction Workshop		



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	5/31/18

Title	Signature	Date
Department Head	<i>Car B...</i>	5/31/18
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	6/30/18
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 3073	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Creative Nonfiction Workshop		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Creative Nonfiction Workshop		

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?
 Annually

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
 ENGL 3073 will not require special resources.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
 ENGL 3073 will not require a 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. N/A/
- If this course is required for the major or minor, complete the following.
 Provide the program level learning outcome(s) it addresses.

 ENGL 3073 will address two program level learning objectives:

 (1) Understanding of the process of producing creative writing, including knowledge of literary terms

and forms

(2) Ability to produce original creative work, including works which utilize a variety of literary devices

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

(1) Exit Interview

(2) embedded CPGE

(3) portfolio

- d. What is the rationale for offering this course? What evidence demonstrates this need?

At Arkansas Tech University, the only two required workshops (3000 level) for the BFA program are Fiction and Poetry with Creative Nonfiction being offered occasionally as an elective (for example, the 4093/5093 Creative Writing Seminar). Because one of the goals of the B.F.A Program in Creative Writing at ATU is to introduce the students to a variety of writing styles and techniques and because many Creative Writing students have a desire to go on to pursue graduate degrees in Creative Writing (most of these programs offer degrees specializing in Creative Nonfiction) it is important to offer a Creative Nonfiction Workshop on a regular basis, and as a required course, just like the Poetry and Fiction Workshops.

Ever since Lee Gutkind began offering classes specifically focused on Creative Nonfiction in the 1970's (and, indeed, coined the term "Creative Nonfiction" itself), many institutions have begun offering courses – and concentrations – in this genre. According to Lee Gutkind's craft book and history of Creative Nonfiction entitled *Keep it Real: Everything You Need to Know About Researching and Writing Creative Nonfiction*, many of the best publications in the country, including *The New Yorker*, *Vanity Fair*, and *Esquire*, publish more Creative Nonfiction than poetry and fiction combined. Additionally, many of the most publicized Best Sellers lists, such as *The New York Times'* and *The Washington Post's*, often list more Creative Nonfiction (memoir, personal essay, etc) than fiction. Creative Nonfiction pieces are more and more commonly made into best-selling films, such as Cheryl Strayed's *Wild* (starring Reese Witherspoon) and Bill Bryson's *A Walk In The Woods* (starring Robert Redford and Nick Nolte). This genre is not only generally more lucrative than literary fiction and poetry, but potential employers might look at expertise in Nonfiction as a more immediately useful than in Fiction and Poetry, especially for positions/fields such as journalism, freelance article writing, institutional communications, and advertising/marketing. In addition, it is common for people without creative writing experience to hire ghostwriters or co-writers with expertise in Nonfiction when writing their own memoirs.

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.

Alexis Scrimshire

From: Carl Brucker
Sent: Thursday, October 18, 2018 10:29 AM
To: Alexis Scrimshire
Subject: Re: ENGL 3073
Attachments: image003.jpg

Alexis:

I apologize for the error. The course is meant to parallel ENGL 3083 and ENGL 3093 and should be repeatable once for credit as ENGL 3073. Do you need anything more than this email to make that correction?

--

Carl

From: Alexis Scrimshire <ascrimshire@atu.edu>
Date: Thursday, October 18, 2018 at 9:15 AM
To: Carl Brucker <cbrucker@atu.edu>
Subject: ENGL 3073

Dr. Brucker:

I am working at entering the new curriculum. I have a question about the ENGL 3073 proposal. On the second page of the proposal it says that the course is not repeatable, but in the attached syllabus the course description says that it IS repeatable. Which should it be, and if it is going to be repeatable what is the maximum hours a student can earn credit repeating the course?

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>

ARKANSAS TECH UNIVERSITY • DEPT OF ENGLISH & WORLD LANGUAGES
ENGL 3073-01: CREATIVE NONFICTION WORKSHOP

Instructor: Dr. Mary Sharpe
Office: Witherspoon Hall 144

Email: msharpe2@atu.edu
Office Hours: Mon 5 – 5:50 pm
Wed 2:30 – 5 pm
Fri 1 – 3:30 pm

Catalog Description: Concentration in the writing and evaluation of creative nonfiction.

Prerequisite: ENGL 2043, ~~course may be repeated for credit.~~

NOTE: May be repeated once for credit as ENGL3073.

Course Objectives: (1) Students will learn to read and write creative nonfiction essays through lecture and in-class discussion sessions centered on assigned readings as well as class-wide workshops of students' essays. (2) Each student will be workshopped at least twice and will become familiar with the creative nonfiction workshop environment and expectations.

Course Overview: This is a creative writing workshop with a focus on reading and writing creative nonfiction essays. Because the class will be diverse in terms of students' familiarity with creative nonfiction, we will begin the semester by reading several essays and, in response, exploring the ethical and practical boundaries that writers must define when working within this genre. *Where should writers draw the line between fact and fiction? How much embellishment and/or omission is acceptable in a piece labeled "nonfiction"?*

We will then move into reading the text that serves to structure the course, Miller and Paola's *Tell it Slant*, which discusses both form and content. Each week, we will read a chapter from this book as well as a corresponding professional essay (or essays). Week four will begin the workshop portion of the course. Students will be divided into groups, so that the members of each group will be workshopped on the same day. Every student will have two essays workshopped during the semester. At the end of the semester, students will turn in a final portfolio which includes an original version and a revised version of both of their essays.

Primary Course Texts: O'Brien, Tim. *The Things They Carried*
Lopate, Phillip. Ed. *The Art of the Personal Essay*
Miller, Brenda and Suzanne Paola. *Tell it Slant*. (2nd edition)

Optional/Suggested Texts: Gutkind, Lee. *Keep it Real*
Gutkind, Lee. Ed. *In Fact: The Best of Creative Nonfiction*

Course Texts: In order to participate in class discussion, it is essential that students be able to reference and annotate their texts. Therefore, each student must bring the current, hardcopy texts with him for each class (no e-readers or laptops)—both assigned readings and workshop drafts. Every student must have his own individual copies of each text. If a student does not have all pertinent texts in front of him during class, this will count as a "0" for participation for that day.**

Writing Assignments: Each student will have 2 creative nonfiction essays (8-12 pgs. double-spaced) due throughout the course. Because one of the major goals of the course is to have students generate new writing, both essays must be written for this class specifically. Essays are due the class before a student's group is to be workshopped. Each student must bring enough copies for each member of the class—including the professor—and these essays should be printed, stapled, and ready to be passed out the day that they are due in order to be counted for credit. Don't forget to

include page numbers for reference during workshop. If a student does not turn in an essay the class before he is up for workshop OR does not have enough hard copies for each member of the class, including the professor, he will forfeit his workshop for that round and receive a “0” for that essay. Email submissions are not permitted, regardless of circumstance.

Note: Though there will not be assigned prompts for the two essays, some students may find the essay prompts in *Tell it Slant* helpful in order to generate ideas for their work.

Response Assignments: Students must read—carefully and thoughtfully—each student essay and respond with marginal notes and at least one typed page (double-spaced) of comments with a focus on constructive criticism. The original essays with each student’s marginal notes as well as the typed page of comments (stapled to the original copy) will be handed back to the writer after his workshop. If a student comes to class without comments prepared for each of the essays to be workshopped (not including his own), he will receive a “0” for participation for that class.

Grading: Participation: in-class discussion, workshop, and response assignments (40%), Two Creative Nonfiction Essays (40%), Final Portfolio (20%)

Note on Grading: My main concerns are that you write your essays with interest, care, and adventurousness, and that you come to class prepared to discuss your peers’ work with your best critical intelligence. I expect you to put time, thought, and care into each piece—both your own and your peers’—and into revising your work as well as helping your peers to revise theirs.

Calculating Grades: I don’t always post grades on Blackboard. Instead, I keep a hard-copy gradebook. You may ask me for a specific grade at any time. You will know your essay grades because I will return them to you. The below descriptions are guidelines for participation grade calculation:

- A=Participate actively (several comments) in every class
- B=Participate actively (several comments) in the majority of classes
- C=Participate actively (several comments) in at least half of the classes
- D=Participate actively (several comments) sometimes, but fewer than half of the classes
- F=Participate rarely or never

I utilize a standard A-F grading system:

A+=100	B+=89	C+=79	D+=69	F=0
A=96	B=86	C=76	D=66	
A-=92	B-=82	C-=72	D-=62	

Attendance: The success of a creative writing workshop depends on the participation of its members, so I expect you to come to every class unless the absence is absolutely unavoidable (illness, family emergency, etc). Each student is allotted 2 absences throughout the semester, regardless of reason. Any more than 2 missed classes will result in an “F” for the course. If a student is more than 10 minutes late to class, this will count as an absence. If a student comes to class after attendance is taken (but within the first 10 minutes of class), he must see me at the end of class to make sure I marked him as in attendance. This is each student’s responsibility. Note: If you miss a class, you are still responsible for any materials distributed or assignments made during your absence—and you must come prepared for the next class. Any materials distributed in class (ex: workshop essays, photocopies for reading assignments) will be placed in the basket on my office

door (Witherspoon 144).

Participation in Discussion: In-class discussion is an essential part of the course, and you are expected to be active and engaged. I realize that some students are more talkative than others naturally and that is fine. However, I do expect every student to make contributions to the discussions—both workshops and discussions of assigned readings. If you are on your phone, sleeping, doing work for other classes or otherwise disengaged, you will receive a “0” for participation for the day. Note: a creative writing workshop is a unique course structure in that it is a community class and, as such, requires both give and take. It’s important to participate actively in every student’s workshop. It is unfair for a student to receive workshop comments from the other writers in the class, but not offer workshop comments to those same writers.

Workshop Courtesy: During workshop, we will discuss each other’s work with a critical eye and with the intention of helping the writer improve it. This does not mean that a student can be rude or disrespectful about any person’s work or opinions. Make sure to phrase comments in a constructive way, rather than making someone feel bad about what he has written.

Final Portfolio: On the designated final exam day, you will turn in a final portfolio containing both of the essays you have written and workshopped. You will include two versions of each essay: your original workshop version and a revised version which reflects the additional work that you put into editing the essay according to the comments you received during workshop. It is important to understand the difference between revision (literally “re-visioning” the work) and simple editing. Your revisions should be thorough and thoughtful rather than just minor grammatical edits. The portfolio will serve as the “final exam” and, as such, should showcase the growth you’ve made as a creative nonfiction writer over the course of the semester.

Email: If you need to contact me, email is the best way to do so. Please keep your invented ethos in mind when you email me. Emails should be formal and professional, utilizing complete sentences and proper punctuation. Each email should contain a specific subject in the subject line, a salutation, the sender’s full name, class name and section, and a proper sign-off. I check my work email (msharpe2@atu.edu) during regular business hours: Monday through Friday from 9 am to 5 pm. I will do my best to respond to emails within 48 business hours, but may not always be able to do so. Because I teach several different courses, be sure to put your full name and course title in any emails for clarity. Do not use the Blackboard email system to contact me; use msharpe2@atu.edu.

Classroom Decorum: Every student must behave in a manner that is both respectful to me—the professor—as well as the other students. This includes email correspondence as well as during class time and office hours. If a student is disrespectful, distracting, or hinders my ability to lead class, I will have him removed from the course—no exceptions.

Classroom Technology: Please keep cell phones, laptops, and tablets out of sight in my classroom and turn ringers/buzzers off before class begins. Do not text, web surf, or use any apps during class time. If you have an emergency and must use your phone, quietly step outside of the classroom to do so. Headphones are not permitted during class time. No portion of this class may be recorded without my express written consent.

Plagiarism and Academic Dishonesty: If you plagiarize any portion of your work—using words or ideas that are not your own without giving credit to the original source—you will fail the course.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	06-04-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	06-04-18
Dean	<i>[Signature]</i>	6/9/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/24/18
Vice President for Academic Affairs		

Teacher Education Committee	<i>[Signature]</i>	9/17/2018
Committee		Approval Date
Curriculum Committee (Undergraduate & Graduate Proposals Only)		9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)		10/9/18 AS

Course Subject (e.g. ACCT, ENGL)	Course Number (e.g. 1003)	Effective Term
SPAN	2033	Spring • Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
 Intermediate Spanish II for Heritage Speakers
 Banner Title: (limited to 30 characters, including spaces, capitalize all letters – this will display on the transcript)
 Intermediate Spanish II for Heritage Speakers

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 _____



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	06-04-18

Title	Signature	Date
Department Head	<i>Carly...</i>	06-04-18
Dean	<i>[Signature]</i>	6/4/18
Assessment	<i>[Signature]</i>	6/11/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs		

• Teacher Education Committee

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

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 2033	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Intermediate Spanish II for Heritage Speakers		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Intermediate Spanish II for Heritage Speakers		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):			
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only	
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship	
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics	
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course	
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar	<input type="radio"/> 98 Other
Does this course require a fee?		<input type="radio"/> Yes	<input checked="" type="radio"/> No
How Much?		Select Fee Type	
If selected other list fee type:			
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor	
(If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered?			
Annually			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?			
This course will not require special resources.			
Will this course require a special classroom (computer lab, smart classroom, or laboratory)?			
This course will not require a special classroom			
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 <u>program level learning outcome(s) it addresses.</u>			
(1) Mastery of the conventions of standard written Spanish			
(2) Effective communication and comprehension skills in the target language within a variety of cultural contexts			
(3) Ability to understand and respond creatively, critically, and analytically to print and non-print texts in the target language			
Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)			
(1) Embedded CPGE measurement			
(2) Exit Interview			

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

Spanish instructors struggle to meet the divergent needs of heritage and non-heritage students. Despite more advanced verbal skills, heritage speakers often have poor understanding of grammar and proper usage. This proposed course would track heritage and non-heritage speakers at the Intermediate II level, permitting instructors to focus their pedagogical practice more effectively. The course will also provide a better entry point for heritage speakers who are taking advantage of our advanced placement policy.

A syllabus for SPAN 2033 is attached below.

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

The addition of this course will not affect any other department of program.



Arkansas Tech University

SPAN 2033 M01 Intermediate Spanish II for Heritage Speakers – FALL 2019

ACTS Common Course SPAN 2023

Department of English and World Languages

Professor: Dr. Nelson R. Ramírez

Class time: martes y jueves: 11:00 a.m. - 12:20 p.m.

Classroom: Dean Hall 105

Office: Dean Hall 116-F

Telephone: 479-2680636

e-mail: nramirez@atu.edu

Office Hours: MWF 2:00 p.m. – 4:00 p.m.; TR 12:00 p.m. – 4:00 p.m.; or by appointment



CATALOG DESCRIPTION:

Prerequisite: SPAN 2013 or equivalent

Development of the language skills necessary for communication (speaking and writing) and comprehension (listening and reading) skills for students who grew up in an environment where Spanish was spoken frequently.

Note: Advanced placement credit is available to students who have previously studied Spanish.

COURSE DESCRIPTION:

This new course will provide an alternative entry point for heritage speakers who have good speaking skills, but lack strong academic Spanish skills. It would substitute for SPAN 2023 Intermediate Spanish II.

Spanish 2033 is designed for students who grew up in an environment where Spanish was spoken frequently. This course builds on the linguistic competence gained in childhood in order to develop the language for use in a wide variety of situations. Through course readings, videos, class debates, written assignments, presentations, students will achieve greater flexibility in their use of the

language and greater appreciation for the cultural and linguistic variation present in the Spanish-speaking world.

OBJECTIVES:

By the end of the semester, students will:

1. Be able to write a well-structured paragraph on an academic topic in Spanish.
2. Improve command of spelling and use of written accents in Spanish.
3. Improve presentational communicative abilities in Spanish.
4. Expand their lexical repertoire in Spanish.
5. Understand the nature and extent of language variation in the Spanish-speaking world.
6. Appreciate the cultural differences among Spanish speakers in Latin America and in the United States.

REQUIRED TEXTS AND MATERIALS

- Samaniego, Fabian, Rojas, Nelson, et al. *El mundo 21 hispano*. Segunda edición. Boston: Heinle Cengage Learning, 2014.
2. *El mundo 21 hispano. Cuaderno de actividades.*
 3. A good bilingual Spanish — English dictionary

COURSE POLICIES:

Emphasis will be on learning Spanish for real world purposes. You and your instructor will speak Spanish 100% of the time. There will be paired-work, group activities and whole-class discussions in which you are expected to actively participate and to use only Spanish. You are expected to use the grammatical concepts and vocabulary focused on in this class and in previous classes. You are also expected to learn the cultural information covered in the course. You should be prepared for each class and have completed your homework assignments **before** you come to class.

ATTENDANCE:

Attendance will be taken daily. Regular class attendance is essential for successful completion of the course. With the exception of days scheduled for tests, quizzes and compositions, you may miss three classes for any reason (personal, medical, motivational, etc.) without it directly affecting your grade. **The fourth and every subsequent absence for whatever reason will occasion the loss of five percentage points on the final overall course grade. Therefore, you should choose your absence wisely.** If you stop attending class, it is your responsibility to drop the class. If you wish to make up work you must notify your instructor either before or within an hour after class time, and you must provide appropriate documentation. Repeated late arrivals and early departures will also directly and adversely affect your final course grade.

Students with Disabilities

Students may request accommodation as a result of barriers related to a disability. Students who require academic accommodation for either classroom participation or the writing of tests and exams

should make their request to the Office of Disability Services (<https://www.atu.edu/disabilities/index.php>).

Academic Honor Code:

Our department strives for academic excellence and encourages all students to reach their potential. 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. According to the university policy, the consequences of cheating and plagiarism can result in an F on the assignment, exam, or in the course.

GRADE SCALE

A = 90-100 POINTS

B = 80-99

C = 70-79

D = 60-69

F = BELOW 60

GRADING COMPONENTS:

Attendance and participation:	20%
Chapter exams:	30%
Writing assignments:	20%
Oral presentation:	10%
Final exam:	20%

1. Attendance and participation

You are expected to complete the reading assignments at home and come to class prepared to participate in class discussions. A grade will be given for your performance, not for your effort or potential, in class discussions, paired-work and group activities. Your participation and proficiency will be assessed daily. If you are in class, but are not prepared and/or do not participate, you will receive a zero.

2. Chapter exams

There will be two chapter exams. The exams will cover selected material from *Mundo 21*, class lectures, videos, and any other assigned material. The exam will include listening comprehension, reading comprehension, grammar, short stories and cultural information. **There are no make-ups for the exams unless you have notified your professor or your instructor**

IMMEDIATELY before or after the exam and provide appropriate and acceptable documentation. Make-ups will only be allowed under extreme circumstances and at the professor's discretion. Exam dates are listed in the *Programa*.

3. Writing assignments

There will be four writing assignments (short compositions on assigned topics). They will be written entirely at home, or in class and finished at home. In the second case, the first draft will be written in class. The second draft, which you will complete and type at home, will be peer-edited in class. The final draft, will be corrected, typed and turned in on the assigned date, along with the first and second drafts. **NO LATE COMPOSITIONS WILL BE ACCEPTED.** When you receive the graded composition from your instructor, you will make the corrections indicated.

4. Oral presentation

You will work by yourself to prepare and then present your topic in class. Your instructor will assign your presentation date. The topics for the presentation can be any cultural aspect of any Hispanic country in Central or South America covered in *Mundo 21*. Your instructor will give you suggestions for topics and the format. Presentations are to be 5—7 minutes in length, entertaining as well as informative.

5. Final exam

The final exam will cover selected material from *Mundo 21*, class lectures, videos, and any other assigned material. The Final exam will include listening comprehension, reading comprehension, grammar, short stories, and cultural information. **There are NO MAKE-UPS or alternate times for the Final Exam. No shows will receive a grade of zero. The final exam date and place is to be announced.**

PROGRAMA

SEMANA 1 August 22

Composition #1

Introducción, material de la clase, y estructura de la clase.

Capítulo preliminar. El mundo hispánico (pp. 1-13).

SEMANA 2 August 27-29

Unidad 1 Lección 1. Los hispanos en Estados Unidos

Estructuras: Nouns and articles, Present Indicative and descriptive adjectives.

SEMANA 3 September 3-5

Unidad 1 Lección 2. Los Puertorriqueños.

Estructuras: Stem changing verbs and Verbs with irregular Changes and Irregular Verbs..

SEMANA 4 September 10-12

Composición #2

Unidad 1 Lección 3. Los Cubanoamericanos.

Estructuras: Uses of the Verbs ser and estar. Demonstrative adjectives. Comparative and Superlatives..

SEMANA 5 September 17-19

Unidad 2 Lección 1. España: Los orígenes.

Estructuras: Preterite: Irregular Verbs. Direct and Indirect Object Pronouns and the Personal a.

SEMANA 6 September 24-26

Unidad 2 Lección 2 España: del Siglo de oro al Siglo XIX.

Estructuras: Preterite Stem-changing and the Irregular Verbs. Gustar and Similar Constructions.

SEMANA 7 October 1-3

Unidad 2 Lección 3. España: El Presente.

Estructuras: Imperfect. Indefinite and Negative Expressions.

SEMANA 8 October 8-10

Chapter exam

Unidad 3 Lección 1 México.

Estructuras: Preterite and Imperfect: Completed and Background Actions. Possessive Adjectives and Pronouns.

SEMANA 9 October 15- Fall break

Composition #3

Unidad 3 Lección 2 Guatemala

Estructuras: Preterite and the imperfect: Simultaneous Actions and the Recurrent Actions. The infinitive..

SEMANA 10 October 22- 24

Unidad 3 Lección 3 El Salvador

Estructuras: Por and Para

SEMANA 11 October 29-31

Unidad 4 Lección 1 Cuba

Estructuras: Present Perfect. Passive Constructions.

SEMANA 12 November 5-7

Unidad 4 Lección 2 La República Dominicana

Estructuras: Present Sunjunctive. Formal and Familiar Commands.

SEMANA 13 November 12-14

Chapter exam

Composition #4

Unidad 4 Lección 3 Puerto Rico

Estructuras: Subjunctive: Noun Clauses.

SEMANA 14 November 19-21

Unidad 5 Lección 1 Nicaragua

Estructuras: Relative Pronouns

Estructuras: La voz pasiva y construcciones que se emplean en vez de la voz pasiva

Oral presentations

SEMANA 15 November 26-Thanksgiving holiday

Oral presentations

Tuesday, December 3

Oral presentations. Repaso

FINAL EXAMINATION DATE AND PLACE TO BE ANNOUNCED.

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

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El espejo enterrado, III, IV y V]. *El espejo enterrado*, VI, VII, VIII, IX y X].

El espejo enterrado (Ee). Programa II. **La batalla de los dioses**.

Unidad 1 (**La Ciudad de México: los antepasados**), Unidad 2 (**Otras culturas, otros dioses**), Unidad 3 (**Los mayas y los zapotecas**), Unidad 4 (**Los aztecas**),

Conquista y colonización. La conquista de México y el establecimiento del

Virreinato de Nueva España, Unidad 5 (**Cortés y Moctezuma**),

Unidad 6 (**La Malinche**), Unidad 7 (**Tenochtitlan**). **Ee** La conquista del Perú, Unidad 8 (**La conquista: Pizarro y los incas**), Unidad 9 (**Buenos Aires**), Unidad 10 (**Ciudades nuevas**), Unidad 11 (**Los indígenas: servidumbre y esclavitud**)

Unidad 12 (**La Virgen de Guadalupe**), Unidad 13 (**La muerte y lo sagrado**).

Ee Programa III. La Edad de Oro. Unidad 1 (**Carlos V y el Nuevo Mundo**),

Unidad 2 (**Carlos V: España y Europa**), Unidad 3 (**Felipe II**),

Unidad 4 (**El Siglo de Oro: Cervantes**), Unidad 5 (**El barroco**), Unidad 6 (**Los negros**), Unidad 7 (**Sor Juana**), Unidad 8 (**Nuevos productos del Nuevo Mundo**), Unidad 9 (**Los Borbones**), Unidad 10 (**Jovellanos y Goya**), Unidad 11 (**Los criollos y la independencia**).

De Programa IV (**El precio de la libertad**). Unidad 1 (**La independencia**),

Unidad 2 (**Simón Bolívar**) y Unidad 3 (**San Martín: libertador del sur**), Unidad 4 (**Problemas de liberación**), Unidad 5 (**Las dictaduras**), Unidad 6 (**Benito Juárez**), Unidad 7 (**Maximiliano y Carlota**). *De* Unidad 8 (**La cultura europea**), Unidad 9 (**La pampa y los gauchos**), Unidad 10 (**Buenos Aires**), Unidad 11 (**La Revolución mexicana**).

De Programa V, Las tres hispanidades. Unidad 1 (**La Sagrada Familia: símbolo de una “obra inacabada”**), Unidad 2 (**La República: la experimentación**) y Unidad 3 (**Franco y la guerra civil**), Unidad 4 (**Obra inacabada en Latinoamérica**), Unidad 5 (**Relaciones con los EE.UU.**), Unidad 6 (**En busca de modelos**), Unidad 7 (**La cultura: una manera de ser**), Unidad 8 (**Modelos propios**), Unidad 9 (**La frontera**), Unidad 10 (**La inmigración y los EE.UU.**), Unidad 11 (**La presencia hispánica en los EE.UU.**), Unidad 12 (**¿Ser o no ser?**) y Unidad 13 (**La diversidad: el otro**).

Cine

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

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

Reportaje sobre *Paraiso*: <<http://paraisolapelicula.pe/>>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head	<i>[Signature]</i>	
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	6/26/18
Vice President for Academic Affairs		

Committee	Approval Date
Teacher Education Committee (Graduate or Undergraduate Proposals) <i>[Signature]</i>	9/17/2018
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS

Program Title:
Bachelor of Fine Arts in Creative Writing 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) Add ENGL 3073
(2) Delete English Elective

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

The addition of ENGL 3073 will have no impact on staffing, other programs, or space allocation.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head	<i>Carlynn</i>	
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	6/20/18
Vice President for Academic Affairs		

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

Program Title:
Bachelor of Fine Arts in Creative Writing 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) Add ENGL 3073
(2) Delete English Elective

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

The addition of ENGL 3073 will have no impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:

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

The change will further the program's ability to provide "opportunities for progressive intellectual development."

- 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?

The addition of ENGL 3073 as a degree requirement will ensure that all program completers will have exposure to creative nonfiction, a form with increasing publication opportunities.

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

On exit interviews, previous graduates have expressed interest in this genre.

- 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 University of Central Arkansas offers a B.A. in Creative Writing. They have two similar courses: CRWR 3345 Forms of Creative Nonfiction and CRWR 3372 Creative Nonfiction Workshop. No other Arkansas institution offers an undergraduate degree focusing on creative writing.

- 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 B.F.A. Creative Writing Program Review 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.

A support form from the Department of Curriculum and Instruction is appended.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Fine Arts in Creative Writing Education for Teacher Licensure	
<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>ENGL 3073: Creative Nonfiction Workshop</p> <p>Delete:</p> <p>ENGL elective – 3 hours</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 Program Review/Assessment Plan

Program/Department: B.F. A. Creative Writing

Program Contact: Carl Brucker

Phone: 479-968-0484

Email: cbrucker@atu.edu

Date Submitted: November 3, 2017

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 B.F. A. in Creative Writing at Arkansas Tech University provides intellectual, ethical, and practical instruction in literature, language, and multiple creative genres through excellent teaching, scholarly research, and creative practice.

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

The B. F. A. in Creative Writing is a structured degree that allows for considerable flexibility. Students are required to complete ENGL 2043 Introduction to Creative Writing before enrolling in more advanced creative writing courses. Students are also encouraged to take the enabling course ENGL 2063: Advanced Composition early. There is no required sequence for eight of the nine prescribed upper-level courses, including four courses that survey American and British literature, three creative writing workshops, and a literary editing and publishing course. The upper-division course that is sequenced is ENGL 4813: Senior Project, an individualized capstone course that should come at the end of a student's study. The degree requires the equivalent of one year of college foreign language study and four English electives. This flexible design allows students to shape the contents of their degree to match their career objectives and academic interests.

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

1. Current students: Student input is received through student evaluations of instruction, exit interviews, and informal in-class surveys of majors.

2. Alumni: We use our departmental Facebook page to keep in contact with alumni. We have invited creative writing alumni to speak to our current students, as when we brought Brooke Johnson and Nick Morris to campus to read from their published books. This year we are working on constructing an alumni database that will provide us with clearer and more comprehensive information on our former students.

3. Employers: We do not have an Advisory Board, but we hope to use the alumni database we are building this year to identify employers who we could invite to campus to meet with students. We sponsor an author reading series that brings published authors to campus to meet with creative writing students and read from their work. The recent Maggie May Butler endowment will allow us to expand these opportunities in the future. We have encouraged our majors to take part in the career activities sponsored by Career Services.

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: The Department of English and World Languages has 21 full-time tenure-track faculty, 4 of whom teach creative writing courses; 7 full-time non-tenure-track faculty, 37 adjunct faculty, 3 full-time staff from other areas who teach classes for us, 14 graduate teaching assistants, 16 concurrent instructors, 2 full-time administrative assistants, 1 half-time administrative assistant, and 26 student workers.

Offices: The Department of English and World Languages has 30 individual offices for faculty, 1 individual office for an administrative assistant, 9 shared offices for adjuncts and graduate teaching assistants, and 2 reception areas staffed by administrative assistants.

Educational Space: The Department of English and World Languages has 3 computer-equipped, open labs (English Writing Lab, World Languages Lab, ELI Tutoring Center), one 60-student classroom and one 30-student classroom that are equipped with high-end video equipment for our film and television studies courses, three 22-student, thin-client equipped classrooms that are designed for use with composition and technical writing classes, 11 other classrooms that have been dedicated for our use (5 in Witherspoon, 3 in Dean, 2 in Tomlinson, 1 in Rothwell), 4 classrooms in Robert C Brown that we are often able to use, and one 12-person conference room,

Program Assessment Plan

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. Communication skills	A. Mastery of the conventions of standard English B. Effective oral and written communication using critical vocabulary	A1. And B1. The mean grade of Creative Writing majors in ENGL 2063 Advanced Composition is at least 2.75. A2. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition will be scored Target or High-Acceptable in their ability to	A1 and B1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in ENGL 2063 Advanced Composition was 3.20. A2. In 2016-2017, 67% (N=3) of Creative	A2. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in

		<p>produce clear and coherent writing.</p> <p>A3 and B1. A minimum of 80% of Creative Writing graduates are scored as Acceptable or Target in their ability to generate writing that demonstrates advanced analysis and synthesis on their Creative Writing Portfolios.</p> <p>B2. At least 75% of Creative Writing majors in the literary survey courses ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their ability to develop a thesis about literature.</p>	<p>Writing graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to produce clear and coherent writing.</p> <p>A3 and B1. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete.</p> <p>B2. In 2016-2017, 75% (N=12) of Creative Writing graduates in the literary survey courses ENGL 3313, 3323, 3413, and 3423 were scored as Target or High-Acceptable in their ability to develop a thesis about literature.</p>	<p>our current curricular review.</p> <p>A3 and B3. We are working on a system to improve collection of materials for creative writing portfolios.</p>
<p>2. Literary knowledge and analytic skills</p>	<p>A. Familiarity with major figures, works and movements of British and American literature.</p> <p>B. Ability to analyze a wide range of print and non-print texts</p> <p>C. Ability to critique and copy edit one's own work and the work of</p>	<p>A1. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to respond critically to literary texts and scholarly articles.</p> <p>A2. At least 75% of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 are</p>	<p>A1. In 2016-2017, 67% (N=3) of Creative Writing graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to respond critically to literary texts.</p> <p>A2. In 2016-2017, 83% (N=12) of Creative</p>	<p>A1. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in our current</p>

	others.	<p>scored as Target or High-Acceptable in their ability to conduct close readings of literature.</p> <p>B1. The mean grade of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 is at least 2.75.</p> <p>B2. At least 75% of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their familiarity with literary figures, works and movements.</p> <p>C1. The mean grade of Creative Writing majors in ENGL 2043 Introduction to Creative Writing is at least 2.75.</p>	<p>Writing graduates were scored as Target or High-Acceptable in their ability to conduct close reading of literature.</p> <p>B1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in the literary surveys ENGL 3313, 3323, 3413, and 3423 was 3.32.</p> <p>B2. In 2016-2017, 82% (N=12) of Creative Writing graduates were scored as Target or High-Acceptable in their familiarity with literary figures, works and movements.</p>	<p>curricular review.</p> <p>C1. We will consider adding a new embedded measurement to ENGL 2043, 3083, 3093, and 4093 that assess students ability to critique others' work and copy edit their own.</p>
3. Research skills	A. Ability to conduct research and use it effectively	<p>A1. The mean grade of Creative Writing majors in ENGL 2063 Advanced Composition is at least 2.75.</p> <p>A2. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>A3. At least 75% of Creative Writing</p>	<p>A1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in ENGL 2063 Advanced Composition was 3.20.</p> <p>A2. In 2016-2017, 67% (N=3) of the Creative Writing majors enrolled in ENGL 2063 Advanced</p>	A2 and A3. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in our current curricular

		<p>majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to integrate source material effectively.</p>	<p>Composition were scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>A3. In 2016-2017, 67% (N=3) of the Creative Writing graduates enrolled in ENGL 2063 Advanced Composition were scored as Target or High-Acceptable in their ability to integrate source material effectively.</p>	<p>review.</p>
<p>4. Creative Writing</p>	<p>A. Ability to create original creative work in prose and poetry.</p> <p>B. Knowledge of contemporary literature and the 21st century publishing industry.</p>	<p>A1. The mean grade of Creative Writing majors in the required creative writing workshops ENGL 2043, 3083, 3093, and 4093 is at least 2.75.</p> <p>A2. A minimum of 80% of M.A. English graduates are scored as Acceptable or Target in their ability to create original prose and poetry on their Creative Writing Portfolios.</p> <p>B1. The mean grade of Creative Writing majors in ENGL 3043 Literary Editing and Publishing is at least 2.75.</p>	<p>A1. In 2016-2017, the mean grade of Creative Writing graduates in the required creative writing workshops ENGL 2043, 3083, 3093, and 4093 was 3.75.</p> <p>A2. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete.</p> <p>B1. In 2016-2017, the mean grade of Creative Writing graduates in ENGL 3043</p>	<p>A1. We will consider adding a new embedded measurement to ENGL 2043, 3083, 3093, and 4093 that assess students ability to critique others' work and copy edit their own.</p> <p>A2. We are working on a system to improve collection of materials for creative writing portfolios.</p> <p>B1. Encourage most creative writing majors to take advantage of the</p>

			was 3.40.	<p>opportunity to get hands-on publishing experience by working on <i>Nebo</i>.</p> <p>B2. We will consider requiring students in ENGL 4813 Senior Project to write a portfolio reflection in which they situate their own work within current trends prose and poetry</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 can include meeting minutes, list of curriculum committee members, etc. (Item 6)

In the past curricular ideas have been proposed by faculty, discussed in departmental committees, and developed into proposals during spring semesters in order to meet the July 1 deadline; however, too often trying to accomplish all of this in the spring semester has resulted in proposals not being advanced or constructed with inadequate involvement of departmental faculty.

This year we hope to begin the curricular review process in the fall semester, beginning with the Department Head appointing curricular committees for each program and tasking the committees with a complete review of each program’s curriculum in the light of available assessment data. If these committees’ reviews result in curricular change suggestions, they will be with the departmental faculty for review and comment.

Once the curricular suggestions have been modified in the light of departmental commentary, the committees will work with the Department Head to write curriculum proposals at the start of the spring semester in time for them to be thoroughly reviewed by the Office of Assessment and the Registrar.

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

PROGRAM LEARNING OUTCOMES

Required Courses	PLO 1 -Conventions of Standards Written English	PLO 2 -Critical Thinking and Analysis	PLO 3 – Effective Oral and Written Communication	PLO 4 – British and American Literature	PLO 5 – Conduct Research	PLO 6 – Understanding fiction and poetry and terminology	PLO 7 – Write poetry and fiction using a variety of devices	PLO 8 – Ability to critique and copyedit	PLO 9 – Knowledge of contemporary publishing
ENGL 2043	R	R				I	I	I	I
ENGL 2063 ¹	R/M	R/M	R/M		R/M	R/M			
ENGL 3043									M
ENGL 3083						R	R	R	R
ENGL 3093						R	R	R	R
ENGL 3313		M	M	M					
ENGL 3323		M	M	M					
ENGL 3413		M	M	M					
ENGL 3423		M	M	M					
ENGL 4093						M	M	M	M
ENGL 4813						M	M	M	M

¹ ENGL 2063 Advanced Composition has a tripartite focus: (1) analytic writing skills, (2) research skills, (3) literary theory. The course reinforces skills to which students have been introduced in high school and through general education courses, and then attempts to lead them to mastery.

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

The Department Head begins the academic year with a report to the faculty regarding enrollment trends, concerns raised by assessment data, and possible curricular changes.

The departmental Assessment Committee meets in the fall semester with the Department Head to review assessment data and to set an assessment agenda for the academic year. In recent years, the committee has focused on revising our departmental Assessment Plan, rewriting/creating CPGE assessments, and creating a system of departmental and program learning outcomes. The resulting Assessment Plan, program learning objectives, and CPGE's have been reported to the faculty and reflected in revised course syllabi distributed to students.

The Department Head occasionally shares assessment data with faculty during the academic year. He and the Assessment Committee gather assessment data for the academic year at the end of the spring semester, and the Department Head enters results into Tracdat during June.

In the past, the departmental Assessment Committee prepared an annual report in the spring that was shared with the departmental faculty. As more assessment data became available online through Tracdat and Argos, the need to reproduce the data in a written report changed. We also questioned the timing of this reporting as most faculty were not paying attention to these matters as summer began.

Thus, we plan to have the Assessment Committee present their report of suggestions resulting from analysis of the previous year's data at our initial fall departmental meeting.

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

The most important trend for our creative writing program is the transformation of the publishing industry and the growing influence of media writing in many digital formats. These changes are reflected in the changing interests of our students, and we attempt to keep our instruction relevant in world in a which social media and digital communication will be vital to our students' careers.

A decade ago we introduced ENGL 3043 Literary Editing and Publishing as a way to broaden our creative writing students' knowledge of publishing opportunities, and we have continued to adapt that course to changes in the industry.

This year we updated the software we use to create our biannual literary journal *Nebo* to the most recent Adobe Creative Suite in order to expose the creative writing students who enroll in our *Nebo* practicum courses to modern layout software.

Some of our faculty have met with faculty from the Art Department to propose a collaborative Graphic Narrative minor to respond to student interest in mixed genre narration.



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REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	07-03-18

Title	Signature	Date
Department Head	<i>Carl B...</i>	07-03-18
Dean		7/3/18
Assessment	<i>Chris E...</i>	7/10/18
Registrar	<i>Sammy...</i>	7/3/18
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 Jiw
Teacher Education Council <i>Levita...</i>	9/17/2018
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS

Program Title:
B. A. World Language with Concentration in Spanish Education for Teacher Licensure

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Outline change in program: (e.g., list changes in program such as (

- 1) delete three hours of Spanish elective
- 2) add SPAN 2033 Intermediate Spanish II for Heritage Speakers as option to SPAN 2023 Intermediate Spanish II
- 3) add requirement of SPAN 3233 Introduction to Literature

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

These changes will have no impact on staffing or space allocation.



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REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
English and World Languages	07-03-18

Title	Signature	Date
Department Head	<i>Chris Brink</i>	07-03-18
Dean	<i>[Signature]</i>	7/3/18
Assessment	<i>Chris E. [Signature]</i>	7/10/18
Registrar	<i>Jammy [Signature]</i>	7/3/18
Vice President for Academic Affairs		

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

Program Title:
 B. A. World Language with Concentration in Spanish Education for Teacher Licensure

Outline change in program: (e.g., list changes in program such as (

- 1) delete three hours of Spanish elective
- 2) add SPAN 2033 Intermediate Spanish II for Heritage Speakers as option to SPAN 2023 Intermediate Spanish II
- 3) add requirement of SPAN 3233 Introduction to Literature

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

These changes will have no impact on staffing or space allocation.

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Answer the following Assessment questions:

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

The change will further the program's ability to provide "opportunities for progressive intellectual development."

- 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?

SPAN 2033 Intermediate Spanish II for Heritage Speakers proposed will allow us to track heritage and non-heritage speakers at the Intermediate II level. This tracking should permit instructors to focus their pedagogical practice more effectively. SPAN 2033 will also provide a better entry point for heritage speakers.

The addition of SPAN 3233 Introduction to Literature as a required prerequisite will better prepare students for the two required advanced literature courses: SPAN 4213 Spanish Literature and SPAN 4223 Spanish-American Literature.

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

CPGE evidence gathered in SPAN 4213 and SPAN 4223 over the past three years has shown that some students were inadequately prepared for advanced literary study.

- 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.

Language programs across the country struggle with the difficulty of adequately meeting the divergent educational needs of native, heritage, and non-heritage students. The University of Arkansas offers a separate track of three courses for Spanish heritage speakers: SPAN 2123: Heritage Speakers I, SPAN 3123 Heritage Speakers II, and SPAN 4123 Heritage Speakers III.

Many Spanish programs require a course similar to our proposed SPAN 3233. The University of Arkansas at Little Rock requires students to take SPAN 3317 Introduction to Literary and Cultural Studies. The University of Arkansas at Fayetteville requires SPAN 3113 Introduction to Literature.

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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B.A. Spanish Education Program Curriculum Map

B.A. Spanish Education Learning Outcomes

1. Mastery of the conventions of standard written Spanish
2. Effective communication and comprehension skills in the target language within a variety of cultural contexts
3. Awareness of linguistics and an appreciation of languages and their roles within the global community
4. Ability to understand and respond creatively, critically, and analytically to print and non-print texts in the target language
5. Understanding of the role of Spanish in the global community and appreciation of cultural differences
6. Ability to conduct research and use it effectively
7. Ability to apply current instructional methods in teaching and assessing target language skills at the secondary level.

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Required Courses for B.A. Spanish Education	LO1: Conventions of standard written Spanish	LO2: Effective communication and comprehension	LO3: Awareness of linguistics and language's role in global community	LO4: Understand print and non-print texts in Spanish	LO5: Understanding role of Spanish and cultural differences	LO6: Conduct research	LO7: Ability to apply instructional methods
SPAN 2013	I	I	I	I	I	I	..
SPAN 2023 or SPAN 2033	I	I	I	I	I	I	..
SPAN 3003	R	R	R	R	R	R	..
SPAN 3013	R	R	R	R	R	R	..
SPAN 3233	R	R	R	R	R	R	..
SPAN 3123	R	R	R	R	R	R	..
SPAN 3133	R	R	R	R	R	R	..
SPAN 3223	R	R	R	R	R	R	..
SPAN 4023	M	M	M	M	M	M	..
SPAN 4213	M	M	M	M	M	M	..
SPAN 4223	M	M	M	M	M	M	..
SPAN 4703	M	M	M	M	M	M	I/R
SPAN 4701	M	M	M	M	M	M	M

I = Introduced

R = Reinforced

M = Mastered

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Assessment Measures:

- (1) CPGE assessments are embedded in SPAN 3233, SPAN 3123, SPAN 3133, SPAN 4213, and SPAN 4223. Students are scored as Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on all six program learning objectives. To meet our standard of success 80% of students must be scored as Target or High-Acceptable.
- (2) CPGE assessments related to students' instructional performance are embedded in SPAN 4703 Foreign Language Teaching Methods.
- (3) The instructor of SPAN 4701 Foreign Language Pedagogy observes students during their internships and completes assessments of their instructional effectiveness.
- (4) Exit Interview ask students to self-report their improvement in all six program learning objectives. Students score their improvement on a four-point scale from No Improvement to Great Improvement. To meet our standard of success, 80% of students must score themselves as having made Great or Good Improvement.

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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: Department of Curriculum and Instruction	This department ✓ supports <input type="checkbox"/> does not support the proposed changes to the B.A. Spanish Education program.
Comments: This seems to be an area in which a tracked approach would assist students in their preparation.	

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Department Head Signature:



Date: 7/3/18

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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 B. A. World Language with Concentration in Spanish for Teacher Licensure	
<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>SPAN 2023 Intermediate Spanish II</p> <p>To</p> <p>SPAN 2023 Intermediate Spanish II or SPAN 2023 Intermediate Spanish II for Heritage Speakers</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>SPAN 3233 Introduction to Literature</p> <p>Delete:</p> <p>Electives – 3 hours</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Electives – 6 hours</p> <p>Delete:</p> <p>SPAN Elective (3000-4000 level)</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
History and Political Science	May 30, 2018

Title	Signature	Date
Department Head <i>David Blanton</i>	<i>[Signature]</i>	5/30/18
Dean	<i>[Signature]</i>	5/31/18
Assessment	<i>[Signature]</i>	6/1/18
Registrar	<i>[Signature]</i>	7/3/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>YW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Philosophy

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) Change course requirements for the philosophy minor from “15 hours selected from the following [philosophy courses] and 3 hours in any additional philosophy courses” to “18 hours of any philosophy courses.”

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

None.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program change furthers the university’s commitment to student success and access by making the philosophy minor and its academic benefits more accessible to students and by allowing students greater freedom to build a philosophy minor around their specific interests and career goals.
- 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?
The philosophy minor has been revitalized over the past two and half years to become more relevant to current professional norms and to student interests and career goals. This involved developing a series of exciting new courses that showcase the relevance of philosophy to matters of individual and social concern, such as health care ethics, law and leadership ethics. Unfortunately, under the current structure of the minor, minors are disadvantaged compared to non-minors, as there is room in the minor for at most one of the new courses. The incentives are for students to avoid becoming minors and for minors to avoid taking any of the new courses. This program change encourages students to become minors and minors to avail themselves of the new courses. The result is that students have greater access to the academic benefits of philosophy courses and greater freedom to customize a philosophy minor to suit their individual needs.
 1. How will the program change impact learning for students enrolled in this program?
This program change allows students to enjoy the full benefits of the newly revitalized philosophy program. This program change is not expected to affect learning outcomes in specific courses.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This program change is entirely structural and is neither intended nor expected to affect student learning in specific courses.
- 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 is consistent with disciplinary norms. A minor as compared to a major in philosophy is normally less structured. For example, of the 18 hours required for the philosophy minor at the University of Arkansas at Fayetteville, only 6 hours of specific courses are required and students may choose from among four different courses. The remaining 12 hours may come from any philosophy courses. This program change brings Tech’s philosophy minor in line with that kind of model, which is the norm within the discipline.
- 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 program change is entirely structural and is neither intended nor expected to affect student learning in specific courses.

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

Assessment Plan

Program: Philosophy Minor

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Example PO1: To foster an understanding of counseling theories and counseling concepts to prepare graduate students for a career in the counseling field.	LO1: Students will apply counseling theoretical perspectives and concepts to counseling best practices.	CP 5243 Counseling Psychology Theory and Practice CP 5303 Human Development	Theory and Practice Case Study Analysis Final Comprehensive exam of theories of individual and family development and transition across time	High Pass 90-100% Pass 80-89%
PO1: Critical Thinking	LO1: Make decisions using verifiable information LO2: Critically examine information LO3: Demonstrate problem-solving skills LO4: Evaluate one's own reasoning and the reasoning of others	PHIL 2013, 3003, 3023, 3033, 3053, 3063, 3253, 4093, and 4103	Course exams, papers	B or better on embedded measures
PO2: Persuasive Writing	LO1: Write a clear and obvious statement of purpose (thesis) in paragraph one	PHIL 2013, 3003, 3023, 3033, 3053, 3063, 3253, 4093, and 4103	Papers and course exams	B or better on all embedded measures

	<p>or soon thereafter</p> <p>LO2: Build main argument on the strongest arguments found in the assigned readings.</p> <p>LO3: Support arguments found in the assigned readings by a properly documented quotation or paraphrase.</p>			
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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Health and Physical Education	06/27/2018

Title	Signature	Date
Department Head	<i>[Signature]</i>	06/27/2018
Dean	<i>[Signature]</i>	7/2/18
Assessment	<i>[Signature]</i>	7/10/18
Registrar	<i>[Signature]</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>YW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) PE	Course Number: (e.g., 1003) 1041	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Jazz dance I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Jazz dance I		

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

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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?

NA

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)?

Dance studio

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. *N/A*

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

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

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

This class would be a fundamental component of a larger program in dance. While the University of Arkansas at Little Rock offers a BFA in Dance Performance, Henderson State University has a dance minor, and Southern Arkansas University has dance classes as a part of the Musical Theatre major, no university within the state has a program for dance entrepreneurship.

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

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

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

Arkansas Tech University

Course Addition

Assessment Form

Our Mission

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

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

a. How does this course fit with the university mission?

Plato said "To sing well and to dance well is to be well educated." Dancing provides students an opportunity to appreciate dance as an arts patron as well as a choreographer and performer. Students that have danced throughout their school years would like to further their training and offer classes in a studio setting.

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

Not Applicable

c. Provide up to three student learning outcomes students will achieve after completing this course?

- Learn and understand jazz movement vocabulary
- Build strength and flexibility with in the jazz movement vocabulary
- Develop jazz artistry and style
- Train the body for jazz choreography

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

Midterm test: 100 points

Final exam: 100 points

Skills tests: 25 points each; 100 points total

Dance proficiency is evident as the student practices the movements, and the teacher gives instant feedback. Mirrors are placed in the studio for constant self-assessment by the dancer.

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

Daily performance of jazz exercises and choreography build proficiency in dancers. Students will have periodic skills tests over specific choreography to demonstrate their understanding of the material.

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

Currently, the only performing arts class offered is beginning ballet. While the class is available to repeat, students would like to broaden their movement vocabulary. This is especially true for former and current dance team members. The ATU Dance Company was formed by student leaders because of the deficiency in dance classes offered.

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

This class would be a fundamental component of a larger program in dance. While the University of Arkansas at Little Rock offers a BFA in Dance Performance, Henderson State University has a dance minor, and Southern Arkansas University has dance classes as a part of the Musical Theatre major, no university within the state has a program for dance entrepreneurship.

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COURSE SUBJECT: PE

COURSE NUMBER: 1041

COURSE TITLE: Jazz I

CATALOG DESCRIPTION: This course offers technique and performance training in jazz dance. Flexibility, strength, body alignment and coordination lay a foundation for the introduction of more advanced aspects of dance artistry including mobility, musicality and style. Each class is structured around a warm-up leading to locomotion across the floor and center combinations.

INSTRUCTOR: Ms. Denise Sery
Office Hours: by appointment
Phone: 968-0344
E-mail: dsery@atu.edu

REQUIRED TEXTS: None

BIBLIOGRAPHY (supplemental reading list): None

JUSTIFICATION/RATIONALE FOR COURSE: Jazz dance is a necessary component for making a well-rounded dancer. Jazz technique builds on a solid ballet background and places those movements in the American vernacular.

COURSE OBJECTIVES:

- Learn and understand jazz movement vocabulary
- Build strength and flexibility with in the jazz movement vocabulary
- Develop jazz artistry and style
- Train the body for jazz choreography

GENERAL EDUCATION REQUIREMENTS: This class meets two of the General Education Goals as per the University requirements: Demonstrating knowledge of the arts and humanities (Jazz is a fine art) and Understanding wellness concepts (Jazz as a fitness activity that includes strength training and increasing flexibility)

ASSESSMENT METHODS:

Attendance: 10 points per class; 180 points total

Midterm test: 100 points

Final exam: 100 points

Skills tests: 25 points each; 100 points total

Total: 480 points

A- 430 points=90%

B- 382 points=80%

C- 334 points=70%

D- 286 points=60%

F- 285 points and below

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CLASS POLICIES

Attendance:

Students are expected to come to class every scheduled class period. It is the responsibility of the student to make sure s/he is marked present when s/he is tardy.

Please keep a written record of your tardiness and absences in case of any discrepancies.

Class Attire:

Proper attire includes:

1. Women: Leotard, tights, jazz shoes
2. Men: T-shirt, black tights or unitard, jazz shoes, dance belt
3. Long hair (regardless of gender) must be pinned securely up and away from the face.
4. Warm wear must be unobtrusive and cannot be worn for the entire class.
Specific exceptions are made for injuries.

Academic dishonesty:

As stated in the student handbook:

If an occurrence of academic dishonesty is detected, the instructor may adjust the grade as appropriate, ranging from a grade penalty on the test or assignment involved to an "F" for the course. When a penalty for academic dishonesty is invoked, the instructor is required to submit to the Vice President of Academic Affairs immediately following the occurrence (a) a statement of circumstances (b) the name of the student(s) involved and (c) the penalty imposed. The student has the right to appeal the action through the "procedures for Appeal of Student Academic Grievances" as adopted by the Faculty Senate on May 2, 1978.

Academic dishonesty, including plagiarism and cheating, is absolutely not allowed. Submitting another's work as your own and not providing a citation is intellectual theft. **All instances of academic dishonesty will result in a failing grade ("F") for the course.**

COURSE CONTENT: (outline of material to be covered in course).

All classes will follow the standard jazz dance format with specific themes for each class:

1. Warm-up
2. Stretches
3. Barre and Center Work
4. Exercises across the floor for locomotion skills
5. Combination Center Work
6. Cool Down

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ARKANSAS TECH UNIVERSITY

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JUL 02 2018

REQUEST FOR COURSE DELETION

Registrar's Office

Department Initiating Proposal	Date
Agriculture	06-01-2018

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	6/29/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	9/25/18 YW
Graduate Council (Graduate Proposals Only)	10/9/18 AS

Course Subject: (e.g., ACCT, ENGL) AGBU	Course Number: (e.g., 1003) 3133
Official Catalog Title: Intermediate Agricultural Economics	

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

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Registrar's Office

(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?
- c. What is the rationale for deleting this course? What evidence supports this action?
The rationale for deleting the AGBU 3133 Intermediate Macroeconomics from the Department of Agriculture curriculum is because Agriculture economics and Agribusiness fields mainly focus on the microeconomic aspect. As an undergraduate course, the principles of Agricultural Macroeconomics is a sufficient introduction for the students to the discipline of Macroeconomics without involving students in the theoretical aspects of the subject. Masters level programs at UofA and ASU do not list Intermediate Agriculture Macroeconomics as a prerequisite for admission to their respective programs.

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.

AGBU3133 required in BPS-PS-AB
Professional Studies - Agriculture
Business Concentration

Tammy Weaver

1/2

From: Jeff Aulgur
Sent: Thursday, August 30, 2018 1:37 PM
To: Tammy Weaver
Subject: FW: Department of Agriculture BA-OL Support Form (00000002)
Attachments: Department of Agriculture BA-OL Support Form (00000002).doc

From: Jeff Aulgur
Sent: Tuesday, August 07, 2018 8:23 AM
To: Malcolm Rainey Jr <mraineyjr@atu.edu>
Subject: Department of Agriculture BA-OL Support Form (00000002)

Good morning, Mack:

I hope the day finds you well. I just realized I sent you an erroneous form last week (which included the course you are deleting). Please see the corrected form attached referencing ABGU 3233.

Thanks!

Jeff

Dr. Jeff Aulgur
Interim Dean, College of eTech
Department Head, Department of Professional Studies
Associate Professor of Professional Studies
Arkansas Tech University
Online Learning Center
715 North El Paso, Russellville, AR 72802
www.atu.edu/accelerateddegree/
Email: jaulgur@atu.edu
Professional Studies: 479.968.0318 Direct: 479.964-3637 Fax: 479.968.0205

see attached
support form
from College
of eTech

see email

2/2

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Engineering and Applied Science Department of Agriculture	This department <input type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: _____

Date: _____



ARKANSAS TECH UNIVERSITY

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REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture	06-18-2018

Title	Signature	Date
Department Head Malcolm Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>JLH</i>	7/2/18
Assessment Christine Austin	<i>Christine Austin</i>	6-29-18
Registrar Tammy Weaver	<i>T Weaver</i>	7/17/18
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)	9/25/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) AGAS	Course Number: (e.g., 1003) 2014	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Principles of Meat Science		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Principles of Meat Science		

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

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Does this course require a fee? Yes No How Much? 50 Lab Fee-Agriculture

If selected other list fee type: _____

Elective Major Minor

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

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

Spring

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. 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.
This course is not required for the Agriculture Business major.
 - 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) This course will not be a part of the assessment plan for the Agriculture Business major.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
The course addition is based on recommendations from our industry advisory board and employers. To support this recommendation more than 50% of our graduates except positions in the meat/poultry industry in Arkansas.

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

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

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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.

Principles of Meat Science
AGAS 2014

Spring 2020: January 14 – May 2

Instructor:

Office: Dean Hall 123
Phone: 479-968-0251
E-mail:

Office Hours: TBA

Class Hours: MWF: 10:00 to 10:50 am
Lab: W 3:00 to 4:50
Location: TBA

Textbook: The Meat We Eat, 13th edition, by John Romans, William Costello, Wendell Carlson, Marion Greaser and Kevin Jones.

Readings: Additional reading materials provided throughout the semester.

Course Justification:

This course is one of the freshman/sophomore level courses developing students' understanding of the conversion of meat animals into human food.

Course Prerequisites and Description:

Prerequisites: AGAS 1014, or consent of instructor.

Integrated studies of the meat animal processing sequence regarding the production of meat-type animals and the science and technology of their conversion to human food. Lecture meets three days per week for fifty minutes and Lab meets one day per week for 110 minutes.

Course Objective:

The course is aiming to provide a solid framework of the meat animal processing sequence regarding the production of meat-type animals and the science and technology of their conversion to human food.

Course Objectives:

1. To impart knowledge relating the live animal to its ultimate value as a food product.
2. To relate breeding, feeding, selection and management to changes in the ultimate composition of meat animal products.

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3. To develop technological and manipulative skills in the slaughter and cutting of meat animals and the processing of meat products.
4. To introduce anatomy, muscle structure and function, chemical composition and physical characteristics of carcasses and cuts as determinants of live animal and meat quality.
5. To teach the skills of carcass identification and grading to facilitate descriptions and definitions of quality and cutability in meat animal products.

Expected Learning Outcomes:

1. The student will understand the complexities involved in the conversion of live animals into food and by-products.
2. The student will be able to determine yield and quality grades of beef, pork, and lamb.
3. The student will know the basic anatomy and wholesale cuts of each species.
4. The student will understand the broad factors affecting meat tenderness, meat color, meat processing, and diet/health.

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Course Outline

- I. Introduction and Meat Inspection/Animal Loss Factors: Overview on International Trade:** (Chapters 1 and 3)
- II. Meat Biotechnology and Microbiology Preparations for Processing – Worker and Equipment Safety:** (Chapter 2 and 4)
- III. Hog Slaughter/Pork Identification and Fabrication:** (Chapter 5&14)
- IV. Cattle Slaughter/Beef Identification and Fabrication:** (Chapter 6&15)
- V. Lamb Slaughter/Lamb Identification and Fabrication:** (Chapter 7&16)
- VI. Poultry Processing:** (Chapter 9)
- VII. Packing House By-Products:** (Chapter 11)
- VIII. Federal Meat Grading and its Interpretations:** (Chapter 12)

Assessment of Learning Outcomes

Learning outcomes will be assessed through **exams, homework assignments, term project report and presentation.**

1. **Exams:** **Two mid-term exams** and a **final exam** will be given during the course of the semester. Only excused absences are acceptable for missing a midterm exam:
 - i. university activity with letter
 - ii. incapacitating illness with doctor's letter
 - iii. funeral with funeral program
2. **Laboratories:** Laboratories are used to supplement the material discussed during lecture and to provide tactile learning experiences for students.

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 2 school days after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned (ie: Test is given on Monday and with excuse letter accepted by professor prior to missing exam, you have until Wednesday at class time to make up the exam). Instructor reserves the right to give a different test for makeup.

A non-programmable calculator is acceptable for the exam if calculations need to be performed. Calculators used for exams must be a stand alone device, that is to say, calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's, or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. **DO NOT TAKE OUT YOUR CELL PHONE TO CHECK THE TIME OR TO TURN OFF THE RINGING AS ANY VISUAL SIGNS WILL VOID YOUR TEST SCORE.** No other notes, material or technology may be used during exams unless specifically authorized by the instructor. On examination days, you can receive a test until 10 minutes after class starts or until the first person turns in their test, whichever event happens first. **If you are going to be later than 10 minutes, you need to let the instructor know before the exam starts.**

The **tentative** dates of the exams are:

- Exam I: TBA*
- Exam II: TBA*
- Final Exam: TBA*

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3. **Homework:** It must be returned on time (at the beginning of the lecture) to be counted. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one class will not be accepted except under special circumstances.

Late Assignment Policy

Submitted after assigned class	25% reduction
Submitted 1 class late	50 % reduction
Over 1 class late	0%

4. **Term Project and Presentation:** An exercise of trade analysis and forecast will need to be undertaken throughout the semester. This includes the selection of a particular country and meat product/commodity and the collection of annual data

for at least 25 years. This is a team project (4 members). Presentations will take place at the end of the semester. Specific instructions and guidelines will be given in class.

- 5. Attendance:** Attendance is expected at all class meetings. To avoid disturbing other students, do not arrive to class late. Attendance will be recorded at each lecture meeting. To be counted present, a student must be in the classroom at the time the instructor checks attendance AND must not leave the classroom before the class has been dismissed by the instructor.

Students with perfect attendance (NO absences) will receive **3 bonus points**.

- 6. Participation:** It is expected that you read the chapters and other readings/handouts assigned beforehand. Be prepared to discuss assigned topics. I expect everybody to be involved in the discussion activities. You will receive **bonus points up to 2** for actively participating class discussions.

Grading

All grades will be posted on Blackboard. The final grade for this course will be calculated based on the following weightings:

Exams (3×15%)	45%
Homework	15%
Lab Grade	25%
Project assignment	15%
<hr/>	
Total	100%

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Grading Scale: The final grade will be assigned on the following scale:

- 90% and higher = A
- 80% to 89.99% = B
- 70% to 79.99% = C
- 60% to 69.99% = D
- Less than 59.99% = F

Course Policies

❖ E-Mail Correspondence

All e-mails to the instructor must include: (1) list the course number (2) section number and if applicable, (3) list the name or number of the assignment in the "Subject Line" of

the e-mail (e.g., AGBU 3233 Homework 1). Also, be sure your name and T number is in the body of the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Your official Tech email is the only acceptable means of electronic communications between you and the instructor as dictated by University policy.

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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:
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- c. Academic Dishonesty: p 85
- d. Academic Misconduct; p 86

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Week	Date	Lecture Topic	Date	Lab Topic
1		Intro – What should you learn & why?		
1		History/Agencies of Meat & Livestock		Intro – Cutability/Palatability – FACP 201
2		Yield Grading		
2		Quality Grading		NO LAB
3		No Class – University Closed		
3		How get from cow/calf to beef? Industry What is in a feedlot/packer? Good, Bad		Beef Carcass Grading – FACP 201
4		Breeds and crosses of Cattle		
4		Instrument Grading & Certified Programs		Cuts of Beef, fabrication, Anatomy – FACP 201
5		Exam 1 – Monday, Feb. 6		
5		Composition of Beef		Lamb Evaluation – ANSI Arena
6		Beef in the Diet		
6		Conversion of Muscle to Meat		Cattle Live Eval, Pricing, Perf – ANSI ARENA
7		Dressing Percentage & Defects of Slaughter		
7		Slaughter Video		Lamb & Goat Lecture Beef & Lamb Carcass Eval – FACP 201
8		Fabrication Video		
8		Beef at retail and in food service, packaging		Cattle Live Eval, Pricing, Perf – ANSI ARENA
9		Tenderization and cooking		
9		Exam 2 – Wednesday, Mar. 6		Carcass Eval – FACP 201
10		Cull Cows		
10		How to get from sow/piglet to pork? Industry		Hog Intro, Eval, Pricing, Perf – ANSI ARENA

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11	No Class – Spring Break		
12	No Class		
12	Breeds of Swine		Pork Carcass & Cut Eval, Parts, Pricing – FAPC 201
13	Pork differences from beef (process, defects)		
13	Pork Enhancement		Hog Eval, pricing, perf – ANSI ARENA
14	Processed products		
14	Exam 3 – Wednesday, Apr. 10		Pork Carcass Eval, pork cut-out, products – FAPC 201
15	Red Meat Comparisons		
15	Red Meat Comparison		Product Testing – FAPC 201
16	Poultry		
16	Review		NO LAB
FINAL EXAM,			



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REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture	06/08/2018

Title	Signature	Date
Department Head Malcolm Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy</i>	6/28/18 ^{gpc}
Assessment Christine Austin	<i>Christine Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/19/18
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)	9/25/18 <i>Yw</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) AGBU	Course Number: (e.g., 1003) 3233	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) International Agricultural Trade		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) International Agricultural Tra		

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 |

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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?

Each 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)? 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. 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.
This course is not required for the Agriculture Business Major it is required for the Agriculture Business option and elective for the other options.
 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? The AGBU International Agricultural Trade course more closely matches what other universities are offering and needs of the undergraduate students (AGEC 4623 International Agricultural Trade and Commercial Policy at UofA) and (AGEC 4023 International Commodity Marketing at ASU).

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

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

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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.

International Agricultural Trade
AGBU 3233

Spring 2020: January 14 – May 2

Instructor: Dr. Haiyan Wang

Office: Dean Hall 123F
Phone: 479-880-4001
E-mail: hwang6@atu.edu

Office Hours: TBA

Class Hours: MWF: 10:00 to 10:50 am
Location: TBA

Textbook: International Economics, 9th edition, by Steven Husted and Michael Melvin.

Readings: Additional reading materials will be provided along the semester.

Course Justification:

This course is one of the senior level courses developing students' understanding of the application of international trade theory to the US agricultural trade issues.

Course Description:

Prerequisites: AGBU 2063 or ECON 2003 and AGBU 2073 or ECON 2013, or consent of instructor.

This course is an examination of the economic forces associated with trade in food and agricultural products between the US and other countries. Economic principles and analytical techniques are applied to international trade and multi-national markets.

Course Objective:

The course is aiming to provide a solid framework of economic theory and principals' essential for understanding the challenges in international economics in particular those associated with agricultural trade in a rapidly globalizing world.

Expected Learning Outcomes:

- 1) Understanding key concepts of international trade economics, strategies and analytical methods including, the theories of absolute

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- and comparative advantage, the Heckscher Ohlin theorem, the basis for and benefits of trade, and the welfare implications of free trade.
- 2) Be able to determine the potential impacts on trade flows and prices of main instruments of trade, domestic, and macroeconomic policies; including tariffs, quotas, TRQ's, export and domestic subsidies, and exchange rate fluctuations.
 - 3) Develop a basic set of skills on analytical and quantitative tools to estimate and project trade flows as a result of policy and exogenous variable changes.
 - 4) Understand the structure and functions of modern international trade institutional arrangements, including the negotiation process of WTO, NAFTA, European Union, and bilateral trade agreements.

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Course Outline

- I. Introduction and Overview on International Trade:** Characteristics of National Economics; The Direction of International Trade; Importance of Trade; Importance of Agriculture Trade to the United States (Chapter 1)
- II. A little Trade History and the WTO:** The session continues with more background information about the world of international trade. (Chapter 1)
- III. Alternative Trade Models and Trade Theorems:** Model Assumptions; Autarky model; classic model; the Heckscher-Ohlin Model (Chapter 2,3,4)
- IV. Government Intervention in World Agricultural Markets:** Concept of Protectionism; Tariffs and Non-Tariff Barriers; Trade Policy Effects with Perfectly Competitive Markets (Chapter 5,6,7)
- V. Domestic Policies and International Trade:** Concerns about domestic policy effects on international trade flows have become increasingly widespread. This session will emphasize three key ideas. First, domestic government policies, such as production subsidies or consumption taxes, can actually be a cause of international trade. Second, show the welfare effects of domestic policies when a country is open to international trade. Third, show the combinations of domestic policies can duplicate the effects of trade policies.
- VI. Free Trade Areas (Regionalism vs Globalism):** The World Trade Organization (WTO); Custom Unions and Regional Integration; Preferential Trade Arrangements (NAFTA); (Chapter 8, 9)
- VII. US Trade Policy for Farm Products:** US farm products exports and imports; America's competitive position in world food trade; US trade policies for various farm products. (Chapter 10)
- VIII. Introduction to International Finance** (Chapter 11,12)

Assessment of Learning Outcomes

Learning outcomes will be assessed through **exams, homework assignments, term project report and presentation.**

1. **Exams:** Two mid-term exams and a final exam will be given during the course of the semester. Only excused absences are acceptable for missing a midterm exam:
 - i. university activity with letter
 - ii. incapacitating illness with doctor's letter
 - iii. funeral with funeral program

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 2 school days after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned (ie: Test is given on Monday and with excuse letter accepted by professor prior to missing exam, you have until Wednesday at class time to make up the exam). Instructor reserves the right to give a different test for makeup.

A non-programmable calculator is acceptable for the exam if calculations need to be performed. Calculators used for exams must be a stand alone device, that is to say, calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's, or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. **DO NOT TAKE OUT YOUR CELL PHONE TO CHECK THE TIME OR TO TURN OFF THE RINGING AS ANY VISUAL SIGNS WILL VOID YOUR TEST SCORE.** No other notes, material or technology may be used during exams unless specifically authorized by the instructor. On examination days, you can receive a test until 10 minutes after class starts or until the first person turns in their test, whichever event happens first. **If you are going to be later than 10 minutes, you need to let the instructor know before the exam starts.**

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The **tentative** dates of the exams are:

Exam I: TBA

Exam II: TBA

Final Exam: TBA

2. **Homework:** It must be returned on time (at the beginning of the lecture) to be counted. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one class will not be accepted except under special circumstances.

Late Assignment Policy

Submitted after assigned class	25% reduction
Submitted 1 class late	50 % reduction
Over 1 class late	0%

3. **Term Project and Presentation:** An exercise of trade analysis and forecast will need to be undertaken throughout the semester. This includes the selection of a particular country and product and the collection of annual data for at least 25 years. This is a team project (4 members). Presentations will take place at the end of the semester. Specific instructions and guidelines will be given in class.
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Tentative Class Schedule

Week	Lecture	Date	Day	AGBU 3133	Name of the Chapters
Week 1	1	1/14/2019	Monday	Syllabus	
Week 1	2	1/16/2019	Wednesday	Pretest and Chapter 1	An Introduction to International Trade
Week 2	3	1/18/2019	Friday	Chapter 1	An Introduction to International Trade
Week 2	4	1/21/2019	Monday	Martin Luther King Day	
Week 2	5	1/23/2019	Wednesday	Chapter 1	An Introduction to International Trade
Week 3	6	1/25/2019	Friday	Chapter 2	Tools of Analysis for International Trade Models
Week 3	7	1/28/2019	Monday	Chapter 2	Tools of Analysis for International Trade Models
Week 3	8	1/30/2019	Wednesday	Chapter 2	Tools of Analysis for International Trade Models
Week 4	9	2/1/2019	Friday	Chapter 3	The Classical Model of International Trade
Week 4	10	2/4/2019	Monday	Chapter 3	The Classical Model of International Trade
Week 4	11	2/6/2019	Wednesday	Chapter 3	The Classical Model of International Trade
Week 5	12	2/8/2019	Friday	Chapter 3	The Classical Model of International Trade
Week 5	13	2/11/2019	Monday	Chapter 4	The Heckscher-Ohlin Model
Week 5	14	2/13/2019	Wednesday	Chapter 4	The Heckscher-Ohlin Model
Week 6	15	2/15/2019	Friday	Chapter 4	The Heckscher-Ohlin Model
Week 6	16	2/18/2019	Monday		Exam I Review
Week 6	17	2/20/2019	Wednesday	Chapter 5	Tests of Trade Models
Week 7	18	2/22/2019	Friday	Chapter 5	Tests of Trade Models
Week 7	19	2/25/2019	Monday	Exam I	Exam I
Week 7	20	2/27/2019	Wednesday	Chapter 6	Tariffs
Week 8	21	3/1/2019	Friday	Chapter 6	Tariffs
Week 8	22	3/4/2019	Monday	Chapter 6	Tariffs
Week 8	23	3/6/2019	Wednesday	Chapter 7	Non-Tariff Barriers AND Arguments for Protection

Week 9	24	3/8/2019	Friday	Chapter 7	Non-Tariff Barriers AND Arguments for Protection
Week 9	25	3/11/2019	Monday	Chapter 7	Non-Tariff Barriers AND Arguments for Protection
Week 9	26	3/13/2019	Wednesday	Chapter 8	Commercial Policy: Policy and Practice
Week 10	27	3/15/2019	Friday	Chapter 8	Commercial Policy: Policy and Practice
Week 10	28	3/18/2019	Monday	Chapter 8	Commercial Policy: Policy and Practice
Week 10	29	3/20/2019	Wednesday	Spring Break	
Week 11	30	3/22/2019	Friday	Spring Break	
Week 11	31	3/25/2019	Monday	Spring Break	
Week 11	32	3/27/2019	Wednesday		Exam II Review
Week 12	33	3/29/2019	Friday	Chapter 9	Preferential Trade Arrangements
Week 12	34	4/1/2019	Monday	Exam II	Exam II
Week 12	35	4/3/2019	Wednesday	Chapter 9	Preferential Trade Arrangements
Week 13	36	4/5/2019	Friday	Chapter 9	Preferential Trade Arrangements
Week 13	37	4/8/2019	Monday	Chapter 10	US Trade Policy for Farm Products
Week 13	38	4/10/2019	Wednesday	Chapter 10	US Trade Policy for Farm Products
Week 14	39	4/12/2019	Friday	Chapter 11	Introduction to International Finance
Week 14	40	4/15/2019	Monday	Chapter 11	Introduction to International Finance
Week 14	41	4/17/2019	Wednesday	Chapter 12	The Foreign Exchange Market
Week 15	42	4/19/2019	Friday		Presentation (1-3)
Week 15	43	4/22/2019	Monday		Presentation (4-6)
Week 15	44	4/24/2019	Wednesday		Presentation (7-9)
Week 16	45	4/26/2019	Friday		Presentation (10-12)
Week 16	46	4/29/2018	Monday		Final Exam Review
Week 16	47	5/2/2019	Wednesday	Reading Day	Term Project Report Due at 10 am on Blackboard
Week 17	48	TBA		Final Exam	Final Exam

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Add ECON 2003 & 2013 as options/equivalent to AGBU 2063 & 2073 as prerequisites for AGBU 3233 International Agricultural Trade.	

Department Head Signature: Tracy Cole

Date: 8-22-18

Tammy Weaver

1/2

From: Jeff Aulgur
Sent: Thursday, August 30, 2018 1:37 PM
To: Tammy Weaver
Subject: FW: Department of Agriculture BA-OL Support Form (00000002)
Attachments: Department of Agriculture BA-OL Support Form (00000002).doc

From: Jeff Aulgur
Sent: Tuesday, August 07, 2018 8:23 AM
To: Malcolm Rainey Jr <mraineyjr@atu.edu>
Subject: Department of Agriculture BA-OL Support Form (00000002)

Good morning, Mack:

I hope the day finds you well. I just realized I sent you an erroneous form last week (which included the course you are deleting). Please see the corrected form attached referencing ABGU 3233.

Thanks!

Jeff

Dr. Jeff Aulgur
Interim Dean, College of eTech
Department Head, Department of Professional Studies
Associate Professor of Professional Studies
Arkansas Tech University
Online Learning Center
715 North El Paso, Russellville, AR 72802
www.atu.edu/accelerateddegree/
Email: jaulgur@atu.edu
Professional Studies: 479.968.0318 Direct: 479.964-3637 Fax: 479.968.0205

see attached
support form
from College
of eTech

see email

2/2

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Engineering and Applied Science Department of Agriculture	This department <input type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: _____

Date: _____



ARKANSAS TECH UNIVERSITY

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JUL 02 2018

REQUEST FOR COURSE CHANGE

Registrar's Office

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	6/29/18
Assessment Christine Austin	<i>Christine Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phil Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>SW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) AGAS	Course Number: (e.g., 1003) 2084
Official Catalog Title: Feeds and Feeding	

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:

New Cross List:

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

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

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

Remove Chemistry 1113 and 1111 as prerequisite.

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.) This course is not included in the program assessment.

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. This course is not included in the program assessment.
 - b. 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 supports this action? There is not a sufficient amount of chemistry involved in the course (AGAS 2084) to require CHEM 1113/1111 as prerequisites and possibly delay progress in the degree plan.

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Registrar's Office

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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JUL 02 2018

Registrar's Office

Tammy Weaver

From: Jason Patton (Faculty)
Sent: Tuesday, September 11, 2018 10:10 AM
To: Tammy Weaver
Cc: Malcolm Rainey Jr
Subject: Re: AGAS 2084 Feeds/Feeding Dept Support Form

I do not object to the removal of CHEM 1113/1111 as a pre-req for AGAS2084.

Dr. Jason A. Patton, P.G.
Department Head, Physical Sciences
Associate Professor of Geology
Arkansas Tech University
479-968-0676

From: Tammy Weaver
Sent: Tuesday, September 11, 2018 8:57 AM
To: Jason Patton (Faculty)
Cc: Malcolm Rainey Jr
Subject: AGAS 2084 Feeds/Feeding Dept Support Form

Dr. Patton

Attached is the proposal submitted to Curriculum Committee to modify the prerequisites for AGAS 2084 Feeds and Feeding. The committee will not move forward on approving the proposal unless they have a statement from you supporting the proposal or not.

The proposal is requesting removal of the current prerequisite CHEM 1113/1111. Please respond to this email in support or not supporting the proposal.

AGAS 2084: Feeds and Feeding

Prerequisites: CHEM 1113 and CHEM 1111, or higher level chemistry with laboratory, or consent of instructor.

Principles of animal nutrition, characteristics of feed ingredients, feeding strategies and formulation of rations for farm animals.

Lecture three hours, laboratory two hours. \$50 Laboratory fee.

Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar

A



ARKANSAS TECH UNIVERSITY

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JUL 02 2018

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-24-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	6/28/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>YCW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>KS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Agriculture Business

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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 addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

What impact will the change have on staffing, on other programs and space allocation? None

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our students.
- 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? The option allows students to learn math that will be more applicable to their major
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
- 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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
- 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.)

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.

JUL 02 2018

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: Agriculture Business (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Change MATH 1113 to MATH 1003 or higher</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

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JUL 02 2018
Registrar's Office

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

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: Janie L. Mye
Date: 6/27/18

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ARKANSAS TECH UNIVERSITY

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JUL 02 2018

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Agriculture	06-01-2018

Title	Signature	Date
Department Head Malcolm Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Jr LH</i>	6/29/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>T Weaver</i>	7/17/18
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)	9/25/18 YW
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS
Graduate Council (Graduate Proposals Only)	

Program Title:
Agriculture Business

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 Intermediate Agricultural Macroeconomics AGBU 3133 from the curriculum for Agriculture Business (no option) majors and adding a new course International Trade. **AGBU 3233**

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

There will be no impact on staffing requirements, other programs or space allocations.

Answer the following Assessment questions:

- a. How does the program change align with the university 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 change will expand the student's capabilities and understanding of a global agricultural economy, which will encourage progressive intellectual development and expand the students' horizons.

- 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?
This change will enhance students learning by providing a more useful area for the future careers for Agriculture Business students.
2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

- 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.

Both University of Arkansas and Southern Arkansas University offer similar classes:
AGEC 4623 International Agricultural Trade and Commercial Policy (Sp) 3 Hours Analysis of agricultural market competition and performance in a global economy. The impact of domestic and international agricultural policies on domestic and international markets and welfare. Economic principles applied to the interaction of economic events in the world food economy.

AGEC 4023. International Commodity Marketing Development and coordination of activities related to marketing agricultural commodities in foreign markets. Emphasis given to identification and analysis of market size, location, mix, methods and changes in trading for commodities in international markets.

- 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.) This course is not included in the program assessment because it is not a required course for all Agriculture Business majors.

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.

Curriculum Matrix for Catalog Curriculum in: Agriculture Business (Agriculture Business)	
<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 style="text-align: right;">RECEIVED JUL 02 2018 Registrar's Office</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: AGBU 3143 3233 International Agriculture Trade</p> <p>Delete: AGBU 3133 Agricultural Intermediate Macroeconomics</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:14</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>



ARKANSAS TECH UNIVERSITY

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A

Registrar's Office

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	6/29/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:

Agriculture Business - **Animal Science Option**

JUL 02 2018

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 addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

What impact will the change have on staffing, on other programs and space allocation? None

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our students.
- 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? The option allows students to learn math that will be more applicable to their major
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
- 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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
- 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.)

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

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

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Registrar's Office

Curriculum Matrix for Catalog Curriculum in: Agriculture Business/Animal Science 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: Change MATH 1113 to MATH 1003 or higher</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>

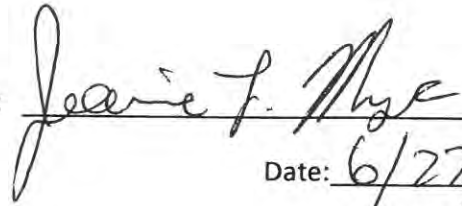
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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JUL 02 2018
Registrar's Office

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

Department Affected: Math	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature:



Date: 6/27/18

B



ARKANSAS TECH UNIVERSITY

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JUL 02 2018

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	7/2/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>SW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Agriculture Business/Animal Science 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)

1) Add AGAS 2014 Principles of Meat Science and
2) Reduce Agriculture Electives² from 6 hrs to 2 hrs

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The addition of this new course (AGAS 2014 Principles of Meat Science) in the Animal Science Option prepares our students for success, provides access to a relevant course, and signifies responsiveness of the Department of Agriculture to our partners.
- 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? This program change will enhance student learning by providing more relevant and applicable material for students in the Animal Science Option.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. More than 50% of our students except positions in the meat processing industry upon graduation.
- 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 UofA and every other land-grant universities Animal Science degree requires a similar course for their Animal Science majors.
- 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 is not included in the program assessment because it is not a required course for all Agriculture Business majors.

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 course will not affect any other department.

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Registrar's Office

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

Curriculum Matrix for Catalog Curriculum in: Agriculture Business Animal Science Option (Animal Science Option)	
<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: Add AGAS 2014 Principles of Meat Science</p> <p>Delete: COMM 2173 Business and Professional Speaking</p> <p>Total Hours:17</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:17</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: delete 1 hour of Agriculture Elective</p> <p>Total Hours:14</p>	<p>Junior Spring Semester</p> <p>Add/Change: Add COMM 2173 Business and Professional Speaking</p> <p>Delete: Agriculture Elective 3 hours</p> <p>Total Hours:13</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:12</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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JUL 12 2018
Registrar's Office

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

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: Janice L. Myers
Date: 6/27/18



ARKANSAS TECH UNIVERSITY

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JUL 02 2018

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>JC</i>	6/28/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tweaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>AW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:

Agriculture Business - **Feed Mill Management 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) The addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

What impact will the change have on staffing, on other programs and space allocation? None

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our students.
- 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? The option allows students to learn math that will be more applicable to their major
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
- 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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
- 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.)

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

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

Curriculum Matrix for Catalog Curriculum in: Agriculture Business/Feed Mill Management Option (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Change MATH 1113 to MATH 1003 or higher</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: Janie F. Mye
Date: 6/27/18



ARKANSAS TECH UNIVERSITY

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REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	6/28/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>SAW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Agriculture Business - **Horticulture option**

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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 addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

What impact will the change have on staffing, on other programs and space allocation? None

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our students.
- 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? The option allows students to learn math that will be more applicable to their major
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
- 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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
- 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.)

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

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

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Curriculum Matrix for Catalog Curriculum in: Agriculture Business/Horticulture 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: Change MATH 1113 to MATH 1003 or higher</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

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Registrar's Office

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

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature:

Jeanie L. Myse

Date: 6/27/18



ARKANSAS TECH UNIVERSITY

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JUL 02 2018

Registrar's Office

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	<i>Malcolm R. Rainey</i>	6-29-18
Dean Judy Cezeaux	<i>Judy Cezeaux</i>	6/28/18
Assessment Christina Austin	<i>Christina Austin</i>	6-29-18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Agriculture Business - **Public Relations Option**

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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 addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

What impact will the change have on staffing, on other programs and space allocation? None

Answer the following Assessment questions:

- a. How does the program change align with the university mission? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our students.
- 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?
The option allows students to learn math that will be more applicable to their major
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
- 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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
- 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.)

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

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

Curriculum Matrix for Catalog Curriculum in: Agriculture Business/Public Relations Option (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Change MATH 1113 to MATH 1003 or higher</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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Registrar's Office

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

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature:

Jeanie L. Myse
Date: 6/27/18



ARKANSAS TECH UNIVERSITY

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Registrar's Office

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Biological Sciences	28 June, 2018

Title	Signature	Date
Department Head Dr. John Jackson		7/17/18
Dean Dr. Jeff Robertson		2018 July 18
Assessment		8-2-18
Registrar		8/8/18
Graduate Dean (Graduate Proposals Only)	NA	
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	NA
Teacher Education Committee (Graduate or Undergraduate Proposals)	NA
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>EW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	NA

Program Title:
Biology - Biomedical

JUL 17 2018

Registrar's Office

Outline change in program: Limit Computer and Information Science course requirement to COMS 2003 Microcomputer Applications; Limit Communications choices to COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking; Delete the "Cell/Molecular" Elective Group" and replace with BIOL 3054 Microbiology; Delete the two Biology Elective Groups (Chemistry and Nursing) and replace with one BioMed Elective Group. Students will select twelve - sixteen hours (4 courses) from: BIOL3064 Parasitology, BIOL3803 Applied Pathophysiology, BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4083 Cancer Biology, BIOL4951-4 Undergraduate Research in Biology (limited to 4 total hours). Creation of a "Major Support Courses" group containing: AHS 2013 Medical Terminology, BIOL 4064 Evolutionary Biology, CHEM 3344 Principles of Biochemistry, CHEM 3363 Metabolic Biochemistry, PE 2513 First Aid, PHIL 3103 Logic, PSY 2033 Psychology of Adjustment, PSY 3003 Abnormal Psychology, PSY/SOC 3013 Psychosocial Aspects of Death & Dying, PSY 3053 Physiological Psychology, PSY 3063 Developmental Psychology I, PSY 3163 Developmental Psychology II, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology, SOC 4013 Drugs in Society, SOC 4053 Sociology of Health and Illness or SOC 4183 Social Gerontology. **Delete Footnote 6. Change electives from 12 hours to 11 hours.**

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

The proposed changes will have little to no effect upon the Biology – Biomed program, as it only simplifies/reorganizes the choices our students must make. There may be minimal effects upon COMS 2003 Microcomputer Applications, COMM 2003 Public Speaking, and COMS 2173 Business and Professional Speaking classes, as other COMS and COMM classes are removed from the list of available classes.

Assessment:

In concert with the University's dedication to student success, the proposed Biology – Biomed changes were set in motion in response to changes to the MCAT exam. The "new" MCAT now has four sections instead of three. The new section of the exam is called the Psychological, Social, and Biological Foundations of Behavior. This section... "emphasizes concepts that tomorrow's doctors need to know in order to serve an increasingly diverse population and have a clear understanding of the impact of behavior on health. Further, it communicates the need for future physicians to be prepared to deal with the human and social issues of medicine." (<https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-psbb-overview/>). In order to better prepare our Biomed students we have restructured our required "non-biology" courses to include more Psychology and Sociology courses, which will allow our students to perform better on the MCAT.* As an assessment measure, the Pre-Med. Committee will require MCAT scores from students requesting letters of recommendation for biomedical professional schools. Comparison of future MCAT scores with past scores (percentiles) will allow us to gauge program change success. The Pre-Med Committee also plans to meet with Christine Austin, Director of Assessment and Institutional Effectiveness, to determine if additional assessment measures are necessary, and, if so, to develop those measures.

*It should be noted that both U of A. and A.S.U. Biology Pre-Professional Programs of study include Psychology/Sociology requirements.

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 <u>BIOLOGY -- BIOMED</u> (enter title for program changing)		RECEIVED JUL 17 2018 Registrar's Office
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15-16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 14-15</p>	
<p>Sophomore Fall Semester</p> <p>Add/Change: COMS Elective to COMS 2003 Microcomputer Applications</p> <p>Biomed Elective⁶ to Major Support Course Elective 2</p> <p>Delete:</p> <p>Total Hours:17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Communication (3hrs) to COMM2003 Public Speaking or COMM 2173 Business and Professional Speaking</p> <p>Delete:</p> <p>Total Hours:17</p>	
<p>Junior Fall Semester</p> <p>Add/Change: Cellular Elective² to BIOL 3054 Microbiology</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change: Biology Elective⁴ to BioMed Elective 4,5</p> <p>Delete:</p> <p>Total Hours:17-18</p>	
<p>Senior Fall Semester</p> <p>Add/Change: Biology Elective⁴ to BioMed Elective 4,5</p> <p>Delete:</p> <p>Total Hours: 13-15</p>	<p>Senior Spring Semester</p> <p>Add/Change: Biology Elective⁴ to BioMed Elective 4,5 Electives⁵ 8 hours</p> <p>Delete:</p> <p>Total Hours: 13-15 12-13</p>	

PROPOSED BIOMED CURRICULUM

JUL 17 2018

Fall		Spring	Registrar's Office
<u>ENGL 1013 Composition I</u> ¹	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>MATH 1113 College Algebra or MATH 1914 Precalculus</u>	3-4	<u>CHEM 2134 General Chemistry II</u>	4
<u>CHEM 2124 General Chemistry I</u>	4	<u>BIOL 2124 Principles of Zoology</u>	4
<u>BIOL 1011 Orientation to the Biological Sciences</u>	1	<u>MATH 2914 Calculus I or other MATH higher than MATH 1113 College Algebra</u>	3-4
<u>BIOL 1114 Principles of Biology</u>	4		
Total Hours	15-16	Total Hours	14-15

Fall		Spring	
<u>SOC 1003 Introductory Sociology or PSY 2003 General Psychology</u>	3	<u>COMM 2003 or 2173 Communication</u>	3
<u>CHEM 3254 Fundamentals of Organic Chemistry</u>	4	<u>Social Sciences</u> ¹	3
<u>BIOL 2134 Principles of Botany</u>	4	<u>CHEM 3264 Mechanistic Organic Chemistry</u>	4
<u>COMS 2003</u>	3	<u>BIOL 2014 Human Anatomy</u>	4
Major Support Course Elective ²	3	Statistics ³	3
Total Hours	17	Total Hours	17

Fall		Spring	
<u>Fine Arts & Humanities</u> ¹	3	<u>Fine Arts & Humanities</u> ¹	3
<u>PHYS 2014 Physical Principles I</u>	4	<u>U.S. History/Government</u> ¹	3
<u>BIOL 3074 Human Physiology</u>	4	<u>PHYS 2024 Physical Principles II</u>	4
<u>BIOL 3054 Microbiology</u>	4	<u>BIOL 3034 Genetics</u>	4
		BioMed Elective ^{4,5}	3-4
Total Hours	15	Total Hours	17-18

Fall		Spring	
<u>BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology</u>	4	<u>BIOL 4891 Seminar in Biology</u>	1
BioMed Elective ^{4,5}	6-8	BioMed Elective ^{4,5}	3-4
Electives (as needed to reach a total of 120 hours for graduation ⁵ . See ² for highly recommended courses)	3	Electives (as needed to reach a total of 120 hours for graduation ⁵ . See ² for highly recommended courses)	9-8
Total Hours	13-15	Total Hours	13-15 12-13

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

²Major Support Course Elective courses include: AHS 2013 Medical Terminology, BIOL 4064 Evolutionary Biology, CHEM 3344 Principles of Biochemistry, CHEM 3363 Metabolic Biochemistry, PE 2513 First Aid, PHIL 3103 Logic, PSY 2033 Psychology of Adjustment, PSY 3003 Abnormal Psychology, PSY/SOC 3013 Psychosocial Aspects of Death & Dying, PSY 3053 Physiological Psychology, PSY 3063 Developmental Psychology I, PSY 3163 Developmental Psychology II, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology, SOC 4013 Drugs in Society, SOC 4053 Sociology of Health and Illness or SOC 4183 Social Gerontology.

³See advisor for alternatives.

⁴See catalog to assure pre-requisites are met. See advisor to select twelve - sixteen hours (4 courses) from: BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL 3064 Parasitology, BIOL 3803 Applied Pathophysiology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4083 Cancer Biology, BIOL 4951-4 Undergraduate Research in Biology (limited to 4 total hours).

⁵ At least 40 of the total hours required for graduation must be 3000-4000 level courses..

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2018 PROPOSED BIOMED CHANGES

Included are the learning outcomes for the biology program. The highlighted courses in the outcome map are included in the proposed curriculum for the Medical Laboratory Science and Nuclear Medicine programs.

The students in these two programs will be included in the standard assessment of learning outcomes. In addition to assessing our standard program learning outcomes, we will also ask for feedback from Baptist Health and Mercy Hospital to help evaluate if our students are prepared for the advanced course work provided by these institutions.

Curriculum Mapping for Biology Major

Biology Learning Outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
 - a. Lab report rubric (Still, Dalton)
 - i. introduced in 1114
 - ii. reinforced in 2124, 2134, 3034
 - iii. mastery in 4033, 4074
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
 - a. Risk benefit analysis rubric (Bowman, Eker)
 - i. introduced in 1114
 - ii. reinforced in 2134, 3074, 3174
 - iii. mastery in 4074, 3114, 4094
3. Students will be able to describe characteristics and diversity of life.
 - a. Diversity of life rubric (Chaney)
 - i. introduced in 1114
 - ii. reinforced in 2014, 2124, 2134, 3034, 3054
 - iii. mastery in 4033, 4074, 3074, 3114, 3174, 4094
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
 - a. Will begin with microscopy rubric (Jacobs, Curran) other techniques like safety and dissection will be added at a later time
 - i. introduced in 1114
 - ii. reinforced in 2134, 3034, 2014, 3074, 3174
 - iii. mastery in 3074, 3054
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats
 - a. Critical evaluation of the scientific literature rubric (Tedford, Barron)
 - i. introduced in 2124, 2134
 - ii. reinforced in 3034, 4033, 3074, 3174
 - iii. mastery in 4891, 4074, 3114, 4094

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R/M	I (Dissection)	I/R
BIOL 2134	R	R	R/M	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	R	R	R

BIOL 4891					M
Cell Elective					
BIOL 3054		?	R/M (Cells)	M (Microscopy, sterile procedures, etc)	
BIOL 4023					
BIOL 4033	M		M (Cells)	I/R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	R/M	R	R
BIOL 3124					
BIOL 3174	R	R	R/M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	R/M	M (Ecological)	M (Organismal)	I/R (Field Techniques)	R/M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce R=Reinforce M=Mastery

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 & Department of Communication & Journalism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Modify the Curriculum in Bachelors in Biology Biomedical, as follows: a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications; and b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking.	

Department Head Signature: _____



Date: 9.12.18

Tammy Weaver

From: Luay A. Wahsheh
Sent: Tuesday, September 25, 2018 8:13 AM
To: Tammy Weaver
Cc: John Jackson
Subject: Re: Curriculum Proposal Dept Support Forms

Hi Tammy. There is no need for an apology, it's OK. The prerequisite of COMS 2003 is COMS 1003 or BUAD 2003. In order to avoid any confusion, I suggest changing the wording in the proposal request to indicate not only COMS 2003, but also its prerequisite, which will be a total of six credit hours, not three credit hours as listed in the request. The students may earn credit for COMS 1003 by passing the exam over the content of that course. The information for that exam is available at <http://cs.atu.edu/coms1003/index.php>.

Thanks.

Luay

Dr. Luay A. Wahsheh
Department Head and Professor

Department of Computer and Information Science
Corley Hall, Room 201-C
College of Engineering and Applied Sciences
Arkansas Tech University
1811 North Boulder Avenue
Russellville, Arkansas 72801

(479)964-0876
or (479)964-0583, Ext. 4463
lwahsheh@atu.edu
<https://www.atu.edu/cis/>

From: Tammy Weaver
Sent: Monday, September 24, 2018 3:52 PM
To: Luay A. Wahsheh
Cc: John Jackson
Subject: FW: Curriculum Proposal Dept Support Forms

Dr. Wahsheh

I must apologize. I sent this request to the wrong person. Please review the attached request for Departmental Support for the change in the BS-Biomedical curriculum.

The program is wanting to modify the Curriculum in Bachelors in Biology Biomedical, as follows:

- a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer

- Applications; and
- b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking.

If you can support this change, please email me your response and I will forward to the Curriculum Committee. They meet on Tuesday, September 25, at 3 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>



From: Tammy Weaver
Sent: Tuesday, September 11, 2018 10:35 AM
To: Dr. John Jackson <jjackson@atu.edu>
Cc: Jeanine Myers <jmyers32@atu.edu>; Anthony Caton <acaton@atu.edu>; David Ward <dward@atu.edu>; Allison Rasmusson <arasmusson@atu.edu>
Subject: Curriculum Proposal Dept Support Forms

Dr. Jackson

Because of the changes to Biology Biomedical, please provide a Department Support Form from Computer Science and Communication/Journalism Departments. Because of the changes to Medical Laboratory Science, please provide a Department Support Form from Math and Behavioral Sciences Departments. We can use the forms from Communication/Journalism, Math and Behavioral Sciences Departments for both the Medical Laboratory Science and the Nuclear Medicine Technology programs.

The signed support forms can be sent back to me by email. Thanks.

Tammy

Tammy Weaver, Registrar

Tammy Weaver

From: Tammy Weaver
Sent: Tuesday, September 11, 2018 10:35 AM
To: Dr. John Jackson
Cc: Jeanine Myers; Anthony Caton; David Ward; Allison Rasmusson
Subject: Curriculum Proposal Dept Support Forms
Attachments: Dept Support Biology Biomed.docx; Dept Support MEDT and NUMT.docx

Dr. Jackson

Because of the changes to Biology Biomedical, please provide a Department Support Form from Computer Science and Communication/Journalism Departments. Because of the changes to Medical Laboratory Science, please provide a Department Support Form from Math and Behavioral Sciences Departments. We can use the forms from Communication/Journalism, Math and Behavioral Sciences Departments for both the Medical Laboratory Science and the Nuclear Medicine Technology programs.

The signed support forms can be sent back to me by email. 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

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Biological Sciences	6/13/2018

Title	Signature	Date
Department Head	<i>[Signature]</i>	7/17/18
Dean	<i>[Signature]</i>	2018 July 18
Assessment	<i>[Signature]</i>	7/30/18
Registrar	<i>[Signature]</i>	8/8/18
Graduate Dean (Graduate Proposals Only)	NA	/
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	NA /
Teacher Education Committee (Graduate or Undergraduate Proposals)	NA /
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	10/9/18 AS
Graduate Council (Graduate Proposals Only)	NA /

Program Title: Medical Technology (Name change to Medical Laboratory Science)

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

1. Change name from Medical Technology to Medical Laboratory Science
 2. Delete BIOL 2124 Principles of Zoology
 3. Delete Math 1203 Plane Trigonometry
 4. Delete BIOL 2004 Basic Human Anatomy and Physiology
 5. Delete BIOL 2022 Medical Laboratory Orientation and Instrumentation Laboratory
 6. Delete BIOL 2023 Medical Laboratory Orientation and Instrumentation
 7. Delete PSY 2003 General Psychology
 8. Add Speech Communication course as a general education
 9. ~~Add BIOL 3054 Microbiology~~
 10. Add BIOL 2014 Human Anatomy
 11. Add BIOL 3074 Human Physiology
 12. Add CHEM 3254 Fundamentals of Organic Chemistry
 13. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences
 14. Biology Electives: ~~delete BIOL 3054 Microbiology~~, add BIOL 2124 Principles of Zoology
 15. Chemistry Electives: delete CHEM 2204 Organic Physiological Chemistry, delete CHEM 3254 Fundamentals of Organic Chemistry
16. *Modify Footnote 2.*

What impact will the change have on staffing, on other programs and space allocation? **None, all of the courses deleted are either not currently taught, supported by students with a different major, or have been moved to an elective. All of the courses added are currently taught and required or an elective for the Biology major that is the primary major to Medical Laboratory Science.**

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **These changes are being implemented to improve student success and excellence in Medical Laboratory Science and expands on the technological traditions of Arkansas Tech University.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The School of Medical Laboratory Science at Baptist Health College Little Rock and Mercy Hospital in Joplin, MO have modified their course entrance requirements and program title. As a result, the 3 plus 1 BS in Medical Laboratory Science (Medical Technology) curriculum needed the adjustments outlined below.**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **The curriculum aligns with current knowledge base and skills needed to be successful during the final year at the affiliate institution and during employment.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **As mentioned above, these changes are being implemented as a result of admission changes to affiliate institutions that are a result of knowledge base changes in the profession.**

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

Curriculum Matrix for Catalog Curriculum in Medical Laboratory Science	
<p>Freshman Fall Semester</p> <p>Add/Change: Social Sciences</p> <p>Delete: BIOL 2124 and CHEM 2124</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change: CHEM 2124, AHS 2013, and Social Sciences</p> <p>Delete: BIOL 2004, Math 1203, and CHEM 2134</p> <p>Total Hours: 13</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Speech Communication, CHEM 2134, and BIOL 3054</p> <p>Delete: Fine Arts & Humanities, BIOL 2022, BIOL 2023, AHS 2013</p> <p>Total Hours: 14</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: BIOL 2014, CHEM 3254, MATH 2163 or PSY 2053, General Elective 2 to 3 hours</p> <p>Delete: Social Sciences 6 credits, Fine Arts & Humanities, PSY 2003</p> <p>Total Hours: 13 to 14</p>
<p>Junior Fall Semester</p> <p>Add/Change: Fine Arts & Humanities, BIOL 3073, BIOL Elective 3 or 4 credits, CHEM Elective 4 or 5 credits</p> <p>Delete: All that currently exists</p> <p>Total Hours: 14 to 16</p>	<p>Junior Spring Semester</p> <p>Add/Change: Fine Arts & Humanities, BIOL Elective 3 or 4 credits, CHEM Elective 4 or 5 credits, General Elective 2 to 3 credits</p> <p>Delete: All that currently exists</p> <p>Total Hours: 12 to 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>

- 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. **Similar changes have been incorporated in other partner 3 plus 1 universities. For example, the current University of Central Arkansas curriculum can be found at the website:**
<http://uca.edu/academicmaps/files/2017/04/2017-mlabsci-bs-4yr.pdf>
- 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 major will be using the same assessment plan as the BS in Biology. This plan is currently being reviewed and will be completed during the 2018-2019 academic year.**

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.

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

(No change in program curriculum, option/emphasis or organizational structure)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title: **Dr. John Jackson, Ph.D., Head Department of Biological Sciences**
3. Phone number/e-mail address: **479 964-3226 jjackson@atu.edu**
4. Proposed effective date: **August 2019**
5. Current title of degree/certificate program: **Bachelor of Science**
6. Current title of major or option: **Medical Technology**
7. Current title of organizational unit: **Department of Biological Sciences**
8. Proposed name of certificate/degree: **Bachelor of Science (no change)**
9. Proposed name of major or option: **Medical Laboratory Science**
10. Semester credit hours for proposed major or option: **120 (no change)**
11. Proposed name of organizational unit: **Department of Biological Sciences (no change)**
12. Program CIP Code: **51.1005**
13. Degree/Department Code: **Degree Code 2890 and Department Code 0830**
14. Reason for proposed action: **The School of Medical Laboratory Science at Baptist Health College Little Rock and Mercy Hospital in Joplin, MO have modified their course entrance requirements and program name. As a result, the 3 plus 1 BS in Medical Technology is proposing a name change to Medical Laboratory Science to align with the affiliates.**
- 15.
16. Provide the curriculum/credits for the certificate/degree/major/option listed above. **(See Attached)**
17. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Medical Laboratory Science (Formally Medical Technology) 120 Credits

Freshman

Fall	ENGL 2013 <u>Composition I</u>	3	Spring	ENGL 1023 <u>Composition II</u>	3
	BIOL 1011 <u>Orientation to the Biological Sciences</u>	1		AHS 2013 <u>Medical Terminology</u>	3
	BIOL 1114 <u>Principles of Biology</u>	4		CHEM 2124 <u>General Chemistry I</u>	4
	MATH 1113 <u>College Algebra</u>	3		<u>Social Sciences</u>	3
	<u>Social Sciences</u>	3			
	Total Hours	14		Total Hours	13

Sophomore

Fall			Spring	BIOL 2014 <u>Human Anatomy</u>	4
				CHEM 3254 <u>Fundamentals of Organic Chemistry</u>	4
				MATH 2163 <u>Statistics (or PSY 2053)</u>	3
				<u>General Elective</u>	2 to 3
				Total Hours	13 to 14

Junior

Fall			Spring		
				<u>Fine Arts & Humanities</u>	3
	BIOL 3074 <u>Human Physiology</u>	4		BIOL Elective	3 or 4
	BIOL Elective	3 or 4		CHEM Elective	4 or 5
	CHEM Elective	4 or 5		<u>General Elective</u>	2 to 3
	Total Hours	14 to 16		Total Hours	12 to 15

Senior

MEDT 4001-9	38	
Total Hours	38	

Curriculum Mapping for Biology Major

Biology Learning Outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
 - a. Lab report rubric (Still, Dalton)
 - i. introduced in 1114
 - ii. reinforced in 2124, 2134, 3034
 - iii. mastery in 4033, 4074
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
 - a. Risk benefit analysis rubric (Bowman, Eker)
 - i. introduced in 1114
 - ii. reinforced in 2134, 3074, 3174
 - iii. mastery in 4074, 3114, 4094
3. Students will be able to describe characteristics and diversity of life.
 - a. Diversity of life rubric (Chaney)
 - i. introduced in 1114
 - ii. reinforced in 2124, 2134, 3034, 3054
 - iii. mastery in 4033, 4074, 3074, 3114, 3174, 4094
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
 - a. Will begin with microscopy rubric (Jacobs, Curran) other techniques like safety and dissection will be added at a later time
 - i. introduced in 1114
 - ii. reinforced in 2134, 3034, 3074, 3174
 - iii. mastery in 3074, 3054
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats
 - a. Critical evaluation of the scientific literature rubric (Tedford, Barron)
 - i. introduced in 2124, 2134
 - ii. reinforced in 3034, 4033, 3074, 3174
 - iii. mastery in 4891, 4074, 3114, 4094

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R/M	I (Dissection)	I/R
BIOL 2134	R	R	R/M	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	R	R	R

BIOL 4891					M
Cell Elective					
BIOL 3054		?	R/M (Cells)	M (Microscopy, sterile procedures, etc)	
BIOL 4023					
BIOL 4033	M		M (Cells)	I/R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	R/M	R	R
BIOL 3124					
BIOL 3174	R	R	R/M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	R/M	M (Ecological)	M (Organismal)	I/R (Field Techniques)	R/M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce R=Reinforce M=Mastery

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: Modify the Curriculum in Medical Laboratory Science, as follows: a. Add Speech Communication course as a general education; b. Delete PSY 2003 General Psychology; c. Delete Math 1203 Plane Trigonometry; and d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences. Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature: _____

Date: Sept 11, 2018

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Modify the Curriculum in Medical Laboratory Science, as follows: a. Add Speech Communication course as a general education; b. Delete PSY 2003 General Psychology; c. Delete Math 1203 Plane Trigonometry; and d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences. Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature:

Jeanie L. Myers

Date:

9/11/18

Architect Selected for Proposed Project

December 13, 2018

Crafton Tull was selected as the architecture firm for a planned navigation and drainage improvement project on the Arkansas Tech University campus in Russellville during the ATU Board of Trustees meeting at Ross Pendergraft Library and Technology Center on Thursday, Dec. 13.

Trustees reviewed a memorandum from Brian Lasey, director of physical plant at ATU, in which he reported that the architect selection committee recommended Crafton Tull based upon its "experience with roadways, landscaping and coordination with the Arkansas Department of Transportation that stood out amongst the other firms."

The scope of the proposed project includes a new campus entrance near Tucker Coliseum, enhanced campus wayfinding and drainage improvements at the intersection of North Arkansas Avenue and West O Street.

In tandem with the architect selection, trustees also approved a resolution granting ATU President Dr. Robin E. Bowen or her designee the authorization to execute all appropriate agreements and contracts necessary to expedite the construction of the project as well as requesting that the Arkansas Department of Transportation initiate action to implement the project.

In other business on Thursday, the ATU Board of Trustees approved:

- *a resolution for issuance of a student fee revenue bond in the amount of \$4 million to complete the funding for phase one of ongoing and planned energy efficiency initiatives at the university;
- *purchase of an 84-acre tract adjacent to current university property in the 1600 block of North Phoenix Avenue in Russellville at a cost of \$320,000 with funding from the unappropriated educational and general fund balance;
- *a proposal to change the name of the ATU Department of Accounting and Economics to become the ATU Department of Accounting, Finance and Economics;
- *implementation of new concentrations in digital marketing and business data analytics within the existing Master of Business Administration degree;
- *a proposal to rename the Bachelor of Science degree in medical technology to become the Bachelor of Science degree in medical laboratory science;
- *and a proposal to reconfigure the Bachelor of Science degree in medical laboratory science into a Bachelor of Science degree in nuclear medicine technology effective summer 2019.

In personnel matters, trustees approved the following full-time staff and faculty appointments:

*Sabrina Billee, assistant director of transfer recruitment, effective Nov. 26, 2018; Dr. Linda Birkner, assistant vice president for administration and finance, effective Nov. 1, 2018; Dr. Dana L. Fox, dean of the Graduate College and professor of education, effective July 1, 2019; Emily Loof, assistant director of athletic communications, effective Nov. 19, 2018; Dr. Kimberly Luzius, assistant director of graduate enrollment management, effective Jan. 14, 2019; Joshua Root, counselor, effective Dec. 13, 2018; David Sorrells, visiting workforce education faculty in welding technology at ATU-Ozark, effective Jan. 7, 2019; KaShema Washington, coordinator of testing services, effective Nov. 2, 2018; and Alisha Williams, director of corporate and foundation relations, effective Nov. 1, 2018.

The board accepted the resignations of the following ATU employees:

*Robert Condley, campus maintenance supervisor for landscape and grounds, effective Jan. 2, 2019; Amy Kinard, accounting manager, effective Nov. 16, 2018; Dr. Michael Murders, chief academic officer at ATU-Ozark, effective Jan. 2, 2019; Samantha Piechocinski, area coordinator for residence life, effective Nov. 2, 2018; and Dr. Dawn Ward, professor of art, effective Dec. 31, 2018.

The ATU Board of Trustees gave its approval for the non-renewal of the contract of Raymond Monica, head football coach, beyond Dec. 31, 2018.

The board accepted the retirements of faculty members Dr. David Middleton and Dr. Ardith Morris.

Middleton, professor of computer and information science, will retire on May 11, 2019, following 21 years at ATU. Morris, professor of communication and theatre, will retire on May 20, 2019, after 37 years at ATU.

<https://www.arkansastechnews.com/architect-selected-for-proposed-project/>



Arkansas Department of Higher Education

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

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

May 16, 2019

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

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

RE: Program Approval

On April 19, 2019, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Option, Concentration, Emphasis or Minor

Concentration in Business Data Analytics in the Master of Business Administration (DC 5581; CIP 52.0201; 12 credit hours; 100% online; Summer 2019)

Concentration in Digital Marketing in the Master of Business Administration (DC 5581; CIP 52.0201; 12 credit hours; 100% online; Summer 2019)

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Bachelor of Science in Business Administration in Economics & Finance (DC 2460; CIP 52.601) reconfigured to create the Bachelor of Science in Business Administration in Finance (DC 2580; CIP 52.0801; 120 credit hours; Fall 2019)

Reconfiguration of Existing Certificate/Degree Program, Name and CIP Code Change

Bachelor of Science in Medical Technology (DC 2890; CIP 51.1005) reconfigured and changed to create the Bachelor of Science in Medical Laboratory Science (DC 2890; CIP 51.0905; 120 credit hours; Summer 2019)

Reorganization of Existing Organizational Unit

Department of Accounting and Economics (Department Code 0580) changed to Department of Accounting, Finance and Economics (Department Code 0580; Fall 2019)

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

DC – Degree Code



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RECONFIGURATION OF EXISTING DEGREE PROGRAM

Modification to Create New Degree
(75% of coursework from existing degree)

ADHE LETTER OF NOTIFICATION – 11M

Department Initiating Proposal	Date
Department of Biological Sciences	7/20/2018

Title	Signature	Date
Department Head		7/20/18
Dean		2018 July 23
Assessment		8-2-18
Registrar		8/8/18
Graduate Dean (Graduate Proposals Only)	NA	NA
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	NA
Teacher Education Committee (Graduate or Undergraduate Proposals)	NA
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	10/9/18 <i>AS</i>
Graduate Council (Graduate Proposals Only)	NA

Program Title: B.S. Nuclear Medicine Technology

LETTER OF NOTIFICATION – 11M

RECONFIGURATION OF EXISTING DEGREE PROGRAMS

Modification to Create New Degree
(75% of coursework from existing degree)

1. Institution submitting request:
Arkansas Tech University
2. Contact person/title:
Dr. John Jackson, Ph.D.
Head, Department of Biological Sciences
3. Title(s) of degree programs to be modified:
B.S. Medical Technology (Changing name to Medical Laboratory Science)
4. Current CIP Code(s):
51.1005
5. Current Degree Code(s):
2890
6. Proposed title of modified program:
B.S. Nuclear Medicine Technology
7. Proposed CIP Code for new program:
51.0905
8. Proposed Effective Date(Term/Year):
Summer/2019
9. Reason for proposed consolidation/reconfiguration:
The B.S. Nuclear Medicine Technology degree would be a 3+1 program with an affiliation through Baptist Health Colleges Little Rock. ATU currently has a 3+1 program leading to a B.S. Medical Technology (Medical Laboratory Science) degree with Baptist Health in Little Rock, AR and Mercy Hospital in Joplin, MO. This would be an additional option for students who desire a high paying career in the health fields without requiring graduate degrees or professional school. The degree program would comprise three years at ATU utilizing already existing courses and schedules, followed by a senior year of study at Baptist Health College. The proposed Nuclear Medicine Technology curriculum is very similar to the existing Medical Technology curriculum. The main differences include the addition of two physics courses accompanied with two fewer chemistry courses. The Baptist Health programs enroll approximately a dozen students per year in each of their programs (Medical Laboratory Science, Radiography, Histotechnology, Nuclear Medicine Technology, etc.) and recruit them from around the state. They rely on 2-3 students per affiliated university per year to supply the cohorts each year to their programs.
10. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. List *new courses* (in italics) and provide new course descriptions. Underline required general education core courses and mark courses offered by distance technology with an *asterisk.
See Attached
11. Institutional curriculum committee review/approval date:

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12. Provide current and proposed organizational chart.
See Attached
13. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, identify the mode of distance delivery.
This degree will be offered on-campus for three years with the final year at Baptist Health College, Little Rock AR or other affiliate.
14. Identify mode of distance delivery or the off-campus location for the proposed program.
The final year of this 3+1 program will be at Baptist Health College, Little Rock AR or other affiliate.
15. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (For example: A program offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).
NA
16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.
See Attached
17. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.
**University of Central Arkansas
Southern Arkansas University
Henderson State University**
18. Provide scheduled program review date (within 10 years of program implementation).
The Nuclear Medicine Technology program review will occur as part of the next Biology program review in 2022-2023.
19. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Item 10.

Medical Laboratory Science (Formally Medical Technology) 120 Credits

Freshman

Fall	<u>ENGL 1013 Composition I</u>	3	Spring	<u>ENGL 1023 Composition II</u>	3
	BIOL 1011 Orientation to the Biological Sciences	1		AHS 2013 Medical Terminology	3
	BIOL 1114 Principles of Biology	4		CHEM 2124 General Chemistry I	4
	MATH 1113 <u>College Algebra</u>	3		<u>Social Sciences</u>	3
	<u>Social Sciences</u>	3			
	Total Hours	14		Total Hours	13

Sophomore

Fall	<u>U.S. History/Government</u>	3	Spring	BIOL 2014 Human Anatomy	4
	<u>Speech Communication</u>	3		CHEM 3254 Fundamentals of Organic Chemistry	4
	CHEM 2134 General Chemistry II	4		MATH 2163 Statistics (or PSY 2053)	3
	BIOL 3054 Microbiology	4		General Elective	2 to 3
	Total Hours	14		Total Hours	13 to 14

Junior

Fall	<u>Fine Arts & Humanities</u>	3	Spring	<u>Fine Arts & Humanities</u>	3
	BIOL 3074 Human Physiology	4		BIOL Elective	3 or 4
	BIOL Elective	3 or 4		CHEM Elective	4 or 5
	CHEM Elective	4 or 5		General Elective	2 to 3
	Total Hours	14 to 16		Total Hours	12 to 15

Senior

MEDT 4001-9	38
-------------	----

Total Hours

38

Item 10.
Nuclear Medicine Technology (Proposed Curriculum 120 total Credits)

Freshman

Fall	<u>ENGL 1013</u> <u>Composition I</u>	3	Spring	<u>ENGL 1023</u> <u>Composition II</u>	3
	BIOL 1011 Orientation to the Biological Sciences	1		AHS 2013 Medical Terminology	3
	BIOL 1114 Principles of Biology	4		CHEM 2124 General Chemistry I	4
	MATH 1113 <u>College Algebra</u>	3		<u>Social Sciences</u>	3
	<u>Social Sciences</u>	3		General Elective	3
	Total Hours	14		Total Hours	16

Sophomore

Fall	<u>U.S. History/Government</u>	3	Spring	<u>Fine Arts & Humanities</u>	3
	<u>Speech Communication</u>	3		BIOL 2014 Human Anatomy	4
	CHEM 2134 General Chemistry II	4		BIOL Elective	3 to 4
	MATH 2163 Statistics (or PSY 2053)	3		General Elective	3
	Total Hours	13		Total Hours	13 to 14

Junior

Fall	<u>Fine Arts & Humanities</u>	3	Spring	PHYS 2024 Physical Principles II	4
	PHYS 2014 Physical Principles I	4		BIOL Elective	4
	BIOL 3074 Human Physiology	4		General Elective	4
	BIOL Elective	3 or 4			
	Total Hours	14 or 15		Total Hours	12

Senior

NUMT 4001-9	38
Total Hours	38

Medical Laboratory Science	Credits	Nuclear Medicine Technology	Credits
ENGL 1013	3	ENGL 1013	3
ENGL 1023	3	ENGL 1023	3
US HIST/GOVT	3	US HIST/GOVT	3
SOC SCI	3	SOC SCI	3
SOC SCI	3	SOC SCI	3
SPEECH COMMUNICATION	3	SPEECH COMMUNICATION	3
FINE ART/HUM	3	FINE ART/HUM	3
FINE ART/HUM	3	FINE ART/HUM	3
BIOL 1011 (Orientation)	1	BIOL 1011 (Orientation)	1
BIOL 1114 (Principles of Biology)	4	BIOL 1114 (Principles of Biology)	4
BIOL 2014 (Human Anatomy)	4	BIOL 2014 (Human Anatomy)	4
BIOL 3074 (Human Physiology)	4	BIOL 3074 (Human Physiology)	4
BIOL 3054 (Microbiology)	4		
Biology Electives:	6 to 8	Biology Electives:	10 to 12
BIOL 3034 (Genetics)		BIOL 3034 (Genetics)	
BIOL 3064 (Parasitology)		BIOL 3064 (Parasitology)	
BIOL 4023 (Immunology)		BIOL 4023 (Immunology)	
BIOL 4033 (Cell Biology)		BIOL 4033 (Cell Biology)	
BIOL 3054 (Microbiology)		BIOL 3054 (Microbiology)	
MATH 1113 (Algebra)	3	MATH 1113 (Algebra)	3
MATH 2163 or PSY 2053 (Statistics)	3	MATH 2163 or PSY 2053 (Statistics)	3
AHS 2013 (Medical Terminology)	3	AHS 2013 (Medical Terminology)	3
CHEM 2124/2120 (Chemistry I)	4	CHEM 2124/2120 (Chemistry I)	4
CHEM 2134/2130 (Chemistry II)	4	CHEM 2134/2130 (Chemistry II)	4
CHEM 3254 (Fundamentals of Organic Chemistry)	4		
Chemistry Electives:	8 to 9	PHYS 2014 (Physical Principles I)	4
CHEM 3245 (Quantitative Analysis)		PHYS 2024 (Physical Principles II)	4
CHEM 3264 (Mechanistic Organic Chemistry)			
CHEM 3344 (Principles of Biochemistry)			
CHEM 4414 (Instrumental Analysis)			
General Electives	3 to 6	General Electives	8 to 11
MEDT 4001-9	38	NUMT 4001-9	38
Total Credits	120		120

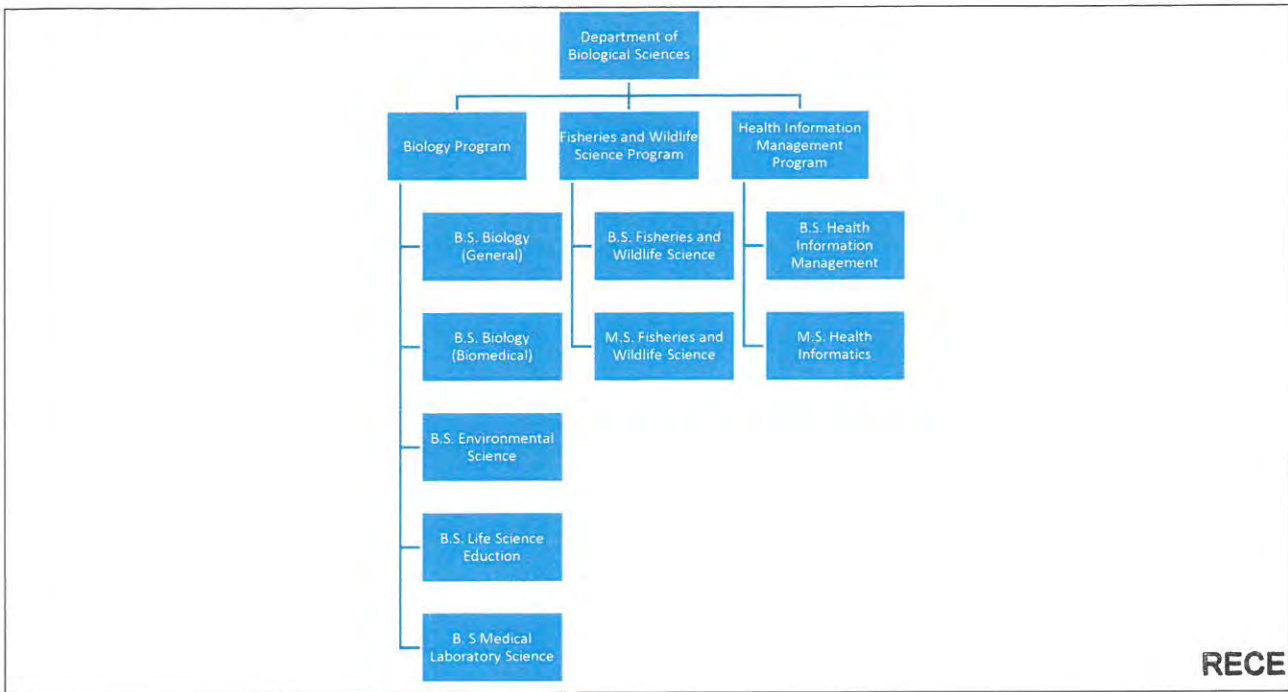
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Registrar's Office

Item Number 12.

Current Organizational Chart

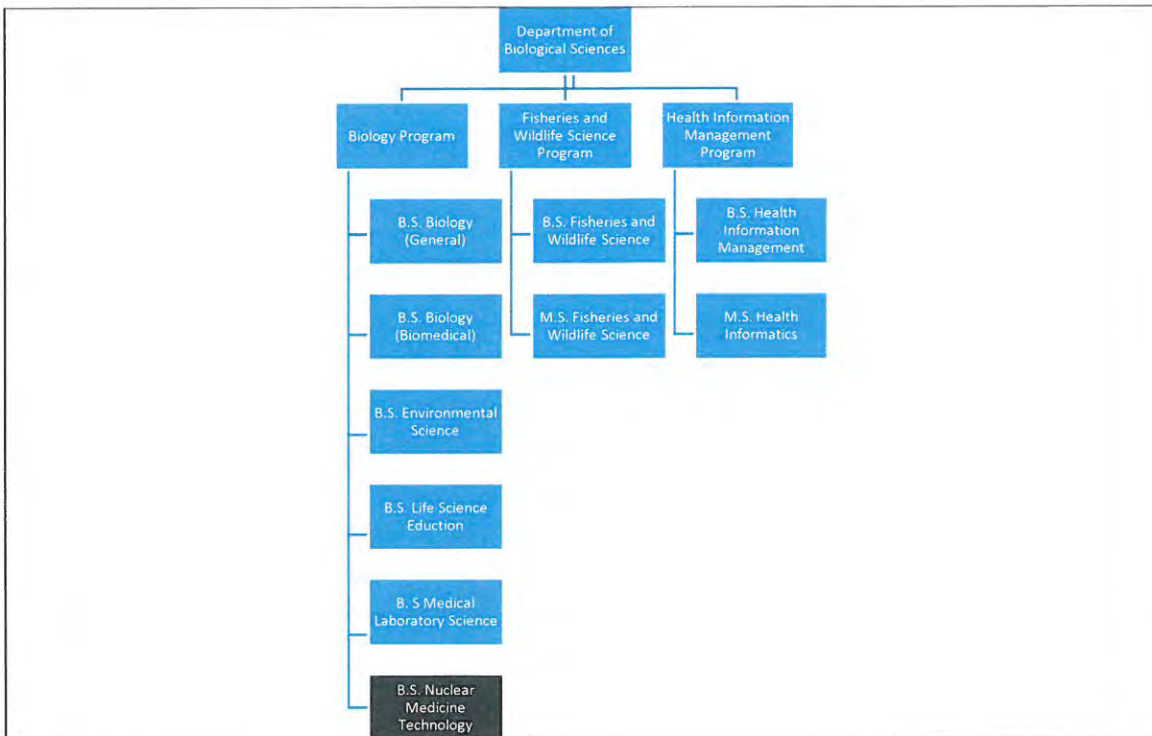


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Proposed Organizational Chart

Registrar's Office



John Jackson

From: John Jackson
Sent: Sunday, July 22, 2018 12:13 PM
To: 'emogenef@uca.edu'; 'semckay@saumag.edu'; 'odonnej@hsu.edu'
Subject: BS Degree in Nuclear Medicine Technology
Attachments: Letter of Notification to Other Institutions.docx

July 22, 2018

Dear Colleagues,
Arkansas Tech University would like to inform you of our intent to develop a BS degree in Nuclear Medicine Technology. This addition will complement our current BS in Medical Laboratory Science. This degree is not expected to require any significant additional resources. It will, however, provide an additional career path for our students. Similar to Medical Laboratory Science, we plan to partner and develop affiliations for the final year of the curriculum.

Sincerely,

Dr. John Jackson
Professor of Fisheries
Head, Department of Biological Sciences
Arkansas Tech University
34D McEver
1701 North Boulder Ave.
Russellville, AR 72801
479 964-3226

RECEIVED

JUL 23 2018

Registrar's Office

Included are the learning outcomes for the biology program. The highlighted courses in the outcome map are included in the proposed curriculum for the Medical Laboratory Science and Nuclear Medicine programs.

The students in these two programs will be included in the standard assessment of learning outcomes. In addition to assessing our standard program learning outcomes, we will also ask for feedback from Baptist Health and Mercy Hospital to help evaluate if our students are prepared for the advanced course work provided by these institutions.

Curriculum Mapping for Biology Major

Biology Learning Outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
 - a. Lab report rubric (Still, Dalton)
 - i. introduced in 1114
 - ii. reinforced in 2124, 2134, 3034
 - iii. mastery in 4033, 4074
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
 - a. Risk benefit analysis rubric (Bowman, Eker)
 - i. introduced in 1114
 - ii. reinforced in 2134, 3074, 3174
 - iii. mastery in 4074, 3114, 4094
3. Students will be able to describe characteristics and diversity of life.
 - a. Diversity of life rubric (Chaney)
 - i. introduced in 1114
 - ii. reinforced in 2014, 2124, 2134, 3034, 3054
 - iii. mastery in 4033, 4074, 3074, 3114, 3174, 4094
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
 - a. Will begin with microscopy rubric (Jacobs, Curran) other techniques like safety and dissection will be added at a later time
 - i. introduced in 1114
 - ii. reinforced in 2134, 3034, 2014, 3074, 3174
 - iii. mastery in 3074, 3054
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats
 - a. Critical evaluation of the scientific literature rubric (Tedford, Barron)
 - i. introduced in 2124, 2134
 - ii. reinforced in 3034, 4033, 3074, 3174
 - iii. mastery in 4891, 4074, 3114, 4094

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R/M	I (Dissection)	I/R
BIOL 2134	R	R	R/M	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	R	R	R

BIOL 4891					M
Cell Elective					
BIOL 3054		?	R/M (Cells)	M (Microscopy, sterile procedures, etc)	
BIOL 4023					
BIOL 4033	M		M (Cells)	I/R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	R/M	R	R
BIOL 3124					
BIOL 3174	R	R	R/M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	R/M	M (Ecological)	M (Organismal)	I/R (Field Techniques)	R/M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce R=Reinforce M=Mastery

Proposed Title:B.S. Nuclear Medicine Technology

Proposed Effective Date: After all internal and external approval processes are completed.

I. Justification

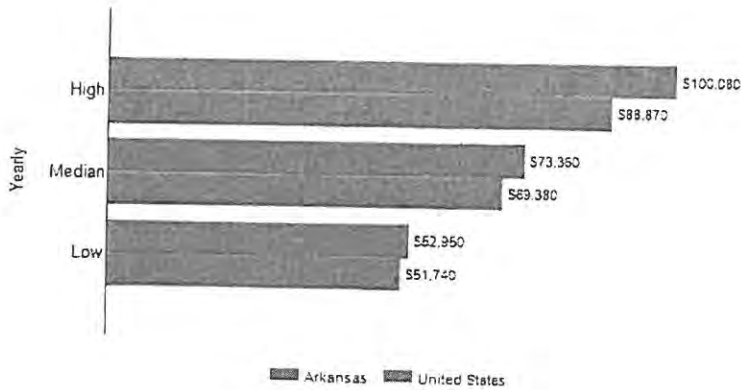
The B.S. Nuclear Medicine Technology degree would be a 3+1 program with an affiliation through Baptist Health Colleges Little Rock. ATU currently has a 3+1 program leading to a B.S. Medical Laboratory Sciences degree with Baptist Health in Little Rock and St. Joseph’s in Joplin. This would be an additional option for students who desire a high paying career in the health fields without requiring graduate degrees or professional school. The degree program comprises three years at ATU utilizing already existing courses and schedules, followed by a senior year of study at Baptist Health College in Little Rock. The Baptist Health programs enroll approximately a dozen students per year in each of their programs (Medical Lab Technology, Radiography, Histotechnology, Nuclear Medicine Technology, etc.) and recruit them from around the state. They rely on 2-3 students per affiliated university per year to supply the cohorts each year to their programs.

II. Preliminary Needs Assessment

United States	Employment		Percent Change	Projected Annual Job Openings *
	2014	2024		
Nuclear Medicine Technologists	20,700	21,000	+2%	420
Arkansas	Employment		Percent Change	Projected Annual Job Openings ¹
	2014	2024		
Nuclear Medicine Technologists	150	150	+1%	0

*Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey
 State Data Source: Arkansas Data Analysis



Annual yearly salaries NMT.

See Amendment
on next
page

III Curriculum: Nuclear Medicine Technology	
Semester 1	14 hrs
ENGL 1013- Composition I	3
BIOL 1011- Orientation to the Biological Sciences	1
BIOL 1114-Principles of Biological Sciences	4
Social Science for General Education Elective	3
<u>MATH 1113- College Algebra</u>	<u>3</u>
Semester 2	16 hrs
ENGL 1023- Composition II	3
Social Science for General Education Elective	3
BIOL 2124-Zoology	4
COMS (computer science elective)	3
<u>MATH 1203- Plane Trigonometry</u>	<u>3</u>
Semester 3	14 hrs
U.S. History & Government	3
CHEM 2124/2120- General Chemistry I	4
BIOL 2134-Botany	4
<u>AHS 2013-Medical Terminology</u>	<u>3</u>
Semester 4	17 hrs
Fine Arts & Humanities for General Education Elective	6
CHEM 2134/2130- General Chemistry II	4
BIOL 2014- Human Anatomy	4
<u>Speech Communication for General Education Elective</u>	<u>3</u>
Semester 5	14 hrs
BIOL 3074-Human Physiology	4
General elective	3
Statistics (MATH 2163 or PSY 2053)	3
<u>PHYS 2014-Physical Principles I</u>	<u>4</u>
Semester 6	16 hrs
BIOL 3114-Ecology	4
BIOL 4891-Seminar	1
BIOL 3034-Genetics	4
Fine Arts & Humanities for General Education Elective	3
<u>PHYS 2024-Physical Principles II</u>	<u>4</u>

Senior Year: 12-months at Baptist Health College in Little Rock Arkansas involving the transfer of course credits to ATU in NUMT 4001 (Nuclear Medicine Technology Professional Coursework) 30 hrs. Course work at ATU covers core courses in the biology degree & qualifies for an Associate of Arts in General Education.

IV. Cost

Nominally zero cost. This program utilizes currently existing courses being regularly taught at Arkansas Tech University.

V. Enrollment and Marketing

Student enrollment is likely to be similar to the enrollment in our current affiliated program in Medical Lab Sciences (2-4 students per year). This is the desired number of students because of the competitive nature and availability of admissions to these highly specialized programs. Current marketing would be similar to as is done with the Medical Lab Sciences degree program to pre-medical and allied health professions students.

Amendment

Semester 1	Hrs	
ENGL 1013- Comp I	3	
BIOL 1011- Orientation to the Biological Sciences	1	
BIOL 1114-Principles of Biological Sciences	4	
Social Science	3	
<u>MATH 1113- College Algebra</u>	<u>3</u>	
	14hrs	
Semester 2		
ENGL 1023- Comp II	3	
AHS 2013-Medical Terminology	3	
Social Science	3	
CHEM 2124/2120-General Chemistry I		4
<u>General Elective</u>	<u>3</u>	
	16hrs	
Semester 3		
U.S. History & Government	3	
Speech Communication	3	
CHEM 2134/2130- General Chemistry II	4	
<u>Math 2163- Statistics (or PSY 2053)</u>	<u>3</u>	
	13hrs	
Semester 4		
Fine Arts & Humanities	3	
BIOL 2014- Human Anatomy	4	
General Elective	3	
<u>BIOL Elective</u>	<u>3 or 4</u>	
	13 or 14hrs	
Semester 5		
Fine Arts & Humanities	3	
BIOL Elective	3 or 4	
BIOL 3074-Human Physiology	4	
<u>PHYS 2014-Physical Principles I</u>	<u>4</u>	
	14 or 15hrs	
Semester 6		
BIOL Elective	4	
General Elective	4	
<u>PHYS 2024-Physical Principles II</u>	<u>4</u>	
	12hrs	
Senior Year 12months		
NUMT 4001-4009 (Nuclear Medicine Technology Professional Coursework)		38hrs

*** Course work covers core for biology degree
Human anatomy & human physiology is pre-req
Physical principles 1 & 2 also a pre-req

Both can be one semester courses, but UCA & Henderson show two semester of each.

Need:

Curriculum proposal for new program, new courses for 4th year, agreement signature

***Also revise med tech to medical lab sciences

**ARKANSAS TECH UNIVERSITY
BAPTIST HEALTH COLLEGE LITTLE ROCK
BACHELORS OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY
MEMORANDUM OF UNDERSTANDING**

I. STATEMENT OF PURPOSE AND CONTACT INFORMATION

Arkansas Tech University (hereinafter University) and BAPTIST HEALTH College Little Rock-School of Nuclear Medicine Technology Little Rock, Arkansas (hereinafter Affiliate) do agree to affiliate for the purpose of offering a baccalaureate program in Nuclear Medicine. Both institutions share a common objective and responsibility for developing a high quality educational experience. It is recognized that this can best be achieved by providing maximum flexibility for both University and Affiliate in their respective areas of competence, by providing the medium for integrating the general education and professional phases of the Program, and by providing effective channels of communication between the two institutions. Thus, the institutions shall work cooperatively in the education of Technologists, culminating in the baccalaureate degree to be awarded by the University at the successful completion of the combined curricula. General education courses are defined as freshman, sophomore and junior courses offered at the University. Professional courses are didactic and clinical courses in Nuclear Medicine offered at the Affiliate during the senior year of attendance.

Arkansas Tech University Contact:

Dr. Tsunemi Yamashita
College of Natural and Health
Sciences
Arkansas Tech University
215 West 0 Street
Russellville, AR, 72801
479-968-0327
tyamashita@atu.edu

Baptist Health Schools Little Rock Contact:

Dr. Judy I Pile, Asst. Vice President, Education
11900 Colonel Glenn Road, Suite 1000
Little Rock, AR 72210
501-202-7433
judy.pile@baptist-health.org

II. PARTICIPATION OF THE UNIVERSITY

A) Admissions

Admission to the University is solely the responsibility of the University. Criteria for the admission of new and transfer students are stated in the University Catalog.

B) General Education Curriculum

The University will accept fifty seven (57) semester hours credit from the Affiliate's Nuclear Medicine Program toward the Bachelor of Science in Nuclear Medicine Degree. Candidates must complete a minimum of seventy seven (77) semester hours of general education courses prior to enrollment in the professional program.

Specific program prerequisites (See Appendix A) must be completed as well as the general education requirements of the University.

Transfer students must complete a least thirty (30) hours through the University. All general education course requirements must be completed by the end of the Summer I term prior to enrollment in the Affiliate professional program which begins each July. Students must present a statement of eligibility to apply to the professional program which has been signed by the University advisor.

C) Grading Policies of the University

The class work of the student will be rated according to the following pattern of values:

A=Superior

W=Withdrawal during the third through sixth week

B=Good

WP=Withdrawal after the sixth week with D or above

C=Average

I=Incomplete

D=Poor

F=Failing

(4 Quality Point System)

D) Tuition, Fees and Student Financial Aid

Tuition and fees for the general education curriculum are detailed in the University Catalog and apply to the general education program. Students must pay a graduation fee prior to the awarding of the Nuclear Medicine degree from the University.

For students in the bachelor degree track with the University, financial aid will be handled through the University. The Affiliate financial aid office and the University financial aid office will communicate in order to serve the student in a timely and reasonable manner.

E) Health Services

Through all enrollment, students are eligible for healthcare through the University Student Health Center as described in the University Catalog.

III. PARTICIPATION OF THE AFFILIATE

A) Admissions

Admission to the Affiliate is on a competitive basis and is determined by the Admissions Committee of the Affiliate. Applicants are required to have the results of the American College Test (ACT) with a preferred composite score of 21 or higher, and a preferred score of 21 or higher in Math & Sciences to be eligible for this program.

The Affiliate reserves the right to select applicants based on qualifications. Students or graduates from other affiliated institutions and from non-affiliated institutions may be accepted into the affiliate, in accordance with the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. The minimum and maximum number of students to be accepted from the University will be 0-9.

B) Professional Curriculum

The professional program 1 academic year. Each academic year at the Affiliate commences in July and completes in June and includes 44 weeks of instruction. There is a didactic phase and clinical phase with rotations through the areas of the Baptist Health Medical Center – Little Rock Radiology Department and other affiliated clinical sites. A listing of the professional curriculum is found in Appendix B.

C) Grading Policies of the Affiliate

The work of the student will be rated according to the following pattern of values:

A=94-100%

B=86-93%

C=77-85%

D=70-76%

F=0-69%

I=Incomplete

CR=Credit

NC=No Credit

W=Withdrawal

WX=Administrative Withdrawal

(4 Quality Point System)

Criteria for academic progress and retention are stated in the Affiliate's Student Handbook.

D) Schedule

Dates, holidays and vacation periods are given in the Affiliate's Student Handbook.

E) Tuition, Fees and Student Financial Aid

During the professional curriculum, students are required to pay tuition and fees to the Affiliate and purchase required textbooks and uniforms.

For students in the bachelor degree track with the University, financial aid will be handled through the University. The Affiliate financial aid office and the University financial aid office will communicate in order to serve the student in a timely and reasonable manner.

F) Health Care and Insurance

The Affiliate will procure and maintain such insurance as will protect the Affiliate from all acts, errors or omissions while administering this program of study. The Affiliate shall maintain general and professional liability insurance in the amount of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate per year. All private physicians and consulting fees are the student's financial responsibility, as well as emergency room costs. The Student assumes cost of hospitalization with no exception.

The Affiliate requires proof of immunization against MMR and TD, and a tuberculin skin test prior to registration. Hepatitis B immunization is recommended.

All students are strongly recommended to have personal health insurance while enrolled as a student at BHCLR.

If a student needs medical treatment during an educational experience, the student is responsible for any expenses related to the treatment. BHMC-LR Occupational Health in BHRI will provide the initial treatment for a student with a needle stick. Any additional medical treatment needed by a student will be at the student's expense. BHCLR may require a medical clearance from a student after an injury or illness to attend learning experiences.

All students are strongly recommended to have personal liability insurance while enrolled as a student at BHCLR. Many affordable options exist for students. For information on some of the options, please visit the following websites.

www.hpsso.com

www.nso.com

www.americanprofessional.com

G) Grade Reports

Grades will be reported to the University at regular grade reporting periods of the University.

H) Role of Student

The student's role during the professional curriculum is that of learner. Students are not expected to render services for patient care beyond those with educational value. Students shall not be used in lieu of professional staff, and they shall be supervised at all times according to JRCNMT standards. When financial circumstances require that a student work during the school year, or when one wishes to work for experience, consideration for voluntary and remunerated work will be made on an individual basis. The number of hours per week that may be worked will be limited by the Program Director so that it does not interfere with satisfactory school performance.

JOINT PARTICIPATION

A) Non-Discrimination

The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to employees or applicants for employment and/or students, because of race, religion, color, sex, age, physical handicap or national origin.

B) Accreditation

Both the University and the Affiliate fulfill the standards required for accreditation by nationally recognized bodies, the North Central Association of Colleges and Schools and the Joint Review Committee on Nuclear Medicine Technology, respectively, and intend to continue meeting these criteria.

C) Right of Appeal and Due Process

Each institution shall make provision for students to have due process and the right to appeal any decision made regarding academic or nonacademic matters. The steps in the appeal process are included in the University Student Handbook and the Affiliate's Student Handbook and Catalog.

D) Library, Reference Materials and Audiovisual Aids

Each institution agrees to meet at least the minimal standards of their respective accrediting bodies in regard to library holdings, reference and audiovisual materials.

E) Certification and Licensure

Upon satisfactory completion of all requirements of the Affiliate's program, the student is qualified for certification examinations given by nationally recognized certification agencies.

F) Courtesy Appointments

The Medical Director and the Program Director of the Affiliate may be granted adjunct faculty appointments in an appropriate department at the University. It is understood that any courtesy appointments to faculty and staff by the University or the Affiliate shall be without entitlement of the individual to compensation or benefits from the appointing agency.

G) Formal Meetings

Meetings between appropriate faculty members of the University and the Affiliate will be held at least annually in order to discuss current curriculum effectiveness and proposed curriculum changes and other matters of concern.

H) The Agreement shall be for a period of three (3) years commencing from the date on the signature page. The contract will renew automatically each year thereafter unless either party gives notice of termination of contract. Notice of termination must be given in writing by either party to the other, with at least a one (1) academic year advance notice. Such termination shall have no effect on students currently enrolled at the Affiliate.

V. CHOICE OF LAW, ASSIGNMENT AND ALL AGREEMENT

This Agreement shall be interpreted according to and enforced under the laws of the State of Arkansas. This Agreement may not be assigned by any party hereto without the expressed written consent of all parties.

This Agreement contains the entire agreement of all parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This Agreement may not be amended or otherwise modified, unless agreed to by all parties, in writing. This Agreement supersedes all other agreements, contracts, understandings, representations, whether written or otherwise, between the parties relating to the subject matter hereof.

VI. NOTICES

All notices required to be sent hereunder shall be deemed sufficient if in writing and if personally delivered or if mailed by United States Mail, postage prepaid to:

BAPTIST HEALTH Office of the President 9601 Interstate 630, Exit 7 Little Rock 72205-7299	ARKANSAS TECH UNIVERSITY Office of the President 1509 N. Boulder Ave Administration Building, Suite 210 Russellville, AR 72801
--	--

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in multiple counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

BAPTIST HEALTH

Signature: _____ Date: _____

Troy R. Wells President & CEO

ARKANSAS TECH UNIVERSITY

Signature: _____ Date: _____

President

APPENDIX A

Nuclear Medicine College of Natural and Health Sciences

Semester 1	Hrs	
ENGL 1013- Comp I	3	
BIOL 1011- Orientation to the Biological Sciences	1	
BIOL 1114-Principles of Biological Sciences	4	
Social Science	3	
<u>MATH 1113- College Algebra</u>	<u>3</u>	
		14hrs
Semester 2		
ENGL 1023- Comp II	3	
Social Science	3	
BIOL 2124-Zoology	4	
COMS	3	
<u>MATH 1203- Plane Trigonometry</u>	<u>3</u>	
		16hrs
Semester 3		
U.S. History & Government	3	
CHEM 2124/2120- General Chemistry I	4	
BIOL 2134-Botany	4	
<u>AHS 2013-Medical Terminology</u>	<u>3</u>	
		14hrs
Semester 4		
Fine Arts & Humanities	6	
CHEM 2134/2130- General Chemistry II	4	
BIOL 2014- Human Anatomy	4	
<u>Speech Communication***</u>	<u>3</u>	
		17hrs
Semester 5		
BIOL 3074-Human Physiology	4	
General elective	3	
Statistics (MATH 2163 or PSY 2053)	3	
<u>PHYS 2014-Physical Principles I</u>	<u>4</u>	
		14hrs
Semester 6		
BIOL 3114-Ecology	4	
BIOL 4891-Seminar	1	
BIOL 3034-Genetics	4	
Fine Arts & Humanities	3	
<u>PHYS 2024-Physical Principles II</u>	<u>4</u>	
		16hrs

~~Senior Year 12 months~~

~~NUMT 4001 (Nuclear Medicine Technology Professional Coursework) 30hrs~~

***See appropriate courses in ATU catalog

*** Course work covers core for biology degree & Associates degree conferred in General education (College of Arts and Humanities) after completion of all required coursework and hours.

Human anatomy & human physiology is pre-req

Physical principles 1 & 2 also a pre-req

Both can be one semester courses, but UCA & Henderson show two semester of each.

APPENDIX B

The Curriculum at the Affiliate will consist of the following coursework, 57 hours of which will be transferred to the University.

	Credits
SEMESTER I	
NM 4108 Clinical Practicum I	8
NM 4101 Medical Terminology	1
NM 4604 Instrumentation I	4
NM 4204 Diagnostic Nuclear Medicine I	4
NM 4404 Nuclear Physics/Radiochemistry	4
NM 4201 Medical Ethics and Law	1
NM 4102 Patient Care	2
NM 4504 Radiopharmacy/Radionuclide Therapy	4
Total Credits	29
SEMESTER II	
NM 4203 Diagnostic Nuclear Medicine II	3
NM 4320 Clinical Practicum II	10
NM 4302 Instrumentation II	2
NM 4202 Computed Tomography (CT, PET/CT)	2
NM 4104 Diagnostic Nuclear Medicine III	4
NM 4303 Diagnostic Nuclear Medicine IV	3
NM 4703 Radiation Health Physics	3
NM 4301 Radiobiology	1
NM 4601 Senior Seminars	1
Total Credits	29
Totals: Courses - 17 Credit Hours - 57	

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism, Department of Mathematics, & <u>Department of Behavioral Sciences</u>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: Modify the Curriculum in Medical Laboratory Science, as follows: a. Add Speech Communication course as a general education; b. Delete PSY 2003 General Psychology; c. Delete Math 1203 Plane Trigonometry; and d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences. Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature:



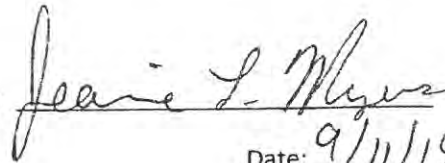
Date: Sept 11, 2019

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: Modify the Curriculum in Medical Laboratory Science, as follows: a. Add Speech Communication course as a general education; b. Delete PSY 2003 General Psychology; c. Delete Math 1203 Plane Trigonometry; and d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences. Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature:



Date:

9/11/18

Architect Selected for Proposed Project

December 13, 2018

Crafton Tull was selected as the architecture firm for a planned navigation and drainage improvement project on the Arkansas Tech University campus in Russellville during the ATU Board of Trustees meeting at Ross Pendergraft Library and Technology Center on Thursday, Dec. 13.

Trustees reviewed a memorandum from Brian Lasey, director of physical plant at ATU, in which he reported that the architect selection committee recommended Crafton Tull based upon its "experience with roadways, landscaping and coordination with the Arkansas Department of Transportation that stood out amongst the other firms."

The scope of the proposed project includes a new campus entrance near Tucker Coliseum, enhanced campus wayfinding and drainage improvements at the intersection of North Arkansas Avenue and West O Street.

In tandem with the architect selection, trustees also approved a resolution granting ATU President Dr. Robin E. Bowen or her designee the authorization to execute all appropriate agreements and contracts necessary to expedite the construction of the project as well as requesting that the Arkansas Department of Transportation initiate action to implement the project.

In other business on Thursday, the ATU Board of Trustees approved:

*a resolution for issuance of a student fee revenue bond in the amount of \$4 million to complete the funding for phase one of ongoing and planned energy efficiency initiatives at the university;

*purchase of an 84-acre tract adjacent to current university property in the 1600 block of North Phoenix Avenue in Russellville at a cost of \$320,000 with funding from the unappropriated educational and general fund balance;

*a proposal to change the name of the ATU Department of Accounting and Economics to become the ATU Department of Accounting, Finance and Economics;

*implementation of new concentrations in digital marketing and business data analytics within the existing Master of Business Administration degree;

*a proposal to rename the Bachelor of Science degree in medical technology to become the Bachelor of Science degree in medical laboratory science;

*and a proposal to reconfigure the Bachelor of Science degree in medical laboratory science into a Bachelor of Science degree in nuclear medicine technology effective summer 2019.

In personnel matters, trustees approved the following full-time staff and faculty appointments:

*Sabrina Billey, assistant director of transfer recruitment, effective Nov. 26, 2018; Dr. Linda Birkner, assistant vice president for administration and finance, effective Nov. 1, 2018; Dr. Dana L. Fox, dean of the Graduate College and professor of education, effective July 1, 2019; Emily Loof, assistant director of athletic communications, effective Nov. 19, 2018; Dr. Kimberly Luzius, assistant director of graduate enrollment management, effective Jan. 14, 2019; Joshua Root, counselor, effective Dec. 13, 2018; David Sorrells, visiting workforce education faculty in welding technology at ATU-Ozark, effective Jan. 7, 2019; KaShema Washington, coordinator of testing services, effective Nov. 2, 2018; and Alisha Williams, director of corporate and foundation relations, effective Nov. 1, 2018.

The board accepted the resignations of the following ATU employees:

*Robert Condeley, campus maintenance supervisor for landscape and grounds, effective Jan. 2, 2019; Amy Kinard, accounting manager, effective Nov. 16, 2018; Dr. Michael Murders, chief academic officer at ATU-Ozark, effective Jan. 2, 2019; Samantha Piechocinski, area coordinator for residence life, effective Nov. 2, 2018; and Dr. Dawn Ward, professor of art, effective Dec. 31, 2018;

The ATU Board of Trustees gave its approval for the non-renewal of the contract of Raymond Monica, head football coach, beyond Dec. 31, 2018.

The board accepted the retirements of faculty members Dr. David Middleton and Dr. Ardith Morris.

Middleton, professor of computer and information science, will retire on May 11, 2019, following 21 years at ATU. Morris, professor of communication and theatre, will retire on May 20, 2019, after 37 years at ATU.

<https://www.arkansastechnews.com/architect-selected-for-proposed-project/>



Arkansas Division of Higher Education

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

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

August 21, 2019

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 July 26, 2019, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Bachelor of Science in Medical Laboratory Science (DC 2890; CIP 51.1005) reconfigured to create the Bachelor of Science in Nuclear Medicine Technology (DC 2930; CIP 51.0905; 120 credit hours; Summer 2019)

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

DC – Degree Code

AGENDA
FACULTY SENATE
Wednesday, December 5, 2018
Rothwell 456

I. Call to Order

- a. Approval of the minutes from November 13, 2018
- b. VPAA update

II. New Business

- a. Curriculum issues
- b. Faculty support of persistence and completion
- c. Quality Matters
- d. TIAA/CREFF, retirement funds
- e. Procurement
- f. Wellness Center Policies

III. Old Business

- a. Ethics Policy
- b. Faculty Senate's statement concerning VPAA
- c. Ethics Policy
- d. HLC Update
- e. HLC Committee (Evaluation of Teaching and Learning)
- f. Academic Integrity Policy
- g. Adjunct Support
- h. External Employment Policy
- i. Campus Landscape
- j. Dean/Department Head evaluations
- k. Faculty Sick Leave Submission

IV. Open Forum

V. Announcement and Information Items

VI. Adjournment

Curricular Items

College of Arts and Humanities – Department of Behavioral Sciences

1. Modify the Minor in Rehabilitation Science, as follows: a) delete RS 3023: Principles and Techniques of Rehabilitation Science; b) add RS 3203: Interviewing Skills, and RS 4023: Case Management Strategies, to the required courses; c) change the RS Electives from 12 hours to 9 hours; and d) delete the reference: **To be taken after the student completes at least 12 hours of RS electives.

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

1. Modify the Curriculum in International Studies, as follows: add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II.

College of Business – Department of Accounting and Finance

1. Add the following courses to the course descriptions:
BLAW 1033: Law for Life: Understanding the Law and Personal Legal Issues;
ECON 3023: Intermediate Macroeconomics;
ECON 4103: Economics Special Topics;
FIN 3023: Financial Markets and Institutions;
FIN 3033: Principles of Real Estate;
FIN 4033: Financial Modeling;
FIN 4083: Financial Institution Management;
FIN 4093: Advanced Financial Management;
2. Reconfigure the Curriculum in Economics and Finance, to create the new Curriculum in Finance; and
3. Modify the Minor in Economics, as follows: a) delete ACCT 2003 Accounting Principles I, ECON 2003: Principles of Economics I, and ECON 2013: Principles of Economics II; b) add ECON 3073: Intermediate Microeconomic Theory, and ECON 3093: Econometrics; and c) change 6 hours of upper division Economics electives to 9 hours of electives from the following:
ECON 3013: Economics of Labor Relationships;
ECON 3023: Intermediate Macroeconomics;
ECON 4003: Readings in Economic Theory;
ECON (FIN) 4093: International Economics and Finance;
ECON 4103: Special Topics;
BDA 3053: Business Data Analysis; and
FIN 2013: Personal Finance.

College of Business – Department of Management and Marketing

1. Add BUAD 4100: Business Experiential Learning Activity, to the course descriptions.

College of Education – Department of Health and Physical Education

1. Add PE 2533: Sports Officiating, to the course descriptions.

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

1. Delete the following courses to the course descriptions:
CUL 1011: Sanitation Safety- cross listed with HA 1011- do not delete cross list;
CUL 1923: Introduction to Food and Beverage Management;
CUL 2003: Cost Controls;
CUL 2023: Hospitality Leadership and Ethics;
CUL 2053: Work Experience- cross listed with HA 2053 - do not delete cross list;
CUL 2063: Guest Service Management- cross listed with HA 2063- do not delete cross list;
CUL 2813: Basic Human Nutrition in Hospitality Management- cross list with HA 2913- do not delete cross list;
CUL 2903: Introduction to Garde Manger;
CUL 2914: Principles of Food Preparation- cross listed with HA 2914- do not delete cross list;
CUL 2923: Stocks, Sauces, and Soups;
CUL 2933: Advanced Food Preparation;
CUL 2943: Introduction to Baking and Pastry; and
CUL 2996: Externship; and
2. Remove the CUL major from prerequisites for HA 2053: Work Experience;
3. Remove the CUL cross list from prerequisites for HA 2914: Principles of Food Preparations; and
4. Modify the Minor in Hospitality Administration, as follows: a) delete HA 2053: Work Experience, HA 4093: Resort Management, and HA Elective (3 hours); and b) add HA 2063: Guest Service Management, HA 2133: Introduction to Travel and Tourism, and HA Elective (9 hours of 3000 or 4000 level).

College of eTech – Department of Professional Studies

1. Modify the Curriculum in Professional Studies – Agriculture Business Concentration, as follows: a) delete AGBU 3133 Intermediate Agricultural Macroeconomics; and b) add AGBU 3233 International Agricultural Trade.

College of Natural and Health Sciences – Department of Biological Sciences

1. Delete the following courses to the course descriptions:
HIM 1001: Health Information Management Orientation; and
HIM 2033: Coding Principles Medical Office.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The December meeting of the Faculty Senate was held at 1:00PM on Wednesday, December 5, 2018 in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. Johnette Moody
Dr. Jon Clements	Dr. Jeremy Schwehm
Dr. Michael Davis	Dr. V. Carole Smith
Dr. Carey Ellis	Dr. Monty Smith
Dr. David Eshelman	Dr. Sarah Stein
Ms. Holly Ruth Gale	Dr. Bruce Tedford
Dr. Shellie Hanna	Dr. Brendan Toner
Dr. Newt Hilliard	Dr. Jack Tucci
Dr. Scott Jordan	Dr. Susan Underwood

Dr. Christine Austin, Dr. Phillip Bridgmon, Dr. Cheryl Chaney, Dr. Loretta Cochran, Mr. Ken Futterer, Ms. Jennifer McNeely, Dr. David Middleton, Dr. Hanna Norton, Mr. Thomas Pennington, Ms. Karen Riddell, Dr. Mike Rogers, and Ms. Tammy Weaver were visitors.

CALL TO ORDER Dr. Moody, President, called the meeting to order at 1:00 pm.

APPROVAL OF MINUTES Dr. Susan Underwood moved to accept the minutes from the November 13, 2018, meeting. Dr. Newt Hilliard seconded. Minutes were accepted.

REPORT BY VICE PRESIDENT Dr. Phillip Bridgmon, VPAA, reported that Dr. Dana Fox has accepted the position of Graduate Dean and will join Arkansas Tech on July 1, 2019. The recruitment for the position of Vice President for Academic Affairs continues. The cutoff for candidates to submit applications for preferred consideration is January 11, 2019.

Dr. Jack Tucci asked Dr. Bridgmon about the enrollment forecast. Dr. Bridgmon reported that it is expected that enrollment for Fall 2019 will increase and should continue to increase for the next couple years based on the number of inquiries and applications. Freshmen and graduate student applications are up.

Dr. Tucci asked about faculty teaching loads. Dr. Bridgmon stated that faculty teaching loads are too high given the other expectations for faculty on the ATU campus.

Dr. Bridgmon went on to say that the grade appeal process needs to be improved as the current policy leads to confusion. Dr. Judy Cezeaux is leading a committee to address this issue. Dr. Bridgmon will have the committee report its recommendations to the appropriate Faculty Senate subcommittee.

President Bowen and Dr. Bridgmon will provide a general update to faculty at the beginning of spring semester on January 9.

Dr. Tucci asked if the university would put more focus on the recruitment of high performing students. Dr. Bridgmon responded by saying yes and no. High performing students are welcome and are often supported with scholarships. High performing students are considered to be those with ACT scores of 30 and above. However, the university will not attempt to shape a class. ATU will continue to be access driven.

The Department Head Council is in operation and is being chaired by Dr. Blanks.

NEW BUSINESS

a. Curricular Items

Dr. V. Carol Smith moved to consider all curricular items as a block. Dr. Shellie Hanna seconded. Motion passed. Ms. Tammy Weaver asked to propose an amendment that the drop of CUL 2023 from the catalog would not also result in the drop of HA 2023 with which it is cross listed. HA 2023 is to be maintained in the catalog. Dr. David Eshelman moved to approve the curricular items as amended. Dr. Jon Clements seconded the motion. The motion carried.

b. Persistence and Completion Committee

Dr. Hanna Norton addressed the work of the Persistence and Completion Committee. The committee is working to make persistence and completion part of the culture of ATU. Dr. Norton suggested that faculty could add a section to annual portfolios describing their efforts to encourage persistence in pursuit of and completion of degrees. In response to a question from Dr. Jon Clements Dr. Norton clarified that the committee is not seeking to change language in the faculty handbook, but only looking for ways to encourage faculty to think about and share ways that contribute to persistence and completion. A further suggestion was to have Department Heads collect such information and contribute to Weave. Dr. David Eshelman suggested that departmental review committees could make this a question they ask faculty during the annual evaluation process.

c. Quality Matters (QM)

Dr. Loretta Cochran described this program. A group meets at 10:00AM on Mondays on the 4th floor, Dean's Conference room, Rothwell Hall. Several faculty have qualified as reviewers and additional faculty are at the Masters level. Workshops are available as well as QM courses. Dr. Cochran and Dr. Moody present at national QM meetings. All ATU faculty have a QM account. Workshops are free. Courses cost \$200. Contact Dr. Cochran or Dr. Moody for further information. QM supports the HLC effort. When HLC staff hear that QM is being followed, they move on to other areas. License is \$3,600 annually. QM vetting is not required on campus, but as Dr. Jack Tucci, observed, it provides a quality way to set up any course, and in particular online courses.

d. TIAA/CREF Retirement Funds

Mr. Ken Futterer addressed the Faculty Senate on this matter. The policy on accessing TIAA/CREF retirement funds is stricter than policy governing Social Security, the Arkansas Teachers Retirement System, and the policy at other universities. This is caused of a clause in the ATU contract with TIAA/CREF. The university could change the policy and the Faculty Senate should look into the possibility of making access to TIAA/CREF retirement fund accounts easier for faculty who are working at ATU but are approaching retirement.

Dr. Jack Tucci made a motion that ATU change its contract with TIAA/CREF to allow earlier access to retirement funds. Dr. Ellis seconded the motion. The motion carried.

Mr. Futterer then discussed a second issue, the recently adopted policy on outside employment. Mr. Futterer stated that the current policy is overly burdensome for faculty. Dr. Jon Clements stated that the policy was substantially changed by the Board of Trustees after it left the Faculty Senate, which is their prerogative. However, it would have been better that instead of instating the new policy without faculty input if the Board would have communicated to the faculty about its concerns and listened to the Faculty Senate about how faculty see the policy. Mr. Futterer asked that the Faculty Senate to express dissatisfaction with the outside employment requirements. Dr. Clements suggested that at this point a formal resolution from the Faculty Senate may be too forceful and not be viewed in a positive light by the Board. Mr. Thomas Pennington, Campus legal counsel, said he would

look into the matter to determine if the Board would be open to making some changes in the outside employment language.

Mr. Futterer asked that his statement be read into the record. Dr. Tucci so moved. The motion was seconded by Dr. Jeremy Schwehm. Motion carried. The statement appears as Appendix A.

- e. Procurement Tabled until a representative from the appropriate office could attend. Dr. Bruce Tedford commented that this is the second postponement for this issue. Dr. Moody provided an assurance that someone from procurement would attend the February meeting. The delay is because of staffing changes in Procurement.
- f. Wellness Center Policies Postponed until next month as Wellness Center staff were attending a conference this week.

OLD BUSINESS

- a. Ethics Policy Mr. Thomas Pennington stated that the committee met and discussed changes in the draft policy. Many of the provisions are statutory. The committee is also working with the Staff Senate. The policy is to be viewed as aspirational rather than punitive. An example of an issue that needs clarification is when university funds can be used for reimbursement of expenses related to school functions. Mr. Pennington asked that a subcommittee of the Faculty Senate be established. Dr. Jon Clements, Ms. Holly Ruth Gale and Dr. Bruce Tedford agreed to serve on the subcommittee. Dr. Michael Davis expressed concern that the policy may infringe on academic freedom and suggested language be added to make the policy more explicit that it does not affect academic freedom.

- b. HLC Dr. Susan Underwood reported that the HLC committee and subcommittees are working on evidentiary statements in support of arguments designed to show that ATU meets HLC requirements. A committee is needed to develop and implement a standard vetting process for all courses across the University, including the Ozark campus. Dr. Carey Ellis stated that Dr. Lisa Harless and Dr. Shelly Daily would be willing to be on the committee. Dr. David Eshelman reported that Mrs. Jana Crouch and Ms. Elaine Tyse were willing to be on the committee. Dr. Underwood will organize the first meeting of the committee. Committee members will then choose a chair and begin work.

- c. VPAA Qualifications Statement Jon Clements observed that this and other Faculty Senate documents should appear on ATU letterhead. The response to the request for input from faculty for this statement was very limited. Dr. Clements stated that in drafting the statement, he kept the language positive. He is open to additional input but time is of the essence. Dr. V. Carole Smith asked that the importance of teaching and learning at ATU be added. Dr. Newt Hilliard and Dr. Bruce Tedford recommend changing the research statement so that it is related more to pedagogy, teaching, and learning as ATU is not eligible for some types of federal research grants. Ms. Jennifer McNeely suggested adding a statement on working with adjuncts. Dr. Joshua Lockyer suggested to add a statement to indicate that the Tech in the university name is somewhat misleading as the university is more of a liberal arts school.

Dr. Clements will revise the VPAA qualifications statement and request that the Faculty Senate Secretary distribute. The statement is attached as Appendix B.

- d. Academic Integrity Policy Dr. David Eshelman made a motion to approve the policy. The motion was seconded by Dr. Jon Clements. After discussion, Dr. Clements stated he would revise the policy and return it to the Faculty Senate for further consideration.

- e. Adjunct Support Ms. Jennifer McNeely discussed the findings of a survey of adjunct instructors at ATU. Top adjunct instructor issues in order of priority are pay, job security, and tuition discount for self and family. In addition many adjuncts are unaware of the benefits available to them. Many

adjuncts feel left out. Departments should improve information flow and the sense of inclusion by adding them to email lists and inviting them to faculty meetings. Dr. David Eshelman made a motion to encourage departments to include adjuncts whenever possible. Dr. Jeremy Schwehm seconded the motion. The motion carried. Dr. Sarah Stein commented that she would provide a list of adjunct benefits available at ATU and a list of businesses that take part in the student discount program. The lists appear in Appendix C.

- f. Campus Landscape Change in staff has required this item to be postponed until the February meeting. Dr. Bruce Tedford commented that changes in campus vegetation has interfered with student research projects. Better communication needs to take place so that trees that are part of research projects are not removed until the project is complete, with exceptions made in cases of safety concerns.
- g. Dean/Department Head evaluations Postponed until February meeting.
- h. Faculty Awards Dr. Jeremy Schwehm brought to the attention of the Faculty Senate that faculty awards had been left off the agenda. Dr. Schwehm moved that faculty awards be considered. Dr. Joshua Lockyer seconded the motion. The motion passed. Dr. Schwehm reported that Dr. Phillip Bridgmon, Interim Vice President for Academic Affairs is supportive of additional faculty awards. Two awards are being considered for non-tenured faculty and one award for adjunct faculty. The award would consist of a three credit-hour overload plus \$1,000. The adjunct faculty award would consist of pay for one three hour course. It is anticipated that the new recognitions would be awarded for the first time during May 2020. Dr. Jon Clements moved to approve the new awards. Dr. David Eshelman seconded the motion. The motion carried.

OPEN FORUM
ANNOUNCEMENTS
AND
INFORMATION
ITEMS

ADJOURNMENT Meeting adjourned at 3:29

Respectfully submitted,



Johnette Moody, D.B.A., President



Glen R. Bishop, Ph.D., Secretary

Appendix A
Statement on Outside Employment by Mr. Ken Futterer

Ken Futterer
Music Department
Dec 4, 2018

7 terms Senate membership
2 terms Senate President

Address to Faculty Senate, Dec 5, 2018

Karen and I joined the faculty of Arkansas tech 38 years ago. At that time, Tech had app. 2,000 students attending. Our chief rival, Henderson State was close to that size. Over the past 38 years the population of Tech has steadily increased to over 10,700 students, but Henderson has remained roughly static, a remarkable increase.

Tech's growth was partially circumstantial and partially planned, but there had to be careful and wise fiscal management, as then and now Tech is woefully underfunded. So underfunded, that there have never been enough faculty positions to teach our student population if the faculty were unwilling to teach overloads.

My point in referencing the above information is that without faculty willingness to work overloads for a dramatic reduction in pay, ATU would have had to turn away hundreds if not thousands of students over the course of many years.

(To put this in perspective, the Federal Fair Labor Standards Act requires 1+½ for overtime; we accept less than 1/8 of our salary per overload.)

Why has Tech continued to grow? Is it that cute Bulldog, or is it the quality of the programs? And how do our programs remain "quality"? Is it the superiority of our administrators, the wisdom of the Board of Trustees, or is it the faculty?

Administrators and Board members come and go, but the faculty remains.

Tech has grown and continues to grow due to the quality of the faculty, who keep our programs at tiptop shape, and sacrifice time and wealth to provide quality education to all students.

Since the retirement of Dr. Brown, shared governance at ATU has blossomed. With the encouragement of Dr. Bowen, the faculty crafted our new handbook, and after carefully give and take with our administration, the Board passed it with no reservations.

So then, why did the Board take what seems to me the ill-advised action of inserting an additional clause into our outside employment policy? It would have been easy enough for the Board to return this document to the Senate, with stated reservations, and allow the process of shared governance to come to a mutual solution. But that is not what happened.

I realize that the Governor of Arkansas appoints our Board, and ATU is not a democratic organization. The Arkansas Tech Board of Trustees has the authority to amend, or even replace our handbook at any

time, for any reason, on any whim. However, having the legal authority to commit an act is not the same as having the moral prerogative to do the same.

Shared governance must be a two way street. If the faculty is to be the only one sharing, with “surprise” amendments popping up in the handbook, then the good will that has been engendered these last few years can be squandered.

When faculty and administrations/boards get sideways, there can be dramatic consequences. Especially in a situation like Tech, where our spectacular growth has been and will continue to be almost entirely at faculty expense.

What can we, as faculty, do when our Administration and/or Board behave in a dictatorial or unyielding fashion?

In some states, faculties have called upon collective bargaining. I personally don't like that arrangement; it guaranties an adversarial relationship, with no hope of good will in crafting consensus.

Other faculties have emulated the Solidarity movement that removed the communistic government in Poland. Their motto, “They pretend to pay us, we pretend to work”.

I am not recommending any of the above actions, as they punish our students for a lack of good faith from above, an act I know this faculty would find abhorrent.

I personally know many of the members of our Board. They are people of good will and commitment. I can't help but believe that they acted in good faith, but did not considered or have been misinformed on the importance and repercussions this type of unilateral action could engender.

I am petitioning the Senate to request that the Board revisit their addition to the outside employment policy, and work with the Senate to create a mutually acceptable compromise statement.

Appendix B
VPAA Qualifications Statement

FACULTY SENATE – ARKANSAS TECH UNIVERSITY

TO: VPAA SEARCH COMMITTEE

FROM: MEMBERS OF THE ARKANSAS TECH FACULTY SENATE

SUBJECT: VPAA SEARCH PROCESS

DATE: DECEMBER 5, 2018

To the Members of the VPAA Search Committee,

This letter is to advise the VPAA Search Committee of the characteristics we, the Faculty Senate, find important when selecting the new Vice President of Academic Affairs.

We believe that the new VPAA should:

- Have a strong commitment to shared governance.
- Have a full understanding and appreciation of the nature of Arkansas Tech as a teaching-focused, liberal arts institution.
- Have a commitment to supporting and advancing the academic division of the University. (i.e. addition of new faculty positions, load equity across divisions, working for competitive faculty remuneration, etc.)
- Have strong communication skills and an ability to articulate to the President of the University the needs of the Faculty, while also being able to articulate to the Faculty the needs of the President.
- Promote research and grant opportunities as they support our pedagogy and instruction, and work to help facilitate their implementations.
- Develop aspirational goals for the University while being realistic about day to day needs.
- Make fair and reasoned decisions regarding tenure and promotion.

Thank you for your consideration,

Members of the 2018-2019 Arkansas Tech Faculty Senate

Appendix C
Benefits and Discount Lists

Adjunct Benefits:

Game tickets

Anyone with a Tech ID may enter athletic games free of charge. This includes their immediate family members as long as the employee is present with card.

ID Cards

ID cards provide adjuncts discounts at various food locations across campus, and at the ATU Bookstore. Some vendors might provide a discount on goods and services., but some will reserve discounts for students only. *

Library

Adjuncts may reserve and request materials. A librarian is assigned to each academic department and could give more details if needed.

Meal Plans

Adjuncts may purchase a meal plan for the semester or may add Wonderbucks to their id cards.

Racquetball Courts

Admission to the racquetball courts during faculty/community hours for the adjunct faculty and immediate family members (spouse and children)

Retirement

Adjuncts may contribute money into a retirement fund.

Worker's Compensation

Adjuncts can access the Worker's Compensation Insurance program provided that they have job related injuries.

TechFit

TechFit may be utilized upon presentation of employee ID card. The employee's account will be charged \$25 per semester upon first visit.

Vendors List

Below is an updated list of local businesses that take part in the student discount program upon presentation of the ID card: Student Rate

St. Mary's Fitness Center
Back to Basics
Beach Shack (tanning only)

20% Discount
Papa Murphy's
IHOP
Russellville Eye Clinic

15% Discount

America's Best Value Inn

The Cake Place

Pottery Worx

Pam's Shoes and Pedorthics

10% Discount

Western Sizzlin

Buffalo Wild Wings

Donut Donut

Taco Johns

La Huerta

Rose Drug (cash prescriptions only)

New Tire Company (except tires)

Subway

Brick Oven Pizza

Feltner's Whatta-Burger (except lunch specials)

Linh's Vietnamese Cuisine

Starbucks

Old Post BBQ

Lavish

New China

Leaning Willow

The Other Foot

GT's Tanning/Southern Glow Tanz

Tangles

Firehouse Subs

AT&T

5% Discount

Freddo's

Quiznos

Arkansas Tire and Auto

Nov

Curriculum
Committee

of some call for
November 2016

- Phil

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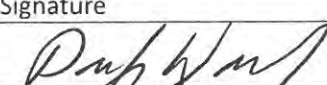

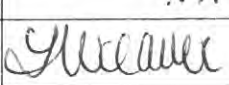
Registrar's Office

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Curriculum Committee Approved 11/27/18

Faculty Senate approved 12/5/18

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Behavioral Sciences
DATE SUBMITTED:	01/09/18

Title	Signature	Date
Department Head David Ward		1/11/18
Dean		1-16-18
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar		1/19/18
Vice President for Academic Affairs		

Christine Austin, Assessment See email approval 9/13/18

Program Title: Minor in Rehabilitation Science	Requested changes will be effective Summer I for next catalog year
Outline change in program: 1) Delete RS 3023: Principles and Techniques of Rehabilitation Science; 2) Add RS 3203: Interviewing Skills, and RS 4023: Case Management Strategies, to the required courses and change the RS Electives from 12 hours to 9 hours; and 3) Delete the reference: **To be taken after the student completes at least 12 hours of RS electives. 4) Leave as is: RS 2003, Introduction to Rehabilitation Science as a requirement	
What impact will the change have on staffing, on other programs and space allocation? No impact.	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .	

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Registrar's Office

Updated Content for Catalog

Rehabilitation Science

The rehabilitation science minor is designed primarily for psychology and sociology majors who want to add an applied dimension to their degree and are interested in working in a human services setting after completing degree requirements. It may also be of interest to business majors interested in working in human resources, nursing majors, education majors, and other degree programs. The minor in rehabilitation science requires 18 hours of courses:

- RS 2003 Introduction to Rehabilitation Sciences
- RS 3203 Interviewing Skills
- RS 4023 Case Management Strategies
- *RS Electives (9 hours)

**Students who choose to complete a minor in rehabilitation science should consult with a rehabilitation science faculty member to discuss course selection and how they want their RS minor to supplement their major.*

Tammy Weaver

From: Christine Austin
Sent: Thursday, September 13, 2018 2:21 PM
To: Tammy Weaver
Subject: RE: RS Minor

Tammy,

The assessment is fine with this proposal. You can write in my initials if you want.

Christine

From: Tammy Weaver
Sent: Thursday, September 13, 2018 2:10 PM
To: Christine Austin <caustin@atu.edu>
Subject: RS Minor

Christine:

Attached is a curriculum proposal to modify the RS minor left over from last year. CC didn't meet again after Christmas so I was holding the proposal. I covered it up.

Can you review and let me know if the assessment is satisfactory? I am going to see if CC will add this item and Dr. Hunter's BUAD 4100 to the agenda.

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>



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Registrar's Office

Arkansas Tech University
Proposal for Change in Program
Assessment Form

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

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

Changes to Rehabilitation Science Program –Change the minor in Rehabilitation Science to reflect changes in the RS curriculum. (DELETE RS 3023, ADD RS 3203 and RS4023, CHANGE the RS electives from 12 hours to 9 hours, and DELETE the reference ** To be taken after the student completes at least 12 hours of RS electives. Leave as is: RS 2003 as a requirement)

a. How does the program change fit with the university mission? The changes to the program facilitate scholastic development and rigor and professionalism.

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

c. How will the program change impact learning for students enrolled in this program? Program changes increase rigor of the program, increase expectations of scholars, and provides knowledge to keep up with current trends in the field. RS 3203 and RS 4023 replaced RS 3023, which means that students are exposed to additional in-depth information regarding interviewing and case management competencies, and have increased assignments in regards to these areas as well.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate professional work skills, enhanced knowledge base, and competencies needed to work with people with disabilities. This will be evidenced by class projects, role playing, and case studies.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Evidence exists for the value of increasing the understanding of case management and increased interviewing skills in provision of services to people with disabilities (Strauser, 2017). Feedback from graduate advisor surveys supports the minor as part of the valued training curriculum for students.

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Suggested changes are consistent with national trends in minors in undergraduate rehabilitation programs.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program

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courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Arkansas Tech University				
Continuous Improvement Plan				
Annual Assessment Cycle				
Academic Cycle: Change in Academic Program				
Program: Rehabilitation Science (Minor)				
Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5)	Courses	Means of Assessment (direct and indirect measures)	Criteria for Success (performance Standard)
P01: Develop and promote appreciation and competencies connected with service provision to individuals with disabilities.	L01: 1. Students will develop an understanding of the multiple environments in which rehabilitation services may be delivered. 2. Students will describe key elements in the disability service paradigm. 3. Students will describe how services can benefit the community.	RS 2003 RS 4023	Varies among courses but may include role plays, case studies. Literature reviews, research papers, empirical research.	Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.
P02: Develop Case Management competencies.	L02: 1. Students will identify components of case management as it relates to the rehabilitation process. 2. Students will develop fundamental skills in case management, interviewing and interpersonal communication. 3. Students will develop an awareness of	RS 2003 RS 4023	Varies among courses but may include role plays, case studies. Literature reviews, research papers, empirical research.	Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all

	personal values, attitudes and beliefs about persons with disabilities.			competencies across assessments.
P03: Develop interviewing skills and competencies to assist individuals with disabilities during the intake, service provision, and follow up process.	L04: 1. Students will identify components of active listening. 2. Students will understand how to demonstrate empathy. 3. Students will understand how to ask both direct and indirect questions to facilitate client progress,	RS 3203 RS 4023	Varies among courses but may include role plays, case studies. Literature reviews, research papers, empirical research	Individual students scoring below 70 % on all means of assessment will not meet competencies. Overall at least 90% of enrolled students must meet all competencies across assessments.



ARKANSAS TECH UNIVERSITY

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NOV 06 2018

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Department of History and Political Science	10/30/2018

Title	Signature	Date
Department Head		10/30/18
Dean		11/2/18
Assessment		11/8/18
Registrar		11/8/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Bachelor of Arts in International Studies

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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)

Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II.

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

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?
 1. How will the program change impact learning for students enrolled in this program?
The new course SPAN 2033 Intermediate Spanish II for Heritage Speakers will allow the Department of English and World Languages to track heritage and non-heritage speakers at the Intermediate II level. This tracking should permit instructors to focus their pedagogical practice more effectively. SPAN 2033 will also provide a better entry point for heritage speakers. Spanish instructors struggle to meet the divergent needs of heritage and non-heritage students. Despite more advanced verbal skills, heritage speakers often have poor understanding of grammar and proper usage. This proposed course would track heritage and non-heritage speakers at the Intermediate II level, permitting instructors to focus their pedagogical practice more effectively. The course will also provide a better entry point for heritage speakers who are taking advantage of our advanced placement policy.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. See the evidence provided by the Department of English and World Languages in the course addition proposal from August 20, 2018 Curriculum Committee.
- 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. N/A
- 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.

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

Curriculum Matrix for Catalog Curriculum in International Studies	
<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: FR/GER/JPN/SPAN 2023 to FR/GER/JPN/SPAN 2023 or SPAN 2033</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



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REQUEST FOR COURSE ADDITION

OCT 03 2018

Department Initiating Proposal	Registrar's Office
Accounting and Economics & Finance	Date 10-1-18

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-2-18
Dean Lisa Toms	<i>Lisa Toms</i>	10-03-18
Assessment	<i>[Signature]</i>	10.03.18
Registrar	<i>[Signature]</i>	10/30/18
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)	11/27/18 MS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 MS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BLAW	1033	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Law for Life: Understanding the Law and Personal Legal Issues		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Law for Life		

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 |

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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:

- 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 required.
 - 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?

Law for Life provides an overview of common legal issues/questions with which everyone living in our society has to deal. Students will learn about the legal system itself, criminal law, torts, contracts, along with the legal implications in everyday transactions such as getting a job, buying or leasing a car, buying a house, renting an apartment, obtaining a loan, buying insurance, getting married and divorced, having children, and end of life issues like wills and trusts. Underlying all of these concepts will be the development of ethical and critical thinking skills which directly support ATU's learning outcomes.

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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BLAW 1033

Law for Life: Understanding the Law and Personal Legal Issues

Course Description: This course is a survey of the basic framework of the American legal system and topics in law that many people encounter in both business and everyday life. Upon completion of this course, students should be able to explain the structure and function of the U.S. legal system and understand the basic principles of contracts, torts, crimes, property law, family law, and employment law, including the public policy and ethical issues relevant to these areas of the law.

Prerequisites/Co-requisites: None

Instructor Information:

Name and Title
Office location
Phone
email

Textbook: *Carper's Understanding the Law* (7th ed.), J.A. McKinsey & D. Burke, Cengage (2015).

Supplemental Reading: *18 and Life to Go: A Legal Handbook for Young Arkansans*, Arkansas Bar Association (2011). Available at <https://www.arkbar.com/arkbaryls/publications/18lifetogo>

Course Rationale: Everyone will be confronted with legal issues at some point in his or her life, but most people lack the knowledge or understanding of the legal system necessary to successfully manage these challenges. This course will give students a working knowledge of the most common legal issues affecting ordinary people to equip them to meet their legal obligations, become more effective citizens, and succeed in their personal and professional goals.

Course Objectives: Upon completion of this course, students will:

- Identify the four primary sources of American law
- Define the principles of *stare decisis* and precedent
- List the three branches of the United States federal government
- Identify at least four individual rights protected by the Bill of Rights
- Explain the purpose of tort law and personal liability
- Identify the four elements of negligence
- Identify common intentional torts affecting individuals and businesses
- Differentiate between civil law and criminal law
- Define the most common violent, property, and white-collar crimes affecting individuals and businesses
- Identify common defenses to criminal liability
- List the four elements of a valid contract
- Define the concept of breach of contract
- Understand the rule of *respondeat superior* and vicarious liability
- Identify protected characteristics under federal statutes prohibiting employment discrimination
- Differentiate between real estate, personal property, and intellectual property
- Explain basic principles of landlord-tenant law

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Assessment:

Students will be graded based upon individual examinations, quizzes, and assignments.

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Grades will be based upon your percentage of the total points possible.

Exam 1 =	100 points
Exam 2 =	100 points
Exam 3 =	100 points
Final Exam =	150 points
Quizzes/Assignments =	<u>150 points</u>
Total =	600 points

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Course Policies:

1. **Academic Honesty:** Academic misconduct will not be tolerated for any reason. Any student who compromises the integrity of the academic process is subject to disciplinary action by the University in addition to the assignment of a grade of "F" for this course. This includes cheating and plagiarism. Please consult your Student Handbook to familiarize yourself with your rights and responsibilities as a student at Arkansas Tech University.
2. **Attendance:** Discussion and participation in class are integral to effective learning. College students are expected to take charge of their education; therefore, students are expected to attend class.
 - a. Students who miss assignments, quizzes, or exams due to documented disabilities or official University-sponsored events will be allowed to make up missed work.
 - b. Students who miss more than 5 class periods may be dropped from the course unless excused by the instructor due to medical conditions, official University-sponsored events, or other legitimate reasons.
3. **Decorum:** Cell phones must be turned off during class. **No text-messaging during class.** Students who violate this policy may have points deducted from their grades.
4. **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, Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.
5. **Nondiscrimination:** 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>.

Course Content:

1. **Introduction to Law**
2. **The Constitution**
3. **The Court System**
4. **Criminal Liability**
5. **Tort Liability**
6. **Contracts**
7. **Real Estate**
8. **Personal Property**
9. **Landlords and Tenants**
10. **Employment Law and Discrimination**
11. **Family Law**
12. **Wills, Trusts, and Probate**

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/24/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL) ECON	Course Number: (e.g., 1003) 3023	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) Intermediate Macroeconomics		
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?

Spring Semesters

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. **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.

This course provides all economics minors with a more advanced understanding of macroeconomics. This applies to the second (2nd) program goal for economics minors which states that students will acquire a deeper understanding of economic decision making at the individual, corporate, and public policy making level. It also relates to the fifth (5th) COB goal relating to the business foundation knowledge expected for the economics minor.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Students will be required to take multiple quizzes, three mid-term exams and a final; they will also be required to submit various homework assignments, write a term paper, and present the term paper.**

- c. What is the rationale for adding this course? What evidence demonstrates this need? **This course (under various names) is required by most universities for economic minors; for example Northwestern, Florida State, the University of Arkansas, and Arkansas State University all require a macroeconomics course beyond the principles level.**

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

- a. Course subject - **ECON**
b. Course number - **3023**
c. Catalog course title – **Intermediate Macroeconomics**
d. Catalog description - ***This course provides a systematic introduction to macroeconomic analysis. The fundamental theories and models concerning the functioning of the overall aggregate economy will be introduced. The course mainly focuses on analyzing the causes for long-run economic growth and short-run economic fluctuations. Emphasis will also be placed on the implications of various macroeconomic policies (fiscal, monetary, and other types of policies) based on theoretical models.***
1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
2. Cross-listing – **N/A**
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **Spring Only**
4. Prerequisites: **ECON 2003, ECON 2013 and Math 2243**
5. Co-requisites – **N/A**
6. Description – **see “d” above**
7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
9. Fees (e.g., \$36 art fee) - **None**
e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attachment**
f. Text required for course – **See Attachment**
g. Bibliography (supplemental reading list) – **See Attachment**
h. Justification/rationale for the course – **see answer to assessment question “b” above**
i. Course objectives – **See Attachment**
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **N/A**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See Attachment**
l. Policy on absences, cheating, plagiarism, etc. – **See Attachment**
m. Course content (outline of material to be covered in course). – **See Attachment**

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

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ECON 3023, Spring 20XX
Intermediate Macroeconomics
TR 9:30-10:50

Instructor: Wan Wei, Ph.D.
Office: 409 Rothwell
Phone: (479) 968-0494
Email: wwei@atu.edu
Office Hours: MTWR 2:00-3:30 and by appointment

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Course Description

This course provides a systematic introduction to macroeconomic analysis. The fundamental theories and models concerning the functioning of the overall aggregate economy will be introduced. The course mainly focuses on analyzing the causes for long-run economic growth and short-run economic fluctuations. Emphasis will also be placed on the implications of various macroeconomic policies (fiscal, monetary, and other types of policies) based on theoretical models. ***Prerequisites: Econ 2003, Econ 2013, and Math 2243***

Learning Objectives

By the end of this course, you should be able to

1. interpret the long-run and the short-run macroeconomic models.
2. Discriminate between different types of policies that aim at achieving stability and growth for an economy and evaluate the impacts of policies on macroeconomic variables.
3. analyze both the U.S. and foreign macroeconomic conditions by applying various macroeconomic models.
4. integrate the insights of neoclassical and Keynesian theories.

Textbook: *Macroeconomics*, 8th Edition, Gregory Mankiw, Worth Publishers.

Examinations

There are three midterms and one final. The final examination will be a **comprehensive examination**. Make-up examinations are given only for a reasonable excuse supported by legitimate documentation. Notification of your absence must be prior to the exam. Otherwise, a grade of zero will be given for any missed examination.

Quizzes

The quizzes will be given in classes during the semester. Each quiz is equally weighted. The lowest quiz score will be dropped. There are no make-up quizzes. A grade of zero will be given to any missed quiz.

Homework Assignments

The homework assignments are designed to help students better understand concepts and theories covered in class. If we have a discussion of an article in class, it could be counted as one assignment. Any late assignment will have the score reduced by 20% for each day after its due day.

Research Paper

You can analyze any domestic or international macroeconomic issues in your paper. I will provide you with a list of topics but you are also encouraged to develop your own topic. You need to apply the concepts, theory, and models learned in this course to explain and discuss the topic. You also need to use the factual evidence and data to support your topic. The length of the final paper should be at least 8 pages plus bibliography. The papers are collected on the date it is due. You may always submit your paper early. Any late paper will have the score reduced by 20% for each day after its due day.

You will be required to **make a presentation of your paper** in class at the end of this semester. The date for the presentation will be announced in advance.

Grading Weights

The highest midterm score:	15%
The medium midterm score:	12%
The lowest midterm score:	10%
Final exam score:	25%
Paper:	15%
Paper presentation:	6%
Quizzes:	7%
Homework assignments:	10%

Grading Scale

After the weighted-average score is calculated at the end of the semester, the 100-point scale score will be transformed into letter grades in the following way:

A=100%-90%

B=89%-80%

C=79%-70%

D=69%-60%

E=59% and below

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Course Expectations

I have several suggestions for this course:

- 1) Preview each chapter before we cover it in class. Spend time reviewing and digesting notes after each class.
- 2) Make sure you understand unclear topics and questions from exercise, quizzes, and exams.
- 3) Please do not hesitate to ask questions in class and during my office hours.
- 4) **The way to understand the abstract concepts and theory more deeply is to combine what you learn in class with real world issues.** *Wall Street Journal, BusinessWeek, The Economist*, and the online business news service like *Yahoo Finance* or *Google Business news* are wonderful sources that provide enormous real world examples related to this course. You are encouraged to be consulting these sources regularly.

Course Policies

Consistent attendance is essential for good performance in this course. If unable to attend a class session for reasons such as sanctioned college events, illness, family emergencies, etc., please support your excuse by legitimate documentation. Each unexcused absence beyond two reduces your course score by 1%.

Leaving one's seat during a class is disruptive and disrespectful. Out-of-seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the professor.

Cell phone use is NOT permitted in class. Cell phone use—including texting, surfing, etc., — is disruptive and disrespectful to your instructor and fellow students.

Academic Dishonesty Policy

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by others (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on the course.

Americans with Disabilities Act

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

Tentative Course and Exams Outline

Part I. Introduction and Classical Theory: The Economy in the Long Run

Chapter 1: The science of macroeconomics
Chapter 2: The data of macroeconomics
Chapter 3: National income: where it comes from and where it goes
Chapter 4: The monetary system
Chapter 5: Inflation: its causes, effects, and social costs
Chapter 6: The open economy
Chapter 7: Unemployment
Midterm Exam I

Part II. Growth Theory: The Economy in the Very Long Run


Chapter 8: Economic growth I: capital accumulation and population growth
Chapter 9: Economic growth II: technology, empirics, and policy
Midterm Exam II

Part III. Business Cycle Theory: The Economy in the Short Run

Chapter 10: Introduction to economic fluctuations
Chapter 11: Aggregate demand I: building the IS-LM model
Chapter 12: Aggregate demand II: applying the IS-LM model
Midterm Exam III

Part IV. Economic Growth and the World Economy

Chapter 13: the Mundell-Fleming model and the exchange-rate regime (depending on progress)
Chapter 14: Aggregate supply and the short-run tradeoff between inflation and unemployment (depending on progress)

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/30/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL) ECON	Course Number: (e.g., 1003) 4103	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Economics Special Topics		
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 type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input checked="" type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

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

If selected other list fee type:

Elective Major Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **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. **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.
 - This course provides students with the ability to engage in an experiential learning opportunity that allows them to interact with economics professionals for "some" versions of this course. Other versions of the course allows the instructor to teach about current "hot topics" to assess student interest in new developments in the field. This applies to the second (2nd) program goal for economics minors which states that students will be able to understand economic decision making issues at different levels within the economy.
 - This course also relates to the fifth (5th) learning goal for the COB relating to foundational knowledge – in this case, the course provides more depth to the foundation knowledge which is necessary for an economics minor.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Assessment activities will vary based on the topic covered in any given semester. Typical assessments used will include exams, quizzes, homework assignments, and papers..**
- c. What is the rationale for adding this course? What evidence demonstrates this need? **This course is offered as an upper level elective economics class by many universities. All of our current programs in the COB have their own "Special Topics" class. Since we are splitting the current Econ/Finance major into a Finance major and an Economics minor, a separate special topics class for Economics is appropriate; note that we already have a stand-alone Finance special topics class.**

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

- a. Course subject - **ECON**
- b. Course number - **4103**
- c. Catalog course title - **Economics Special Topics**
- d. Catalog description - ***This course provides in-depth exploration of current economics topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.***
 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
 2. Cross-listing – **N/A**
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **Spring only**
 4. Prerequisites - **Junior standing, minimum 2.00 GPA, and permission of instructor**
 5. Co-requisites – **N/A**
 6. Description – **see "d" above**
 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
 9. Fees (e.g., \$36 art fee) - **None**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attachment**
- f. Text required for course – **varies**
- g. Bibliography (supplemental reading list) - **varies**
- h. Justification/rationale for the course - **see answer to assessment question b above.**
- i. Course objectives - - **will vary based on the economics topic(s) covered**
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **will vary based on the topics covered and whether the version of the class offered is more of an experiential learning course or a lecture-based course.**
- l. Policy on absences, cheating, plagiarism, etc. - - **See Attachment**
- m. Course content (outline of material to be covered in course). - **See Attachment**

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

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ECON 4103
Economics Special Topics: ????????
Spring 2019

Course Description:

Varies based on topics covered

Prerequisites:

Junior or senior standing, minimum GPA of 2.00, and permission of the instructor.

Instructor: Wan Wei, Ph.D.
Office: 409 Rothwell
Phone: (479) 968-0494
Email: wwei@atu.edu
Office Hours: MTWR 2:00-3:30 and by appointment

Textbook: Varies based on topics covered

Learning Objectives: Varies based on topics covered.

Evaluations: Varies based on topics covered/type of course offered (lecture vs. experiential learning)

Grading Scale

A=100%-90% B=89%-80% C=79%-70% D=69%-60% E=59% and below

Class Policies: Class activities are done during class meetings or as homework as assigned by the instructor. No make-up class activities are allowed unless approved by the instructor. A late penalty may be assessed for any work done after the due date at the discretion of the instructor.

ATU approved Extracurricular Activities and Religious Holidays: Students who miss a class assignment/quiz/discussion because of observance of a religious holiday shall have the opportunity to make up missed work. Students representing ATU at any official extracurricular activity shall have the opportunity to make up the classwork. It is the student's responsibility to notify the instructor of any upcoming holiday or extracurricular activity AT LEAST one week before the missed work.

Academic Honesty: All work done for assignments in this course must be done by the student. Plagiarism is prohibited. Failure to comply with these requirements will result in disciplinary action that can result in a lower grade or more serious action, at the instructor's discretion, as allowed under ATU policies.

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Americans with Disabilities Act: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. A student who needs special accommodations should notify the instructor of the condition. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

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Course Outline: Varies based on topics covered in any semester



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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/24/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
FIN	3023	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Financial Markets and Institutions		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Fin Mkts & Institutions		

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?
Spring Semesters

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)? **Trading Lab or a computer classroom**

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.
 - This course provides all finance majors with the theory and practices employed in financial markets and institutions. This applies to the third (3rd) program goal for finance majors which states that students will be able to identify the interaction of different types of financial markets on a domestic and global level.
 - The coverage of interest rates and the impact of those rates on financial asset pricing applies to the fourth (4th) program goal for finance majors which states that students can analyze (and price) financial securities on a macro and micro level.

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2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Students will be required to take multiple quizzes, two mid-term exams and a final; they will also be required to submit various homework assignments.**
- c. What is the rationale for adding this course? What evidence demonstrates this need? **This course is required by most universities for all finance majors; for example, UCA, SAU, UALR, University of Arkansas, the University of Texas and the UNC – Chapel Hill all require this course for finance majors.**

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

- a. Course subject - **FIN**
- b. Course number - **3023**
- c. Catalog course title – **Financial Markets and Institutions**
- d. Catalog description - ***Course coverage includes an analysis of financial markets and institutions; regulation, money market operations, global impact of central banking principles and monetary policy, and determinants of interest rates with financial asset pricing.***
 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
 2. Cross-listing – **N/A**
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **Fall Only**
 4. Prerequisites: **ECON 2003, ECON 2013 and Junior standing or above.**
 5. Co-requisites – **N/A**
 6. Description – see “d” above”
 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
 9. Fees (e.g., \$36 art fee) - **None**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attachment**
- f. Text required for course – **See Attachment**
- g. Bibliography (supplemental reading list) – **See Attachment**
- h. Justification/rationale for the course – **see answer to assessment question “b” above**
- i. Course objectives – **See Attachment**
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See Attachment**
- l. Policy on absences, cheating, plagiarism, etc. – **See Attachment**
- m. Course content (outline of material to be covered in course). – **See Attachment**

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

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examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offence.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November **20** is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations

APA style is the only accepted method used for citations and referencing during this class. All work should be paraphrased rather than copied directly. Material used from sources other than the text should use APA style citations and references.

Attendance Policy:


Students are held responsible for class attendance and are advised that excessive absences may adversely affect their grades. The attendance policy per the instructor, is that any student with four (4) or more absences will receive a failing grade for the course. Being absent is not being present in the class during the scheduled lecture times. To be present, the student must sign-in at the beginning of each lecture and sign-out at the end of each lecture. However, students can leave the class to use the restroom or for any other emergency/medical reason, given that the time is out of class is not excessive.

Classroom/professional behavior

Arkansas Tech University, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Americans with Disabilities Act:

ATU adheres to the requirements of the Americans with Disabilities Act to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance.

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Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Arkansas Tech University; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

<u>Summary of Topical Coverage:*</u>	<u>Hours</u>
Topic 1 : Overview of the Financial System	2.0
Topic 2 : What Do Interest Rates Mean and What Is Their Role in Valuation	3.5
Topic 3 : Why Do Interest Rates Change?.....	3.5
Topic 4 : How Do Risk and Term Structure Affect Interest Rates?	4.0
Topic 5 : Why Do Financial Institutions Exist?.....	5.0
Topic 6 : Why Do Financial Crises Occur and Why Are They So Damaging to the Economy?	4.5
Topic 7 : Central Banking and the Conduct of Monetary Policy	4.5
Topic 8 : Conduct of Monetary Policy: Tools, Goals, Strategy and Tactics	3.5
Topic 9 : The Money Markets	3.0
Topic 10: The Bond Market	3.5
Topic 11: The International Financial System	4.5
Topic 12: Financial Regulation	3.5
Total	45.0

*These coverage hours may vary based on the pace of the class.

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/24/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL) FIN	Course Number: (e.g., 1003) 3033	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 Real Estate		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) _____		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Spring Semesters

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. **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.
 - **This course provides all finance majors with both theory and skills relating to the real estate market (both residential and commercial markets). This applies to the third (3rd) program goal for finance majors which states that students will be able to discuss the interaction of different types of financial markets on a domestic and global level.**
 - **The course expands students exposure to real estate law and accounting which provides more depth in their business foundational knowledge – the fifth (5th) learning goal for the COB.**
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Students will be required to take multiple quizzes, two mid-term exams and a final; they will also be required to submit a project report and various homework assignments.**

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- c. What is the rationale for adding this course? What evidence demonstrates this need? **This course is offered as one of a select group of finance electives by most universities; for example, the course is offered as a finance elective by UCA, SAU, UALR, University of Arkansas, the University of Texas, and UNC – Chapel Hill.**

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

- a. Course subject - **FIN**
b. Course number - **3033**
c. Catalog course title - **Principles of Real Estate**
d. Catalog description - ***This course provides an overview of real estate real estate investment and financing. The topics of this course include mortgage loans, residential property and income-producing property investing and financing, financing real estate development, alternative real estate financing, and investment vehicles. The goal of this course is to teach students the fundamental factors that affect the real estate markets. The course will also teach students the role of valuation, tax, law, and accounting related to real estate investing and financing as well as applications of the above knowledge to the real world real estate markets.***
1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
2. Cross-listing – **N/A**
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **Spring only**
4. Prerequisites - **FIN 3063**
5. Co-requisites – **N/A**
6. Description – **see “d” above**
7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
9. Fees (e.g., \$36 art fee) - **None**
e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attachment**
f. Text required for course – **See Attachment**
g. Bibliography (supplemental reading list) – **See Attachment**
h. Justification/rationale for the course - **See answer to Assessment question “b” above**
i. Course objectives - – **See Attachment**
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **N/A**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See Attachment**
l. Policy on absences, cheating, plagiarism, etc. – **See Attachment**
m. Course content (outline of material to be covered in course). – **See Attachment**

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

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Instructor: Adjunct Instructor
Office: Rothwell ***
Phone: 479-968-****
Email:
Office Hours: Six hours per week as posted and by appointment

Required Textbook:

Real Estate Finance & Investments, 14e, by William Brueggeman and Jeffrey Fisher, The McGraw-Hill/Irwin Series in Finance, Insurance, and Real Estate, ISBN 978-0073377339

Course Description:

This course provides an overview of real estate investment and financing. The topics of this course include mortgage loans, residential property and income-producing property investing and financing, financing real estate development, alternative real estate financing, and investment vehicles. The goal of this course is to teach students the fundamental factors that affect the real estate markets. The course will also teach students the role of valuation, tax, law, and accounting related to real estate investing and financing as well as applications of the above knowledge to the real world real estate markets. *Prerequisite: FIN 3063*

Course Objectives:

By the end of this semester, you should be able to

1. Discuss fundamental concepts related to the real estate industry
2. Analyze and evaluate real estate investment projects
3. Identify and use the tools and methods that can be used to finance real estate development
4. Differentiate the different types of real estate investment vehicles
5. Identify and evaluate various factors that affect real estate investments

Examinations

There are two midterms and one final. The final exam will be a comprehensive exam. No make-up exams will be allowed without Instructor approval. **Make-up examinations are given only for a reasonable excuse supported by legitimate documentation. Notification of your absence must be prior to the exam.** Otherwise, a grade of zero will be given for any missed examination.

Quizzes

Quizzes will be given in classes throughout the semester. Each quiz is equally weighted. The lowest quiz score will be dropped. There are no make-up quizzes. A grade of zero will be given to any missed quiz.

Homework Assignments

The homework assignments are designed to help students better understand concepts and theories covered in class. If we have a discussion of an article in class, it could be counted as one assignment. Any late homework assignment will **have the score reduced by 20% for each day after its due day.**

Grading Weights

The highest midterm score:	RECEIVED	16%
The lowest midterm score:	OCT 05 2018	10%
Final exam score:		24%
Project report	Registrar's Office	30%
Quizzes:		8%
Homework Assignments:		12%

Grading Scale

Each assignment, quiz and discussion is equally weighted when your course grade is calculated. The assignment, quiz and exam scores are calculated based on percentage numbers instead of points. For example, if you get 8 points out of a quiz with a full point of 10, your score in this quiz will be 80%. The gradebook in the Blackboard will show both your percentage and point scores. After the weighted-average score is calculated at the end of the semester, the 100-percent scale will be transformed into letter grades in the following way:

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

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Course Expectations

- 1) The course requires the frequent use of **statistical concepts and formulas**, with which you need to be very familiar.
- 2) Preview what we are going to study in advance and bring your questions to class. Spend time reviewing and digesting notes after each class.
- 3) Make sure you understand every question from assignments and quizzes.
- 4) You should follow the financial news through sources such as *Bloomberg.com*, *the Economist*, *BusinessWeek*, *Yahoo Finance*, etc on the daily basis.

Course Policies

1. **Consistent attendance is essential for good performance in this course.** If unable to attend a class session for reasons such as sanctioned college events, illness, family emergencies, etc., please support your excuse by legitimate documentation. Each unexcused absence beyond two reduces your course score by 1%.
2. **Leaving one's seat during a class is disruptive and disrespectful.** Out-of-seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the professor.
3. **Cell phone use is NOT permitted in class.** Cell phone use—including texting, surfing, etc., — is disruptive and disrespectful to your instructor and fellow students.

When using email, you are required to communicate with me using your ATU email. All correspondence emails from me including announcement, grades, etc. **will be sent ONLY to your atu.edu (@atu.edu) address.** Do not send emails using a private email address. When emailing me, **the Subject Line should include: "Real Estate Principles – Your Name"**. I teach several different classes and need to know your class so I can respond to you more efficiently.

The College Policy on Academic Honesty

You are expected to know and follow the College's academic integrity policy (in the *Student Handbook*, under General Regulations), which prohibits plagiarism and other cheating. You may discuss the concepts and methods of individual assignments with each other before submitting them, but not the details of your answers to the specific questions.

Americans with Disabilities Act

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university's disabilities coordinator at Doc Bryan 141 (479-968-0302).

Tentative Course and Exams Outline

Part I

Chapter 1: Real Estate Investment: Basic Legal Concepts

Chapter 2: Real Estate Financing: Notes and Mortgages

Chapter 3: Mortgage Loan Foundations: The Time Value of Money

Chapter 4: Fixed Interest Rate Mortgage Loans

Chapter 6: Mortgages: Additional Concepts, Analysis, and Applications

Mid-Term Exam I

Part II

Chapter 7: Single Family Housing: Pricing, Investment, and Tax Considerations

Chapter 8: Underwriting and Financing Residential Properties

Chapter 9: Income-Producing Properties: Leases, Rents, and the Market for Space

Chapter 10: Valuation of Income Properties: Appraisal and the Market for Capital

Chapter 11: Investment Analysis and Taxation of Income Properties

Chapter 12: Financial Leverage and Financing Alternatives

Mid-Term Exam II

Part III

Chapter 16: Financing Project Development

Chapter 17: Financing Land Development Projects

Chapter 15: Financing Corporate Real Estate

Chapter 18: Structuring Real Estate Investments: Organizational Forms and Joint Ventures

Final

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/28/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
FIN	4033	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Financial Modeling		
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 type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input checked="" type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

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

If selected other list fee type:

Elective Major Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **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. **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.
 - This course provides students with the ability to engage in an experiential learning opportunity that allows them to interact with economics professionals for "some" versions of this course. Other versions of the course allows the instructor to teach about current "hot topics" to assess student interest in new developments in the field. This applies to the second (2nd) program goal for economics minors which states that students will be able to understand economic decision making issues at different levels within the economy.
 - This course also relates to the fifth (5th) learning goal for the COB relating to foundational knowledge – in this case, the course provides more depth to the foundation knowledge which is necessary for an economics minor.

is required (or offered as one of a group of limited electives) by the University of Arkansas, the University of Texas - Austin, and the University of North Carolina - Chapel Hill.

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

- a. Course subject - FIN
- b. Course number - 4033
- c. Catalog course title - Financial Modeling
- d. Catalog description - *This is an application based course, where students will have learn how to apply financial concepts and theories to real world applications. Students will obtain knowledge on financial functions and commands of Excel for financial calculations. Students will also be able to perform data combing techniques. Students will gain hands-on knowledge of how to customize financial analysis for different situations. Furthermore, students will develop, analyze, update, and reevaluate an investment portfolio consisting of different asset classes.*
 1. Arkansas Course Transfer System (ACTS) course number, if applicable – N/A
 2. Cross-listing – N/A
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – Fall only
 4. Prerequisites – FIN 4023
 5. Co-requisites – N/A
 6. Description – see “d” above
 7. Notes (e.g., information not in description such as course may be repeated for credit) – N/A
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – N/A
 9. Fees (e.g., \$36 art fee) - None
- e. Section for Name of instructor, office hours, contact information (telephone, email) – See Attachment
- f. Text required for course – See Attachment
- g. Bibliography (supplemental reading list) – See Attachment
- h. Justification/rationale for the course - See answer to Assessment question “b” above
- i. Course objectives - – See Attachment
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – N/A
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – See Attachment
- l. Policy on absences, cheating, plagiarism, etc. – See Attachment
- m. Course content (outline of material to be covered in course). – See Attachment

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

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Financial Modeling

COURSE SYLLABUS

Course Number: FIN 4033
Course Name: Financial Modeling
Semester: Fall 2019;
Instructor: Dr. Ahmed Elkassabgi
Office: Rothwell 443
Phone: 479-356-6204
Email: aelkassabgi@atu.edu
Office Hours: Six hours per week as posted and by appointment

Required Benninga, Simon, *Financial Modeling*, 4th Edition (2014), The MIT Press

Course Objectives

This is an application based course, where students will learn how to apply financial concepts and theories to real world applications. Students will learn how to use financial functions and commands in Excel for financial calculations. Students will also be able to perform data combining techniques. Students will gain hands-on knowledge of how to customize financial analysis for different situations. Furthermore, students will develop, analyze, update, and reevaluate an investment portfolio consisting of different asset classes. **Prerequisite:** FIN 4023: *Portfolio Management*

Examinations

There are two midterms and one final. The final exam will be given on **Monday, May 7, 8:00-10:00 am**. The final exam will be a comprehensive exam. No make-up exams will be allowed without Instructor approval. **Make-up examinations are given only for a reasonable excuse supported by legitimate documentation. Notification of your absence must be prior to the exam.** Otherwise, a grade of zero will be given for any missed examination.

Quizzes

The quizzes will be given in classes throughout the semester. Each quiz is equally weighted. The lowest quiz score will be dropped. There are no make-up quizzes. A grade of zero will be given to any missed quiz.

Homework Assignments

The homework assignments are designed to help students better understand concepts and theories covered in class. If we have a discussion of an article in class, it could be counted as one assignment. Any late homework assignment will **have the score reduced by 20% for each day after its due day.**

Grades

Grades will be based on the following weights:

Attendance/Participation	100
Homework/Quizzes	250
Term exam	250
Final Term Project	400
Total	1000 points

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Grading Scale

After the weighted-average score is calculated at the end of the semester, the 100-percent scale score will be transformed into letter grades in the following way:

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

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Course Expectations

I have several suggestions for this course:

- 1) The course requires the frequent use of **statistical concepts and formulas**, with which you need to be very familiar.
- 2) Preview what we are going to study in advance and bring your questions to class. Spend time reviewing and digesting notes after each class.
- 3) Make sure you understand every question from assignments and quizzes.
- 4) You should follow the financial news through sources such as *Bloomberg.com*, *the Economists*, *BusinessWeek*, *Yahoo Finance*, *etc* on the daily basis.
- 5) **Be active in managing your portfolio in your simulation account!** Don't be afraid to try something you don't fully understand. You will learn to swim fast if you are thrown in the deep end.

Course Policies

1. **Consistent attendance is essential for good performance in this course.** If unable to attend a class session for reasons such as sanctioned college events, illness, family emergencies, etc., please support your excuse by legitimate documentation. Each unexcused absence beyond two reduces your course score by 1%.
2. **Leaving one's seat during a class is disruptive and disrespectful.** Out-of-seat behavior is defined as any incident in which a student leaves his or her seat without first getting permission from the professor.
3. **Cell phone use is NOT permitted in class.** Cell phone use—including texting, surfing, etc., — is disruptive and disrespectful to your instructor and fellow students.
4. When using email, you are required to communicate with me using your ATU email. All correspondence emails from me including announcements, grades, etc. **will be sent ONLY to your atu.edu (@atu.edu) address**. Do not send emails using a private email address. When emailing me, **the Subject Line should include: "Financial Modeling – Your Name"**. I teach several different classes and need to know your class so I can respond to you more efficiently.

The College Policy on Academic Honesty

I expect you to know and follow the College's academic integrity policy (in the *Student Handbook*, under General Regulations), which prohibits plagiarism and other cheating. You may discuss the concepts and methods of individual assignments with each other before turning them in, but not the details of your answers to the specific questions.

Americans With Disabilities Act

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university's disabilities coordinator at Doc Bryan 141 (479-968-0302).

Class Schedule

The following topics will be covered. Additional topics will be discussed if time permits.

- Introduction, Excel functions, and Excel hints
- Data collection and cleansing
- Financial Statement Modeling
- Portfolio Models
- Option-Pricing Models
- Event Studies
- Visual Basic for Applications (VBA)
 - User-defined Functions
 - Types and Loops
 - Macros and User Interactions
 - Information from the Web
- Monte Carlo Methods

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/28/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
FIN	4083	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Financial Institution Management		
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?

Fall Semesters only

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. **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.

- This course provides finance majors with the ability to discuss the important role played by financial institutions and the types of risks these organizations face. This adds to the business foundation skills required by the fifth (5th) COB learning goal as those skills relate to a finance major.
- This course also instructs students on how financial institutions manage risk which impacts the organization's financial performance. This relates to the fifth (5th) finance major learning goal requiring students to assess a firm's performance.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Students will take multiple quizzes and an exam; they will also be required to submit a term project and various homework assignments.**

c. What is the rationale for adding this course? What evidence demonstrates this need? **This course is offered as one of a required group of finance courses by most universities; for example, the course**

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is required or offered as one of a group of limited electives by UCA, SAU, UALR, the University of Arkansas, the University of Texas - Austin, and the University of North Carolina - Chapel Hill.

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

- a. Course subject - **FIN**
- b. Course number - **4083**
- c. Catalog course title - **Financial Institution Management**
- d. Catalog description - ***A study of major financial institutions and the markets in which they operate, with emphasis on financial decision making and risk management. Topics include financial intermediation theory; measurement and management of interest rate risk, credit risk, off-balance-sheet risk, foreign exchange risk, country risk, and liquidity risk; capital adequacy; and product/market diversification.***
 1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
 2. Cross-listing – **N/A**
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **Fall only**
 4. Prerequisites – **FIN 3023**
 5. Co-requisites – **N/A**
 6. Description – **see “d” above**
 7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
 9. Fees (e.g., \$36 art fee) - **None**
- e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attachment**
- f. Text required for course – **See Attachment**
- g. Bibliography (supplemental reading list) – **See Attachment**
- h. Justification/rationale for the course - **See answer to Assessment question “b” above**
- i. Course objectives - – **See Attachment**
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **See Attachment**
- l. Policy on absences, cheating, plagiarism, etc. – **See Attachment**
- m. Course content (outline of material to be covered in course). – **See Attachment**

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

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Course Number: FIN 4083 **Course Name:** Financial Institution Management
Semester: Fall 20** **Instructor:** Dr. Ahmed Elkassabgi
Office: Rothwell 443 **Phone:** 479-356-6204
Email: aekassabgi@atu.edu **Office Hours:** Six hours/week and by appointment

Required Materials: Financial Institutions Management, A Risk Management Approach, by Anthony Saunders and Marcia Millon Cornett, current edition, McGraw Hill Education; internet access for accessing databases; and The Wall Street Journal and the Financial Times

Optional: Newspapers, The Wall Street Journal (WSJ) and Financial Times. BAI Plus Professional Calculator (BAI Plus highly recommended)

Course Description: A study of major financial institutions and the markets in which they operate, with emphasis on financial decision making and risk management. Topics include financial intermediation theory; measurement and management of interest rate risk, credit risk, off-balance-sheet risk, foreign exchange risk, country risk, and liquidity risk; capital adequacy; and product/market diversification.

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Prerequisites: FIN 3023 Financial Institutions and Markets.

Websites Used: Blackboard <https://bb9.tamucc.edu/>

Learning Objectives:

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

- Discuss the importance of financial institutions
- Recognize the various types of risks financial institution face and how the risks are measured
- Analyze how financial institutions manage risk

Instructional Methodology:

Lectures may be supplemented by class discussion, handouts, questions and answer sessions, computer presentations and videos.

Performance Evaluation and Grading:

Grades may be assigned based on the following weights:

3 Exams, (250 points each)	750 points
Homework, Quizzes, Attendance	250 points
Final Exam	Replaces Lowest Exam Grade
TOTAL POINTS	1000 points

A letter grade will be determined based on the percentage earned of total points possible, as follows: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: 0-59%.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offence.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5, 20?? is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

APA style is the only accepted method used for citations and referencing during this class. All work should be paraphrased rather than copied directly. Material used from sources other than the text should use APA style citations and references.

Classroom/professional behavior

Arkansas Tech University, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Attendance Policy:

Students are held responsible for class attendance and are advised that excessive absences may adversely affect their grades. The attendance policy per the instructor, is that any student with 4 or more absences will receive failing grade for the course. Being absent is not being present in the class during the scheduled lecture times. To be present, the student must sign-in at the beginning of each lecture and sign-out at the end of each lecture. However, students can leave the class to use the restroom or for any other emergency/medical reason, given that the time is left is not excessive.

Americans with Disabilities Act

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university’s disabilities coordinator at Doc Bryan 141 (479-968-0302).

Summary of Topical Coverage:

	Hours
Topic 1 : Why Are Financial Institutions Special?.....	2.5
Topic 2 : Interest Rate Risk.....	6.0
Topic 3 : Credit Risk-Individual and Loan Portfolio	6.0
Topic 4 : Liquidity Risk.....	6.0
Topic 5 : Foreign Exchange Risk.....	5.0
Topic 6 : Sovereign Risk.....	4.5
Topic 7 : Off-Balance-Sheet Risk.....	4.5
Topic 8 : Liability and Liquidity Management.....	4.5
Topic 9 : Capital Adequacy.....	4.0
Topic 10: Product and Geographic Expansion.....	2.0
Total	45.0

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Finance and Economics (College of Business)	9/24/2018

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	10-4-18
Dean Lisa Toms	<i>Lisa Toms</i>	10/03/18
Assessment Christine Austin	<i>Christine Austin</i>	10.3.18
Registrar Tammy Weaver	<i>Tammy Weaver</i>	10/30/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

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

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Spring Semesters

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. **Not Applicable**

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

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

- This course provides all finance majors with an advanced understanding of financial management that applies to the fifth (5th) program goal for finance majors which states that students will be able to analyze the financial performance of a firm.
- This course also relates to the fifth (5th) learning goal for the COB relating to foundational knowledge – in this case, the course provides more depth to the foundation knowledge which is necessary for a finance major.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Students will be required to take two mid-term exams and a final; they will also be required to submit a project report and to attend/participate in all classroom discussions.**

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- c. What is the rationale for adding this course? What evidence demonstrates this need? **This course is offered as a required finance class by many universities and as an upper level finance elective at other universities. For example, the course is required by UCA, SAU, UAFS, UALR, Henderson State University, and the University of Texas – Austin while the University of Arkansas and the University of North Carolina - Chapel Hill use it as one of their upper-level finance elective courses.**

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

- a. Course subject - **FIN**
b. Course number - **4093**
c. Catalog course title - **Advanced Financial Management**
d. Catalog description - *This is an advanced survey of financial management issues. The course emphasizes planning and decision making. It covers specific topics such as discounted cash flow analysis, stock and bond valuation, financial intermediation, organizing, raising and managing capital, capital investment, risk analysis, and financial statement analysis. Lectures and class discussion are heavily supplemented with sample problems, and outside readings. Quantitative techniques are introduced to facilitate analysis.*
1. Arkansas Course Transfer System (ACTS) course number, if applicable – **N/A**
2. Cross-listing – **N/A**
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) – **Spring only**
4. Prerequisites - **FIN 3063 and Junior standing**
5. Co-requisites – **N/A**
6. Description – **see “d” above**
7. Notes (e.g., information not in description such as course may be repeated for credit) – **N/A**
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) – **N/A**
9. Fees (e.g., \$36 art fee) - **None**
e. Section for Name of instructor, office hours, contact information (telephone, email) – **See Attachment**
f. Text required for course – **See Attachment**
g. Bibliography (supplemental reading list) - **See Attachment**
h. Justification/rationale for the course - **see answer to assessment question b above.**
i. Course objectives - - **See Attachment**
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **N/A**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) - **See Attachment**
l. Policy on absences, cheating, plagiarism, etc. - - **See Attachment**
m. Course content (outline of material to be covered in course). - **See Attachment**

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

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Instructor: Dr. Ahmed Elkassabgi **Office:** Rothwell 443
Phone: 479-356-6204 **Email:** aelkassabgi@atu.edu
Office Hours: Six hours per week as posted and by appointment

Course Description:

This is an advanced survey of financial management issues. The course emphasizes planning and decision making. It covers specific topics such as discounted cash flow analysis, stock and bond valuation, financial intermediation, organizing, raising and managing capital, capital investment, risk analysis, and financial statement analysis. Lectures and class discussion are heavily supplemented with sample problems, and outside readings. Quantitative techniques are introduced to facilitate analysis.

Prerequisite: FIN 3063. Additionally, you must have a minimum GPA of 2.0 on 54 or more earned hours.

Required Materials:

- Textbook: **Corporate Finance, 10th edition**, by Stephen Ross; Randolph Westerfield; Jeffery Jaffe.
- Textbook: **Financial Theory and Corporate Policy**, Thomas E Copeland, J. Fred Weston.
- Financial Calculator (Texas Instrument's BA II Plus only or any other financial calculator - no other type of calculator or phone/phone app will be allowed)

Learning Objectives:

Students are expected to already know how to:

- Construct a company's financial statements, calculate financial ratios and make inferences about its financial characteristics and position.
- Calculate the present and future values of a lump sum or a series of cash flows.

By the end of this course, the students should be able to:

- Differentiate the characteristics of stocks and bonds and estimate the prices of bonds and stocks.
- Discuss the implications and applications of the Capital Asset Pricing Model (CAPM), the Security Market Line (SML), and the relationship between risk and return.
- Develop capital budgeting and apply various criteria to determine if an investment is acceptable.

Major Course Requirements:

Two midterm tests and a final exam will be given. The final exam will be cumulative. Test materials will come from lecture notes, discussions in class, the text, assigned readings, homework, and class discussion. Test format is primarily multiple choice; questions will emphasize the theory and application of concepts and topics covered. All tests are closed books, closed notes. Only a formula sheet provided by the professor will be allowed during examinations. To facilitate student mastery of financial concepts, homework problems will be assigned following the discussion of each major topic area. All homework problems will be taken online. Students are required to prepare a formal written project for the semester. Students are required to use computer applications, computer databases, and online information services for this project. Written presentation must be prepared with word processing software. Students should prepare for class meetings by studying the assigned text materials and preparing problems and other assignments prior to class.

Grades will be assigned based on the following weights:

2 Tests, (200 points each)	RECEIVED OCT 05 2018 Registrar's Office	400 points
Final Exam (Cumulative)		400 points
50% Participation / 50% Attendance		100 points
Final Project		100 points
Total points		1000 points

Letter Grades Assignments (tentative)

If your points are

at least 900	A
800 to 899	B
700 to 799	C
600 to 699	D
below 600	F

Material for the class come from professor presentation and notes, text books assigned, powerpoint slides, supplemental readings given by professor and any other related study items. Exams are closed books. A formula sheet provided by the professor is allowed, but it will be collected after the exam. To protect the integrity of the test banks employed, exams will not be returned, if banks are used. However, exams are available for review in my office during scheduled office hours for two weeks after the exam is graded. Students are responsible for all material in the assigned readings, handouts, homework, and class presentations.

Course Policies

- **Attendance/Tardiness:** Experience has shown that regular attendance is essential to successful completion of any course. Attendance will be taken at every class meeting.
- **Late Work and Make-Up Exams:** No make-up exams will be administered. If you must miss an exam, notify me in advance and provide written documentation that the absence was an excused University activity, a severe illness, or a dire emergency. Otherwise a zero will be assigned for the exam. All assignments are to be turned in at the beginning of the class on their due date unless otherwise instructed. Late assignments will not be accepted.
- **Cell Phone/Electronic Device Usage:** I expect everyone to follow all rules of common courtesy during classroom lecture and discussion. The presence of cell phones and pagers as well as other disruptive items or actions are prohibited in the classroom. Laptops used for any purpose other than class work is prohibited.
- **Academic Integrity/Plagiarism:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a disciplinary action.
- **Dropping a Class/Missing Classes:** If you miss more than 25% of the scheduled class meetings, you will be barred from entering the final exam and this will be reflected in your transcript.
- **Classroom/professional behavior:** ATU, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction. Students engaging in unacceptable behavior may be instructed to leave the classroom.
- **Students with Disabilities:**

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Tentative Schedule

Dates	Chapter Topic
Week 1	Syllabus
Week 2	Risk Analysis, Real Options, and Capital Budgeting
Week 3	Risk Analysis, Real Options, and Capital Budgeting, Interest Rates and Bond Valuation
Week 4	Stock Valuation
Week 5	Risk and Return: Lessons from Market History
Week 6	Return and Risk: The Capital Asset Pricing Model (CAPM)
Week 7	An Alternative View of Risk and Return: The Arbitrage Pricing Theory
Week 7	Midterm 1 (theoretical and quantitative)
Week 8	Risk, Cost of Capital, and Valuation
Week 9	Efficient Capital Markets and Behavioral Challenges
Week 10	Long-Term Financing: An Introduction
Week 11	Big project – Due date, Options and Corporate Finance
Week 12	Options and Corporate Finance: Extensions and Applications
Week 13	Warrants and Convertibles, Hedging Risk and Derivatives
Week 14	International Corporate Finance
Week 15	Midterm Exam #2 (theoretical and quantitative)
Final Exam	Final Exam (comprehensive) – Tentatively Scheduled to be the first day of Final Exams Week.

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ARKANSAS TECH UNIVERSITY

RECONFIGURATION OF EXISTING DEGREE PROGRAM (Consolidation or Separation of Degrees to Create New Degree) ADHE LETTER OF NOTIFICATION – 11

Department Initiating Proposal	Date
Accounting and Economics	10/29/18

Title	Signature	Date
Department Head	<i>Tracy Cole</i>	10-29-18
Dean	<i>Loa Long</i>	10/29/18
Assessment	<i>Chris Am-2</i>	11/5/18
Registrar	<i>Shawver</i>	10/30/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
(old) BSBA with major in Economics and Finance (new) BSBA with major in Finance

LETTER OF NOTIFICATION – 11

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

1. Institution submitting request:

Arkansas Tech University

2. Contact person/title:

3. Title(s) of degree programs to be consolidated/reconfigured:

BSBA/Economics and Finance

4. Current CIP Code(s)/Current Degree Code(s):

52.0601

5. Proposed title of consolidated/reconfigured program:

BSBA/Finance

6. Proposed CIP Code for new program:

52.0801

7. Proposed Effective Date:

Fall 2019

8. Reason for proposed program consolidation/reconfiguration:

[Indicate student demand, (projected enrollment) for the proposed program and document that the program meets employer needs]

The College of Business proposes to reconfigure the existing major into a major in finance. The new major will allow students to gain more depth of knowledge in the field of finance, with 30 hours in the major coursework rather than the current 15.

In a survey of employer needs, 70% of hiring managers preferred to hire students with a finance major rather than an economics major. Additionally, more jobs currently exist in the field of finance than in economics in Arkansas. When questioned about the appropriate content of a finance major, respondents ranked the following subject matter (in rank order) as most important:

**Financial statement analysis
Banking
Corporate finance
Real Estate principles and appraisal
Investments**

The proposed curriculum includes all of these in the course content.

According to the Bureau of Labor Statistics, jobs in the finance industry (Appraisers and Assessors of Real Estate, Budget Analysts, Financial Analysts, and Loan Officers) will all grow faster than average between 2016 and 2026.

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

See attached

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

Because this is a reconfiguration, no additional budget funds will be required.

11. Provide current and proposed organizational chart.
12. Institutional curriculum committee review/approval date:

13. Are the existing degrees offered off-campus or via distance delivery

While several of the courses within the degree are offered online, the complete program is not available online.

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

The proposed degree will be offered on-campus.

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

Not applicable

16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.

Dear Colleagues,

This email is to officially notify you that Arkansas Tech University will be submitting a Letter of Notification/Program Reconfiguration to the Arkansas Department of Higher Education to reconfigure the Economics and Finance major within the Bachelor of Science in Business Administration degree to be just a finance major. An economics minor will be submitted in a separate proposal.

These changes are indicated by the needs of employers in the region. This modification is expected to require very few additional resources.

****No responses were received.**

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

ASU – Major in Finance – 27 hours – emphases in Banking and Financial Management

HSU – Major in Finance – 21 hours

UCA – major in Finance – 24 hours

SAU – major in Finance – 24 hours – emphases in Entrepreneurial Finance, Financial Planning and Financial Analysis

UA Fayetteville – major in Finance with five areas of concentration – 27 hours

UAFS – major in Finance – 18 hours

UALR – major in Finance, Real Estate, and Financial Services and Risk Management – 24-27 hours

UAM – major in finance

The new finance major at ATU will be a broad major, but it will be focused on the analytical aspects of the field.

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

Arkansas Tech University is accredited by AACSB. The next Continuous Improvement Review Peer Review Team visit is scheduled for October 8-9, 2019.

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Course Descriptions for Proposed Finance Courses

FIN 3023: Financial Markets and Institutions

Course coverage includes an analysis of financial markets and institutions; regulation, money market operations, global impact of central banking principles and monetary policy, and determinants of interest rates with financial asset pricing. Prerequisites: ECON 2003, ECON 2013 and junior standing or above.

FIN 3033: Principles of Real Estate

This course provides an overview of real estate investment and financing. The topics of this course include mortgage loans, residential property and income-producing property investing and financing, financing real estate development, alternative real estate financing, and investment vehicles. The goal of this course is to teach students the fundamental factors that affect the real estate markets. The course will also teach students the role of valuation, tax, law, and accounting related to real estate investing and financing as well as applications of the above knowledge to the real world real estate markets. *Prerequisite: FIN 3063*

FIN 4033: Financial Modeling

This is an application based course, where students will learn how to apply financial concepts and theories to real world applications. Students will learn how to use financial functions and commands in Excel for financial calculations. Students will also be able to perform data combining techniques. Students will gain hands-on knowledge of how to customize financial analysis for different situations. Furthermore, students will develop, analyze, update, and reevaluate an investment portfolio consisting of different asset classes. ***Prerequisite: FIN 4023: Portfolio Management***

FIN 4083: Financial Institution Management

A study of major financial institutions and the markets in which they operate, with emphasis on financial decision making and risk management. Topics include financial intermediation theory; measurement and management of interest rate risk, credit risk, off-balance-sheet risk, foreign exchange risk, country risk, and liquidity risk; capital adequacy; and product/market diversification. *Prerequisites: FIN 3023 Financial Institutions and Markets.*

FIN 4093: Advanced Financial Management

This is an advanced survey of financial management issues. The course emphasizes planning and decision making. It covers specific topics such as discounted cash flow analysis, stock and bond valuation, financial intermediation, organizing, raising and managing capital, capital investment, risk analysis, and financial statement analysis. Lectures and class discussion are heavily supplemented with sample problems, and outside



8-Semester Guaranteed Program

Rev. 03/31/2017

2017-2018 Degree Map-Bachelor of Science in Business Administration-Economics and Finance

This map is a term-by-term sample course schedule. The milestones listed to the right of each term are designed to keep you on course to graduate in four years. The Sample Schedule serves as a general guideline to help you build a full schedule each term. See course descriptions and prerequisites at http://www.atu.edu/academics/catalog/.

Employment Information: Economist, Management Consultant, Internal Auditor, Financial Analyst, Government Service Executive, Environmental Economist, Banking Services, Financial Services and Insurance Underwriter.

#Prerequisite Courses: ENGL 0303 ENGL 0404 READ 0103 MATH 0803 MATH 1003 MATH 0903 MATH 0900 MATH 1110

Sample Schedule Milestones/Notes

Table with columns: Course, Hrs., Grade, Semester 1. Rows include ENGL 1013, Science with lab, MATH 1113, BUAD 2003, General Elective, Total hours.

Table with columns: Course, Hrs., Grade, Semester 2. Rows include ENGL 1023, Science with lab, MATH 2223, COMM 2173, General Elective, Total hours.

Table with columns: Course, Hrs., Grade, Semester 3. Rows include ECON 2003, BDA 2003, MATH 2243, ACCT 2000, ACCT 2003, General Elective, Total hours.

Table with columns: Course, Hrs., Grade, Semester 4. Rows include ECON 2013, US History & Government, BUAD 2053, ACCT 2013, BLAW 2033, Total hours.

The Arkansas Course Transfer System (ACTS) is designed to assist in planning the academic progress of students. This system contains information about the transferability of courses within Arkansas public colleges and universities. The Arkansas Course Transfer System can be accessed at http://acts.athle.edu/

Table with columns: Course, Hrs., Grade, Semester 1. Rows include ART 2123, MUS 2003, TH 2273, ENGL 2173, ENGL 2003, ENGL 2013, ENGL 2023, PHIL 2003.

Sample Schedule Milestones/Notes

Table with columns: Course, Hrs., Grade, Semester 5. Rows include ACCT 3063, BUAD 3023, ECON 3003, FIN 3043, MGMT 3003, Total hours.

Table with columns: Course, Hrs., Grade, Semester 6. Rows include Fine Arts & Humanities, MGMT 4013, MKT 3043, FIN 3063, Total hours.

Table with columns: Course, Hrs., Grade, Semester 7. Rows include ECON 3073, MGMT 3103, General Elective, Total hours.

Table with columns: Course, Hrs., Grade, Semester 8. Rows include WGMT 4083, General Elective, General Elective, Total hours.

General Electives: 15 hours (1000-4000 level)
**Only 3 hrs of ECON/FIN Internship will apply to this requirement.
indicates a "C" or better is required
COB = College of Business

Table with columns: Course, Hrs., Grade, Semester 8. Rows include HIST 1503, HIST 1513, HIST 1543, HIST 2003, HIST 2013, HIST 2043, HIST 1903, POLS 2003, ECON 2003, ECON 2103.

Arkansas Tech University
2019 – 2020 BSBA – Finance Major
Eight semester Degree Plan

Year One Fall Semester		Year One Spring Semester	
ENGL 1013 Composition I		ENGL 1023 Composition II	
MATH 1113 College Algebra		MATH 2223 Quantitative Business Analysis	
BUAD 1111 Introduction to Business		COMM 2173 Business and Professional Speaking	
BUAD 2003 Business Information Systems		US History/Government	
FINE ART/ HUMANITIES		FINE ART/HUMANITIES	
General Elective (3 hours)			
TOTAL	16 HOURS	TOTAL	15 HOURS

Year Two Fall Semester		Year Two Spring Semester	
ACCT 2003 Prin of Accounting I		ACCT 2013 Prin of Accounting II	
ECON 2003 Prin of Economics I		ECON 2013 Prin of Economics II	
Science with Lab		Science with Lab	
BDA 2003 Business Program Solving		BUAD 2053 Business Statistics	
BLAW 2033 Legal Environment of Business		BUAD 3023 Business Communication	
TOTAL	16 HOURS	TOTAL	16 HOURS

Year Three Fall Semester		Year Three Spring Semester	
ACCT 3063 Managerial Accounting		FIN 3023 Financial Institutions and Markets	
ECON 3003 Money and Banking		ECON 3093 Econometrics	
ACCT 3003 Intermediate Acct I		MGMT 3103 Operations Management	
FIN 3063 Business Finance		FIN 3043 Investments	
MGMT 3003 MOB		Finance major elective*	
TOTAL	15 HOURS	TOTAL	15 HOURS

Year Four Fall Semester		Year Four Spring Semester	
MGMT 4013 Management Information Systems		MGMT 4083 Business Policy	
FIN 4033 Financial Modeling		FIN 4093 Advanced Financial Management	
FIN 4023 Portfolio Management		Finance Major Elective*	
MKT 3043 Principles of Marketing		General Elective	
General Elective			
TOTAL	15 HOURS	TOTAL	12 HOURS

***Elective (Choose any 3 hours from the courses listed below)**

- FIN 2013: Personal Finance
- FIN 3033: Principles of Real Estate
- FIN 4053: Internship I in Economics/Finance
- FIN 4083: Financial Institution Management
- ECON 4093: International Finance & Economics
- ECON 3073: Intermediate Microeconomic Theory
- ACCT 3013: Intermediate Accounting II
- ACCT 3043: Federal Tax I
- BDA 3053: Business Data Analysis

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Alexis Scrimshire

From: Tracy Cole
Sent: Thursday, June 6, 2019 9:31 AM
To: Alexis Scrimshire
Subject: Re: BSBA-FIN

Yes, that is correct. Thanks again for your help.

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: Alexis Scrimshire
Sent: Thursday, June 6, 2019 9:12:51 AM
To: Tracy Cole
Cc: Karen Riddell; Tammy Weaver; Brandi Tripp; Pat Chronister
Subject: RE: BSBA-FIN

Mrs. Cole:

Can you confirm this is what you and Dr. Toms are wanting for the catalog? We will include your response in the curriculum archive as well.

Thank you,

Alexis

From: Karen Riddell <kriddell@atu.edu>
Sent: Thursday, June 6, 2019 9:07 AM
To: Alexis Scrimshire <ascrimshire@atu.edu>
Cc: Tracy Cole <tcole7@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Brandi Tripp <btripp@atu.edu>; Pat Chronister <pchronister@atu.edu>
Subject: RE: BSBA-FIN

Alexis,

So I need to change the "FIN Elective (3000-4000)" in the senior spring semester to "Finance Major Elective" with footnotes 3 and 4, just like in the junior spring?

Thanks.

Karen Riddell

Coordinator of Academic Support Services
Academic Affairs
Arkansas Tech University
Administration 200
Phone: 479-964-0583 ext 4352
Fax: 479-968-0644
Email: kriddell@atu.edu

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From: Alexis Scrimshire <ascrimshire@atu.edu>
Sent: Thursday, June 6, 2019 8:23 AM
To: Karen Riddell <kriddell@atu.edu>
Cc: Tracy Cole <tcole7@atu.edu>; Tammy Weaver <tweaver@atu.edu>; Brandi Tripp <btripp@atu.edu>
Subject: FW: BSBA-FIN

Good morning, Ms. Karen:

Please see the email below from Tracy Cole. Both electives should be Finance Major Electives.

Thank you,

Alexis

From: Tracy Cole <tcole7@atu.edu>
Sent: Wednesday, June 5, 2019 5:24 PM
To: Tammy Weaver <tweaver@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>
Subject: Fw: BSBA-FIN

Hi Tammy and Alexis,

I'm sorry to be a bother, but after meeting with Dr. Toms today, I discovered that I was mistaken about the Finance electives. Dr. Toms and I don't know how one got listed as "Finance Major Elective" and the other was listed as "FIN Elective (3000-4000)." The notification to ADHE only listed "Finance Major Electives," and all 6 hours were to come from the list of "Finance Major Electives." In other words, all of the requirements for finance electives should be "Finance Major Electives" with the footnote for the list of accepted courses.

I am sorry for the confusion, please let me know if there is anything else that I need to do to get this corrected in the catalog.

Thanks,
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: Karen Riddell
Sent: Monday, June 3, 2019 1:51 PM
To: Alexis Scrimshire
Cc: Marika Lederman; Tracy Cole
Subject: FW: BSBA-FIN

Alexis,

I have these changes made to the catalog now.

Thanks.

Karen Riddell
Coordinator of Academic Support Services
Academic Affairs
Arkansas Tech University
Administration 200
Phone: 479-964-0583 ext 4352
Fax: 479-968-0644
Email: kriddell@atu.edu

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From: Alexis Scrimshire <ascrimshire@atu.edu>
Sent: Friday, May 31, 2019 4:25 PM
To: Karen Riddell <kriddell@atu.edu>
Subject: BSBA-FIN

Ms. Karen:

We met with Tracy Cole today regarding some inconsistencies with the BSBA-FIN and as a result we have an update for the catalog. I have attached an updated matrix as a result of the meeting.

They want to attach the "Only three hours of economic/finance internship will apply to this requirement" to both the Finance Major Elective and the FIN Elective (3000-4000 level). Then the footnote with the list of Finance major elective options should only be attached to the "Finance Major Elective."

Also, in the list of the finance major electives, the second finance abbreviation needs capitalization.

Please let us know if you have any questions.

Thank you for your help.

Alexis

From: RegistrarCopier@atu.edu <RegistrarCopier@atu.edu>

Sent: Friday, May 31, 2019 5:54 PM

To: Alexis Scrimshire <ascrimshire@atu.edu>

Subject: Message from KM_454e

Proposed Finance Major

Required Core (21 hours)

FIN 3023: Financial Markets and Institutions

FIN 3043: Investments

FIN 4023: Portfolio Management

FIN 4033: Financial Modeling

FIN 4093: Advanced Financial Management

ECON 3093: Econometrics

ACCT 3003: Intermediate Accounting I

FIN 3063

Elective (Choose any 9 hours from the courses listed below)

✓ FIN 2013: Personal Finance

✓ ~~FIN 3023: Real Estate~~ 3033

✓ FIN 4083: Financial Institution Management

✓ ~~ECON/FIN 4093: International Finance & Economics~~

~~FIN 4103: Special Topics in Finance~~

✓ ECON 3073: Intermediate Microeconomic Theory

✓ FIN 4053: Internship in Finance

✓ ACCT 3013: Intermediate Accounting II

✓ ACCT 3043: Federal Tax I

✓ BDA 3053: Business Data Analysis

Question #9

ATU College of Business
Comparison of old Economics and Finance Major and Proposed Finance Major
To be effective 2019-20 Catalog

Old Economics and Finance Major

23 hours of General Education

64 or 67 hours of Business Core – depending on math requirement

15 hours of electives

18 hours of Economics and Finance Major including:

ECON 3073 Econometrics

FIN 3043 Investments I

3 hrs upper division economics course

3 hrs upper division finance course

6 hours upper division either economics or finance course

Proposed Finance Major

23 hours of General Education

64 or 67 hours of Business Core – depending on math requirement

0 or 3 hours of Electives – depending on math requirement

30 hours of Finance Major courses including:

FIN 3023 Financial Institutions and Markets (new course)

Econ 3093 Econometrics

FIN 3043 Investments

FIN 4033 Financial Modeling (new course)

FIN 4023 Portfolio Management (new course)

FIN 4093 Advanced Financial Management (new course)

ACCT 3003 Intermediate Accounting I

Plus ⁶nine hours selected from:

FIN 2013 Personal Finance

FIN 3033 Principles of Real Estate (new course)

FIN 4083 Financial Institution Management (new course)

ECON 4093 International Economics and Finance

ECON 3073 Intermediate Microeconomics Theory

FIN 4053 Internship in Finance

ACCT 3013 Intermediate Accounting II

ACCT 3043 Federal Tax I

BDA 3053 Business Data Analysis

Debra Hunter

From: Lisa Toms
Sent: Monday, October 29, 2018 4:20 PM
To: Debra Hunter
Subject: teach out of existing programs

Dr. Hunter,

For our curriculum records, both the existing Economics and Finance major and the MBA program will continue to exist until we have "taught out" all students currently in the programs. I estimate that we will need approximately three or four years to allow the undergraduate students to complete the BSBA in Economics and Finance and two years to complete the existing 30 hour MBA program. Please let me know if you have any questions.

Lisa

Dr. Lisa Toms, Dean
College of Business
Arkansas Tech University
Russellville, AR 72801
(479) 968-0668 x2900

Kronberger Elected Chairman of ATU Board

January 17, 2019

Fritz Kronberger of Russellville will serve as chairman of the Arkansas Tech University Board of Trustees for a second time.

Kronberger was elected chairman by his fellow trustees during their first meeting of the year on Thursday, Jan. 17, at Ross Pendergraft Library and Technology Center. He will fulfill the duties of board chairman during the 2019 calendar year. He previously served in that role in 2009.

A graduate of the University of Texas with a degree in mathematics, Kronberger has spent his career in the oil and gas exploration business.

He has been closely associated with Arkansas Tech since Gov. Mike Huckabee appointed him to the ATU Board of Trustees in 2005. He served through 2010 and was appointed to a second term on the board by Gov. Asa Hutchinson in 2015. Kronberger's current term as a trustee is due to expire on Jan. 14, 2020.

Other ATU Board of Trustees officers for 2019 are Tom Kennedy of Little Rock, who was elected vice chairman, and Eric Burnett of Fort Smith, who was elected secretary.

In other business on Thursday, Jan. 17, the ATU Board of Trustees approved:

*a request to establish a reserve fund for ATU farm operation capital needs and transfer any remaining unexpended external surplus from the current farm operating budget as of June 30 to this reserve account annually, prior to the year-end closing;

*an extension of authorization for ATU to fund salaries and programmatic costs on active federal grants through March 14, 2019, pending the resolution of the federal government shutdown;

*reconfiguration of the Bachelor of Science in Business Administration degree in economics and finance into a new Bachelor of Science in Business Administration degree in finance effective fall 2019, with a focus on financial statement analysis, banking, corporate finance, real estate and investments;

*and a policy allowing full-time professional staff required to live in university housing as a condition for their employment to possess a pet (cat or dog) in accordance with board-approved guidelines.

Trustees approved the following new, full-time faculty and staff appointments:

*Charles Burks, football defensive coordinator, effective Jan. 10, 2019; Jonathan Collins, energy manager, effective Jan. 2, 2019; Tommy Crayton, assistant football coach, effective Jan. 10, 2019; Lindelle Fraser, coordinator of graduate student support services, effective Jan. 2, 2019; Amanda Gardner, assessment specialist, effective Jan. 22, 2019; Dr. Mehmet Kelestemur, assistant professor of mechanical engineering, for the spring 2019 semester; Lois Kimbriel, director of the CCAMPIS program, effective Jan. 7, 2019; John Moll, accounting supervisor, effective Jan. 22, 2019; Julie Schmalz, associate director of financial aid at ATU-Ozark Campus, effective Jan. 2, 2019; Kyle Shipp, football offensive coordinator, effective Jan. 10, 2019; Brandon Smith, assistant football coach, effective Jan. 16, 2019; Kylia Stewart, employer relations coordinator in Norman Career Services, effective Jan. 22, 2019; and Ryan Trevathan, assistant football coach, effective Jan. 11, 2019.

The board accepted these resignations:

*Bob Blake, Lake Point Conference Center facility director, effective Jan. 15, 2019; Philip Huff, instructor of cybersecurity, effective Dec. 31, 2018; Carolyn Ishee, major gifts officer, effective Jan. 11, 2019; Wilson Short, instructor of emergency management, effective Jan. 8, 2019; and Dr. Alvin Williams, associate professor of agriculture, effective Dec. 14, 2019.

The ATU Board of Trustees accepted the retirement of Dr. Mostafa Hemmati, professor of physics, effective May 31, 2019. Hemmati has served on the Arkansas Tech faculty since 1983. He has also provided leadership for the university's program in undergraduate research.

<https://www.arkansastechnews.com/kronberger-elected-chairman-of-atu-board/>



Arkansas Department of Higher Education

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

Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

May 16, 2019

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

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

RE: Program Approval

On April 19, 2019, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Option, Concentration, Emphasis or Minor

Concentration in Business Data Analytics in the Master of Business Administration (DC 5581; CIP 52.0201; 12 credit hours; 100% online; Summer 2019)

Concentration in Digital Marketing in the Master of Business Administration (DC 5581; CIP 52.0201; 12 credit hours; 100% online; Summer 2019)

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Bachelor of Science in Business Administration in Economics & Finance (DC 2460; CIP 52.601) reconfigured to create the Bachelor of Science in Business Administration in Finance (DC 2580; CIP 52.0801; 120 credit hours; Fall 2019)

Reconfiguration of Existing Certificate/Degree Program, Name and CIP Code Change

Bachelor of Science in Medical Technology (DC 2890; CIP 51.1005) reconfigured and changed to create the Bachelor of Science in Medical Laboratory Science (DC 2890; CIP 51.0905; 120 credit hours; Summer 2019)

Reorganization of Existing Organizational Unit

Department of Accounting and Economics (Department Code 0580) changed to Department of Accounting, Finance and Economics (Department Code 0580; Fall 2019)

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

DC – Degree Code



ARKANSAS TECH UNIVERSITY

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OCT 05 2018

Registrar's Office

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Accounting and Economics	10/01/18

Title	Signature	Date
Department Head	<i>Tracy Cole</i>	10-4-18
Dean	<i>Lisa Loms</i>	10/03/18
Assessment	<i>Ken [unclear]</i>	10.03.18
Registrar	<i>Wreaner</i>	10/30/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Economics Minor

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

Reconfigure the existing Economics minor. The old and proposed curriculum lists are attached. Additionally, the Economics minor will now be available for all majors, including business majors.

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

The change will have little impact on staffing. With a prudent course rotation plan, the three current Economics and Finance faculty members and one Finance faculty member should be able to teach all existing and proposed courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This change requires students to have 15 (Business majors) to 18 (non-business majors) hours of upper level economics classes which provides more depth in the field. This aligns with "Arkansas Tech University is dedicated to student success, access, and excellence..."

- Note that if students have not previously taken Econ 2003 and 2013 (Principles I & II) as part of the business core (business majors) or as a General Education Social Science elective (non-business major), they will be required to take those six hours as prerequisites to the minor courses.***

- 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?
In a survey completed by 18 employers in the region, the employers indicated that graduates need better critical thinking skills. This program is designed to help students examine economics theories in multiple environments and apply those theories to real life situations.

 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
There is no student learning assessment evidence for this program. However, the Economics and Finance program has not been revised in many years, and it is understood that it is currently shallow in depth of knowledge taught and needs to be improved and updated.

- 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.
ASU, UALR, and UCA offer a minor in Economics that includes six hours of Principles of Economics (I & II) and 12 hours of upper division economics courses for a total of 18 hours. Because we intend to allow our Business majors to minor in Economics, our Business majors will only have to take 15 hours to complete the minor since ECON 3003 - Money & Banking is part of the business core curriculum while non-business majors will take 18 hours.

- 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.)

Economics Minor Learning Goals:

- Apply problem-solving skills to economic issues: Econ 3093 - Econometrics
- Discuss issues associated with economic decision making at the individual, corporate, and public policy levels: Econ 3003 – Money & Banking
- Use critical thinking skills to evaluate global economic problems: Econ 3073 – Intermediate Microeconomic Theory
- Apply quantitative skills to analyze economic activities: Econ 3093 - Econometrics

The College of Business is not required to have an assessment plan for a minor. We are required to assess at the program level.

Economics Minor - requirements

Required Courses (9 hours)

- ECON 3003 – Money & Banking; offered every fall and spring
- ECON 3073 – Intermediate Microeconomic Theory; offered in spring
- ECON 3093 – Econometrics; offered in fall

Elective Courses (choose 9 hours)

- ECON 3013 – Economics of Labor Relationships; offered in spring
- ECON 3023 – Intermediate Macroeconomics**; offered in fall
- ECON 4003 – Readings in Economic Theory; as needed
- ECON/FIN 4093 – International Economics and Finance; as needed
- ECON 4103 – Special Topics**; as needed
- BDA 3053 – Business Data Analysis; offered in spring
- FIN 2013 – Personal Finance; as needed

**** New course proposals are attached for these two courses.**

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.

Economics (as listed in the 2018-2019 Catalog)

The minor in Economics is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to College of Business majors. **Please note that for non-business majors, no more than 30 hours of courses offered by the College of Business may be counted toward completion of degree requirements.**

The minor in Economics requires 18 hours of courses:

- ACCT 2003 Accounting Principles I
- ECON 2003 Principles of Economics I*
- ECON 2013 Principles of Economics II
- ECON 3003 Money and Banking**
- 6 hours of 3-4000 level Economics electives**

**for many majors ECON 2003 Principles of Economics I can be used to satisfy 3 hours of the general education social science requirement.*

***in order to take the upper division (3000-4000 level) ECON courses, a non-business major must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.*



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Management and Marketing	8/25/2018

Title	Signature	Date
Department Head Dr. Kim Troboy	<i>Kim Troboy</i>	9/11/18
Dean Dr. Lisa Toms	<i>Lisa Toms</i>	9/11/18
Assessment Dr. Christine Austin	<i>Christine Austin</i>	9/12/18
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	9/13/18
Graduate Dean (Graduate Proposals Only) Dr. Jeff Robertson		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL) BUAD	Course Number: (e.g., 1003) 4100	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Business Experiential Learning Activity		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Business Experiential Learning		

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? 5

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 checked="" type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation Research | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? 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? **BUAD 4100 is not required; it will 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**

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

Answer the following Assessment questions:

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

The rationale for this course is to equip students with practical professional skills. The College of Business mission states that the College is dedicated to providing students with experiential learning opportunities because these activities provide students with "real life" experiences which enhance their academic learning, build their skills, and allows them to learn about work expectations for various professions.

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

- Course subject: **BUAD**
- Course number: **4100.**

- c. Catalog course title: **Business Experiential Learning Activity**
- d. Catalog description: *This non-credit course indicates student completion of one or more experiential learning activities during the semester taken. Examples of experiential learning include activities that allow students to engage: 1) with external entities such as a business or non-profit organization to work on or solve business problems; 2) in business decision making activities; and 3) in work related activities. The pre-requisite for the course is completion of at least 60 credit hours. The course can be repeated up to 5 times: once each fall, spring or summer term. The course will be pass (P)/fail (F) and is offered each semester.*
1. Arkansas Course Transfer System (ACTS) course number, if applicable (N/A)
 2. Cross-listing (N/A)
 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 4. Prerequisites - **See above**
 5. Co-requisites (N/A)
 6. Description – **See above**
 7. Notes (e.g., information not in description such as course may be repeated for credit) – **See above**
 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) - **Varies**
 9. Fees (e.g., \$36 art fee) – **None**
- e. Section for Name of instructor, office hours, contact information (telephone, email): **Coordinator of Student Engagement - COB, Rothwell 419; phone: 479-880-4347 (ext. 2902); office hours from 8:00 am – 5:00 pm Monday through Friday**
- f. Text required for course: **None required**
- g. Bibliography (supplemental reading list) **N/A**
- h. Justification/rationale for the course: **To prepare students with practical professional skills, the College of Business is dedicated to providing students with experiential learning opportunities. Experiential learning activities provide students with “real life” experiences which also enhance their academic learning. When hiring potential employees, employers value graduates who have practical experience(s). As such, BUAD 4100 will enhance all existing business programs. Resources needed: BUAD 4100 will not require any new costs or resources. The course has no credit hours and there is no cost to the student, nor does the course affect financial aid or scholarships and faculty/staff are not compensated for the course.**
- i. Course objectives: **To prepare business students for professional careers by giving students “real life” experiences which enhance their academic learning and build practical business skills.**
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) **N/A**
- k. Assessment methods (include grading policy with specific equivalents for A, B, C): **Periodically, the Office of Student Engagement is charged with producing a report for the Assurance of Learning Committee to document experiential learning outcomes. These results are to be used to ensure the College’s experiential learning goal is being met. The results may also be used for marketing purposes; this course will show that students have opportunities to engage in experiential learning along with the both the percentage of graduates who complete experiential learning activities and the average number of experiential learning activities COB graduates obtain during their academic career.**

Lead Indicators

The Office of Student Engagement will gather and document the following outcomes:

- The number of class and club projects that offer experiential learning activities each semester and academic year.

Lag Indicators

The Office of Student Engagement will gather and document the following outcomes:

- The number of students who obtain experiential learning experiences each semester.
- The average number of experiential learning activities that students earn during their academic career.

- i. Policy on absences, cheating, plagiarism, etc. **Course Implementation/Policy:** BUAD 4100 is a closed capacity class (i.e., 0 capacity), therefore, only those with INB (software) access can register students into BUAD 4100. When the Office of Student Engagement receives names of students who are participating in experiential learning activities during a given semester, the Coordinator of Student Engagement will enroll appropriate students into BUAD 4100.

To minimize instances that require recording a “W” for students who are unable to complete an experiential learning, it is recommended that BUAD 4100 be offered (i.e., posted in Banner) during the last 5 weeks of a given semester. In this way, the Student Engagement Office can enroll students into BUAD 4100 up to the 11th week of a given semester. This allows for the inclusion of situations when a student takes on service project in mid-semester. Also, by the 11th week of a semester, the faculty and administration will likely know if a given student has completed or will complete an experiential learning activity during that semester. Offering BUAD 4100 late during a given semester also reduces the need to drop students from BUAD 4100 for the given semester, thus reducing administrative tasks.

However, if a student enrolled into BUAD 4100 does not fully participate/perform in their experiential learning activity, the designated faculty member notifies the Office of Student Engagement that the student should be administratively withdrawn from the class no later than the final drop date for that semester.

- m. Course content (outline of material to be covered in course). **The types of experiential learning activities offered include:**
- Internships
 - Business-based service learning volunteer projects classes and/or student organizations. This includes Small Business Technology Development Center cases with local small businesses
 - Business plan competitions
 - Faculty research projects conducted jointly with students
 - Marketing plan development
 - Investment activities - student management of the Student Managed Investment Fund
 - Globus Business Simulation
 - Tax Return Completion Service for the community
 - Research analytic activities that relate to economic policy recommendations
 - Certain travel experiences (foreign or domestic).
 - Others as approved by the Student Engagement Committee

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 COURSE ADDITION

Department Initiating Proposal	Date
Health and Physical Education	07/09/2018

Title	Signature	Date
Department Head		07/09/2018
Dean		7/25/18
Assessment		7/30/18
Registrar		10/30/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PE	2533	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Sports Officiating		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sports Officiating		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

NA

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

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

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.
NA
- 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?

Traditional officiating courses simply provide students with the rules and basic mechanics necessary to officiate sports contests. There is a need to develop and implement a more sophisticated program. By combining the resources of our recreation and physical education departments, we have involved our student officials in a course emphasizing the psychological aspects of officiating. The decision-making requirements inherent in sports officiating provide an exciting setting for teaching self-confidence concepts and form the basis for "Psychology of Sports Officiating." This

course emphasizes a transfer of the self confidence necessary in successful officiating to the non-officiating adventures of everyday life. Initially the course focuses on developing a positive officiating attitude in students, as opposed to conventional approaches mainly concerned with the memorization of rules and mechanics. Special efforts are made to cultivate student appreciation for positive verbal and nonverbal communication with their officiating partners as well as with players, coaches, and spectators.

This course would be an elective course and would be for students who are interested in sports officiating, e.g., football, basketball, volleyball and softball. The emphasis will be given to proper mechanics and techniques of an empire, referee, scorer, and linesman for these sports. This course may also be a teaching course at a high 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)
- 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.

Course Number: PE 2533 (01)

Course Title: Sports Officiating

Instructor Information:

Name: Pete Kelly

Office Hours: 8:00am-11:00a.m, 1:00pm – 5:00pm M-F

Office:

Phone: 968-0388, 968-0239

E-Mail: pete.kelly@mail.atu.edu

Academic Credit: 3 hours

Prerequisites: None

Catalog Description: An in-depth study of the rules and mechanics involved in officiating sports. The sports to be included are basketball, football, volleyball, and softball.

Required Text:

1. National Federation of State High School Association Football Rule Book
2. National Federation of State High School Association Basketball Rule Book
3. National Federation of State High School Association Volleyball Rule Book
4. National Federation of State High School Association Softball Rule Book

Cost of Texts: \$7.23 per book / \$28.92 total.

Bibliography:

Clegg, Richard and William A. Thompson. Modern Sports Officiating. 2nd Edition. 1979. Dubuque, Iowa. Wm. C. Brown Co.

NFSHA, Basketball Case Book, Current Edition. KC, Mo. NFSHA.

NFSHA, Basketball Official's Manual, Current Edition. KC, Mo. NFSHA.

NFSHA, Football Case Book, Current Edition. KC, Mo. NFSHA.

NFSHA, Football Official's Manual, Current Edition. KC, Mo. NFSHA.

Justification/rationale: Course is designed to provide knowledge of rules and mechanics of officiating for prospective coaches and physical education teachers. The laboratory experience provides an opportunity for students to put the knowledge of rules and mechanics of officiating to practical use.

Competencies:

The course is structured to ensure that the student will be able to:

1. know and utilize the rules of football and basketball;
2. have an understanding of the rules of volleyball and softball;
3. explain and demonstrate the proper mechanics and techniques of a plate umpire, a base umpire, and scorer for softball;
4. explain and demonstrate the proper mechanics and techniques of a referee, umpire, scorer, and linesman for volleyball;
5. demonstrate the proper mechanics for four-man football officiating;
6. demonstrate the mechanics for two- and three-man basketball officiating;
7. score at least 70% on written tests of rules and officiating techniques for softball, volleyball, basketball, and football; and
8. develop an appreciation for officiating.

Educational Opportunities:

1. Lecture
2. Laboratory

Assessment Methods:

Evaluation

Written mini-quizzes and comprehensive tests are given for each sport. Officiating performance is evaluated during laboratory experience.

Grading

Mini-quizzes for each sport

Comprehensive test for each sport

Evaluation of mechanics and techniques for each sport during lab

Lab - 50%

Test - 40%

Quiz - 10%

Grade Ranges:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

Below 60% = F

Policy on Absences, Cheating, Plagiarism, etc. When participation in some TECH-related function requires missing class(es), courtesy would require the student's notifying her/his instructor(s) prior to the absence. Absences due to sickness, accident or death in the family should be explained to each instructor by the student. For absences of more than five successive days that by their nature (such as an emergency) make it difficult for the student to contact her/his instructors, she/he may contact the Student Services Office, Student Services Building, Room 233.

For lab days, students are only allowed to miss for special emergencies. In which case, the instructor should be notified. Students are **required** to attend **all lab hours assigned to them.**

Course Content:

1. Official rules of football, basketball, volleyball and softball.
2. Mechanics and techniques of officiating.



ARKANSAS TECH UNIVERSITY

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NOV 06 2018

REQUEST FOR COURSE DELETION

Registrar's Office

Department Initiating Proposal	Date
Parks, Recreation, and Hospitality Administration	10/29/18

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	10/29/18
Dean	<i>Dr 24</i>	11/2/18
Assessment	<i>[Signature]</i>	11/8/18
Registrar	<i>[Signature]</i>	11/8/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
CUL	
Official Catalog Title:	
See List on Page 2	

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NOV 08 2018

Registrar's Office

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?

Not applicable

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

Associate of Applied Sciences in Culinary Management in Fall 2017

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.

CUL 1011: Sanitation Safety – cross listed with HA 1011 – do not delete cross list
CUL 1923: Introduction to Food and Beverage Management
CUL 2003: Cost Controls
Amend CUL 2023: Hospitality Leadership and Ethics – **do not delete cross list**
CUL 2053: Work Experience – cross listed with HA 2053 – do not delete cross list
CUL 2063: Guest Service Management – cross listed with HA 2063 – do not delete cross list
CUL 2813: Basic Human Nutrition in Hospitality Management – cross list with HA 2913 – do not delete cross list
CUL 2903: Introduction to Garde Manger
CUL 2914: Principles of Food Preparation – cross listed with HA 2914 – do not delete cross list
CUL 2923: Stocks, Sauces, and Soups
CUL 2933: Advanced Food Preparation
CUL 2943: Introduction to Baking and Pastry
CUL 2996: Externship
HA 2053 remove CUL major from pre-requisites
HA 2914 remove CUL cross list from pre-requisites

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NOV 06 2018
Registrar's Office

RECEIVED
NOV 08 2018
Registrar's Office



REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Parks, Recreation, and Hospitality Administration	1/19/2018

Title	Signature	Date
Department Head	<i>Cathi McMahon</i>	1/19/18
Dean	<i>W Powell</i>	1/19/18
Assessment	<i>Chad Smith</i>	1/5/18
Registrar	<i>Gureaux</i>	1/19/18
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)	1/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	1/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
 Hospitality Administration *Minor*

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 HA 2053 Work Experience **HA/CUL**

Delete HA 4093 Resort Management **HA/RP**

Delete HA Elective (3 hours)

Add HA 2063 Guest Service Management **HA/CUL**

Add HA 2133 Introduction to Travel and Tourism **HA/RP**

HA Elective (9 hours of 3000 or 4000 level)

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

This change will have no impact on staffing or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This change will allow the student that completes a minor in HA to develop a broader understanding of the HA industry and to have better access to a position in the hospitality industry. It will also help to best prepare graduates for the demands of the industry.
- 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?
As stated previously this change will better prepare those that minor in HA for jobs in the hospitality industry. Students will have a better educational foundation in hospitality, which in turn better prepares them for an entry level position in the industry.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This program change came in the form of feedback from the HA Advisory Committee; not necessarily from student learning 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.
This program change fits the current state of the discipline as derived from feedback from the HA advisory Committee. The minor in HA is aligned similar to other programs (in-state and out-of-state) that offer a minor in HA.
- 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.)

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

Program Change in HA Minor

JAN 19 2018

Registrar's Office

The Hospitality Administration minor is designed for students of any major who want to learn about the hospitality profession. The minor in Hospitality Administration consists of 18 hours of coursework.

HA 1043 Introduction to Hospitality Administration

level
HA 2063 Guest Service Management

JRP
HA 2133 Introduction to Travel and Tourism

HA Elective (9 hours of 3000 and 4000 level)

Table 1

At the conclusion of the program, students will be able to exhibit professional hospitality administration knowledge, skills, and abilities.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Identify entry level knowledge of the hospitality industry and profession.	Syllabi and Computerized Exam (HA 1043)	Computerized Exam (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the computerized exam		
	Syllabi and Research paper (HA 1043)	Research Paper (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Research paper		
	Syllabi and Verbal Presentation (HA 1043)	Verbal Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Verbal Presentation		
	Syllabi and Role Play Assignment (HA 2023)	Role Play Assignment (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Role Play Assignment		
	Syllabi and Case Study (HA 2023)	Case Study (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome questions which includes the Case Study		
Demonstrate entry level skills of the hospitality industry and profession.	Syllabi and Course Exam (HA 2063)	Course Exam Questions (HA 2063)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Lab Reports (HA 2063)	Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes lab reports		

	Syllabi/Work Experience Manual (HA 2053)	Agency Final Evaluation and Final Report (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes agency final evaluation and final report		
Apply entry level abilities of the hospitality industry and profession.	Syllabi and Course Exam (HA 2003)	Course Exam Questions (HA 2003)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Course Exam (HA 1063)	Course Exam Questions (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Case Study (HA 1063)	Case Study (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		
Support advanced knowledge of hospitality industry and profession.	Syllabi and Course Exam (HA 4013)	Course Exam Questions (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Special Project (HA 4013)	Special Project (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Special Project		
	Syllabi and Course Exam (HA 4033)	Course Exam Questions (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Case Studies (HA 4033)	Case Studies (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		

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Registrar's Office

	Syllabi and Case Studies (HA 4073)	Case Studies (HA 4037)	70% of students will earn a 75% or higher on related educational/learning outcome which includes case studies		
	Syllabi and Course Exam (HA 4073)	Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Ethical Dilemma (HA 4113)	Ethical Dilemma Assignment (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Ethical Dilemma assignment		
Execute advanced skills of the hospitality profession and industry.	Syllabi and Presentation (HA 4023)	Presentation (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes class presentation		
	Syllabi and Course Exam (HA 4023)	Course Exam (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi and Agency Final Evaluation (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Agency Final Evaluation		
	Syllabi and Final Report (HA 4116)	Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Final Report		
Incorporate advanced abilities of the hospitality industry and profession.	Syllabi and Project Management Assignment (HA 4023)	Project Management Assignment (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Project Management Assignment		
	Syllabi and Research Project (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Research Project		

	Syllabi and Agency Final Evaluation (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Agency Final Evaluation		
	Syllabi and Final Report (HA 4116)	Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes Final Report		

Execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Develop management concepts in hospitality accounting.	Syllabi and Course Exam (HA 2003)	Course Exam (HA 2003)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		
	Syllabi (HA 4073)	Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the course exam and case study		
		Case Study (HA 4073)			
Develop management concepts in hospitality finance.	Syllabi (HA 4073)	Course Exam (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the course exam and case study		
		Case Study (HA 4073)			
	Syllabi (HA 4023)	Project Budget Assignment (HA 4023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the Project Budget Assignment		
Develop management concepts in human resources.	Syllabi (HA 4113)	Course Exam	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Case Study			
		Ethical Dilemma			
	Syllabi and Course Exams (HA 4033)	Course Exams (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome questions on the course exam		

Develop management concepts in hospitality marketing.	Syllabi (HA 4013)	Course Exam (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Marketing Plan Assignment (HA 4013)			
Produce management concepts in hospitality accounting.	Syllabi (HA 4073)	Course Exams (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Case Study (HA 4073)			
Produce management concepts in hospitality finance.	Syllabi (HA 4073)	Course Exams (HA 4073)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment and exam		
		Case Study (HA 4073)			
Produce management concepts in human resources.	Syllabi (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Ethical Dilemma Assignments (HA 4113)			
	Syllabi and Case Project Assignment (HA 4033)	Case Project Assignment (HA 4033)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Produce management concepts in hospitality marketing.	Syllabi and Marketing Plan (HA 4013)	Marketing Plan (HA 4013)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Produce management concepts in hospitality operations.	Syllabi (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Final Report (HA 2053)			
	Syllabi and Internship Manual (HA 4116)	Final Report (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
	Special Project Assignment (HA 4116)				

Produce management concepts in hospitality technology.	Syllabi (HA 1063)	Course Exam (HA 1063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Case Study (HA 1063)			
Describe the fundamental principles of leadership and demonstrate successful leadership skills.					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Identify the fundamental principles of leadership.	Syllabi (HA 2023)	Course Exams (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Class Presentations (HA 2023)			
	Syllabi (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment		
Demonstrate successful leadership skills.	Syllabi (HA 2053)	Student Initial and Final Self-Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Agency Final Evaluation (HA 2053)			
	Syllabi and Internship Manual (HA 4116)	Student Initial and Final Self-Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Agency Final Evaluation (HA 2053)			
	Syllabi (HA 2063)	Weekly Lab Reports (HA 2063)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Role Play Activities (HA 2063)			

Utilize critical thinking, problem solving, written and oral communication and investigative skills specific to Hospitality Administration.

Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
Identify critical thinking skills specific to hospitality administration.	Syllabi (HA 1043)	Class Presentation (HA 1043)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Group Presentations (HA 1043)			
	Syllabi (HA 2023)	Class Presentation (HA 2023)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Written Assignment (HA 2023)			
Syllabi (HA 2053)	Mid-Term Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Syllabi (HA 4116)	Mid-Term Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Execute critical thinking skills specific to hospitality administration.	Syllabi (HA 4113)	Case Study (HA 4113)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Ethical Dilemma (HA 4113)			
	Syllabi (HA 4203)	Research Project (HA 4203)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignments		
		Role Play (HA 4203)			
Syllabi (HA 2053)	Agency Final Evaluation (HA 2053)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Syllabi (HA 4116)	Agency Final Evaluation (HA 4116)	70% of students will earn a 75% or higher on related educational/learning outcome which includes the listed course assignment			
Identify problem solving skills.					



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	10/24/2018

Title	Signature	Date
Department Head Dr. Jeff Aulgur		11/9/18
Dean Dr. Jeff Aulgur		11/9/18
Assessment Dr. Christine Austin	use signature on pg 2	
Registrar Mrs. Tammy Weaver		11/9/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Professional Studies Agriculture Business Concentration



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	10/24/2018

Title	Signature	Date
Department Head		
Dean		
Assessment	<i>Chris [unclear]</i>	11/5/18
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Professional Studies Agriculture Business Concentration

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 Agriculture is deleting AGBU 3133 Intermediate Agricultural Macroeconomics, from the course descriptions. They have added a new course AGBU 3233 International Agricultural Trade. Because of the change, the Professional Studies Agriculture Business Concentration will need to modify the curriculum as follows:

- (1) Delete AGBU 3133 Intermediate Agricultural Macroeconomics; and
- (2) add AGBU 3233 International Agricultural Trade

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

N/A

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The program change is not a significant change in the program and, as such, does not impact the program's overall alignment with mission of the institution.
- 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? The program change in the Agriculture Business concentration maintains alignment with curriculum updates in the Department of Agriculture.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. AGBU 3233 International Agricultural Trade is added to the Agriculture Business concentration to maintain alignment with program learning objectives and outcomes as identified the concentration's primary discipline, as recommended by the Department of Agriculture.
- ^ 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 Department of Agriculture and the Department of Professional Studies have exchanged departmental support forms to one another in mutual agreement of the proposed course exchange.
- 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 exchange of AGBU 3233 International Agricultural Change for AGBU 3133 Intermediate Agricultural Macroeconomics does not impact the overall program assessment protocols and plan currently in place for the Bachelor of Professional Studies program.

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

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

Curriculum Matrix for Catalog Curriculum in Professional Studies Agriculture Business Concentration	
<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: AGBU 3233 Intermediate Agricultural Macroeconomics</p> <p>Delete: AGBU 3133 International Agricultural Trade</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 Engineering and Applied Science Department of Agriculture	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: Madeline R. Rainey

Date: 8-10-18



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Biological Science – Health Information Management Program	10-29-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/29/18
Dean	<i>[Signature]</i>	2018 Oct 29
Assessment	<i>[Signature]</i>	11/5/18
Registrar	<i>[Signature]</i>	11/9/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HIM	1001
Official Catalog Title:	
Health Information Management Orientation	

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 was previously an elective.**
- c. What is the rationale for deleting this course? What evidence supports this action?
This course was offered as an elective many years ago. At that time, it was thought that students that were not sure if they wanted to major in HIM would enroll in this class. After offering it for a few years, it became evident that the course was not meeting this need. Most students that are interested in HIM did not need an extra elective (an entire course) to learn about the major. This course has not been offered in many years and is no longer needed to be listed in the catalog.

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 course does not impact any other departments.

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

Department Initiating Proposal	Date
Biological Science – Health Information Management Program	10-29-18

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/29/18
Dean	<i>[Signature]</i>	2018 Oct 29
Assessment	<i>[Signature]</i>	11/5/18
Registrar	<i>[Signature]</i>	11/9/18
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)	11/27/18 AS
Faculty Senate (Undergraduate Proposals Only)	12/5/18 AS
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HIM	2003 2033
Official Catalog Title:	
Coding Principles Medical Office	

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? **Many years ago, this course was offered for the Medical Assisting program when it was housed on the Russellville campus. This program is now a part of the Ozark campus and they provide the courses needed for the students.**
- c. What is the rationale for deleting this course? What evidence supports this action?
Many years ago, this course was offered for the Medical Assisting program when it was housed on the Russellville campus. This program is now a part of the Ozark campus and they provide the courses needed for the students. This course has not been offered in many years and is no longer needed to be listed in the catalog.

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 course does not impact any other departments.

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

AGENDA
FACULTY SENATE
Tuesday, February 12, 2019
Rothwell 456

- I. Call to Order
 - a. Approval of the minutes from December 5, 2018
 - b. Dr. Robin Bowen

- II. New Business
 - a. Curriculum
 - b. Board of Trustees issues
 - c. MARCOMM Survey (marketing consultants survey)
 - d. Procurement/Purchasing
 - e. Wellness Center Policies
 - f. Campus Landscape Plan
 - g. Interdisciplinary Research Center Grant Proposals

- III. Old Business
 - a. External Employment Policy
 - b. Faculty Senate's statement concerning VPAA
 - c. HLC Update (Evaluation of Teaching and Learning)
 - d. TIAA/CREFF, retirement funds
 - e. Dean/Department Head evaluations
 - f. Academic Integrity Policy (Jon Clements)

- IV. Open Forum

- V. Announcement and Information Items

- VI. Adjournment

These items were pulled by administration from the 2019-20 catalog process, and were then allowed to go to ADHE for approval for the 2020-21 catalog without going through governance again.

Curricular Items

February Faculty Senate

http://www.atu.edu/registrar/curriculum_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 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 eTEch – Department of Professional Studies

1. Add the following courses to the course descriptions:
OL 3013: Foundations of Organizational Leadership; and
OL (PS) 4843: Training and Development;
2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;
3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;
4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO:
Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;

5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;
6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
 - a. PS 3023: Professional Communications;
 - b. PS 3133: Applied Principles of Personnel Management;
 - c. PS 4143: Nonprofit Governance;
 - d. PS 4243: Planning for Adult Learners;
 - e. PS 4343: Community Development;
 - f. PS 4443: Professional Leadership;
 - g. PS 4543: Workplace Supervision;
 - h. PS 4643: Occupational Globalization and Diversity; and
 - i. PS 4743 : Organizational Change;
7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
 - a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
 - b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
 - c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;
 - d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
 - e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;
 - f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
 - g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;
8. Move the following curriculum to phase out status:
 - a. Bachelor of Professional Studies Agriculture Business Concentration;
 - b. Bachelor of Professional Studies Applied Leadership Concentration;
 - c. Bachelor of Professional Studies Child Develop Concentration;
 - d. Bachelor of Professional Studies Criminal Justice Concentration;
 - e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;
 - f. Bachelor of Professional Studies Public Relations Concentration; and
 - g. Bachelor of Professional Studies Workforce Technology Concentration;

NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The February meeting of the Faculty Senate was held at 3:00PM on Tuesday, February 12, 2019, in 456 Rothwell. The following members were present:

Dr. Glen Bishop	Dr. Joshua Lockyer
Dr. Pam Carr	Dr. V. Carole Smith
Dr. Jon Clements	Dr. Sarah Stein
Dr. Michael Davis	Dr. Bruce Tedford
Dr. Carey Ellis	Dr. Brendan Toner
Dr. David Eshelman	Dr. Jack Tucci
Ms. Holly Ruth Gale	Dr. Susan Underwood
Dr. Shellie Hanna	
Dr. Newt Hilliard	
Dr. Scott Jordan	

Dr. Johnette Moody, Dr. Asim Shrestha, and Dr. Jeremy Schwehm were absent.

Dr. Jeff Aulgur, Mr. Brian Lasey, Mr. Thomas Pennington, Ms. Kristy Davis, Ms. Brandy Bisek, Ms. Amy Pennington, Ms. Andrea Eubanks, Ms. Jennifer Warren, Ms. Jessica Holloway, and Dr. Christine Austin were visitors

CALL TO ORDER Dr. David Eshelman, Vice President, called the meeting to order at 3:01 pm.

APPROVAL OF MINUTES Dr. Jack Tucci moved, Dr. Susan Underwood seconded the acceptance of the minutes. Minutes were accepted.

NEW BUSINESS

a. Curricular Items Dr. Joshua Lockyer moved and Dr. V. Carole Smith seconded approval of changes in the College of eTech, Department of Professional Studies curriculum. Changes in large part consisted of adding the designation OL (Organizational Leadership) as a cross listing to existing Professional Studies Courses and reconfiguring Bachelor of Professional Studies programs to be retitled Organizational Leadership. Dr. Jack Tucci and Dr. Pam Carr expressed concern from the College of Business that the proposed changes could cause confusion as the new course titles are similar to courses offered in the College of Business. Dr. Jeff Aulgur stated that the proposed changes were relatively minor name changes to existing courses. Dr. Underwood reminded the Senate that departments proposing curricular changes should consult with departments that the changes could affect and that at one time a form documenting consultation needed to be submitted with the proposed changes. Dr. Aulgur stated that as the change would not affect business accreditation, no form was required. Motion to approve the curriculum changes passed on a voice vote.

b. Ethics Policy A motion was made, seconded and approved to move Ethics Policy from Old Business on the agenda to be considered next. Mr Thomas Pennington distributed the proposed policy for review and requested that a vote occur at the March meeting of the Faculty Senate.

No one was in attendance to speak about the survey.

- c. MARCOMM Survey
- d. Wellness Center
Ms. Kristi Davis and Ms. Brandi Biseck provided information about Wellness Center services and policies. They answered questions posed by Senators. One of the goals of the Wellness Center is to keep campus informed about its services and policies and to further that aim people with questions should contact the Wellness Center. The University does not have the resources to provide 24 hour staffing and care. The Wellness Center does not provide an emergency room type facility. Depending on the timing and type of services needed students may be referred to off campus providers. In most cases students are seen the same day or if not the same day the next day. The Wellness Center has received high marks on its client satisfaction survey. Participants in the survey were those who have received services from the center.
- e. Interdisciplinary Research Center
Dr. Newt Hilliard provided information about the Center. Research is faculty mentored and student practiced. The deadline for grant applications is February 25. Grants cannot be used for travel that occurred before the award of the grant or where the speaking engagement was made before the award of the grant. In the future grants awarded in Spring may be used for research beginning July 1. Grant proposals should be for research, not service learning. Proposals should be interdisciplinary. Proposals can be from faculty in the same department as long as they represent different disciplines, but better is different departments, and better yet different colleges. Grants should be considered seed money for larger projects. Dr. Hilliard provided a handout describing the grant program.
- f. Purchasing and Procurement
Ms. Jennifer Warren and Jessica Holloway provided documents on policy and process for procurement and purchasing. They also answered questions. They will assist faculty in determining what exactly should be acquired to meet needs and locating an appropriate vendor. A requisition will need to be put in to encumber adequate funds as part of the process. Some items are under contract and can only be purchased from the holder of the state contract. In other cases specifications have been established for items to insure that equipment and furniture will hold up to usual university wear and tear. Exceptions to the specifications can occur if justification is made in writing. Only providers that have submitted to the specification requirements can be used. No bids are required for purchases under \$20,000. For purchases from \$20,000 to \$75,000 at least three informal bids are required. Formal, sealed, bids are required for items over \$75,000. Printing has to be bid but not copying. Currently, there is little call for printing. Lab manuals have to go through the Barnes and Nobel Bookstore even if the lab manuals are written on campus. This is part of the bookstore contract. Questions from off campus stores should be referred to purchasing. Purchases from E-bay are frowned upon. However, purchasing will accommodate E-Bay purchases when justified in writing. Some Senators stated they were able to find the same chair for less than what it would cost through purchasing.

OLD BUSINESS

- a. Campus Landscape
Mr. Brian Lasey addressed concerns about campus landscaping. A new campus grounds supervisor will be on boarded in March. The current shipment of 84 trees should be in the ground by Friday, February 15. This is expected to be the last of the tree donations from Mr. Robert Norman. Others may donate additional trees. To date Mr. Norman has donated 1,008 trees. There have been a few additional trees donated by others. Some of these trees have been selected by members of the Biology Department. The plan is to keep the trees cityscaped. Trees will be irrigated and pruned so that there are no low hanging branches. There are no plans for additional plantings except if replacements are needed or for seasonal decoration. If a tree should die, it will be replaced. According to the campus master plan, new construction will be landscaped. Arkansas Tech will maintain its Tree Campus USA designation. Dr. Bruce Tedford noted that lack of communication adversely affected student research on campus as trees that were part of student research were sometimes removed during the middle of the research project or other changes on campus affected the setting of

the trees being used in research. No opportunity was provided for meaningful input to protect research projects.

- b. VPAA Qualifications Statement
Jon Clements asked for a vote to approve the statement he had composed with earlier input from the Faculty Senate. If approved today, the statement would still have impact on the selection of the new VPAA. Dr. Tucci, Dr. Carr, and Dr. Carey Ellis moved and seconded a motion to approve. Motion passed with the understanding that there would be some minor changes to reflect diversity (Dr. Smith) and that ATU is a comprehensive institution (Dr. Hilliard).
- c. HLC Update
Dr. Susan Underwood stated that five committees are busy writing arguments on how ATU meets HLC standards. There have been workshops on how to write arguments. The Committee on Course Vetting, chaired, by Dr. Eshelman has met.
- d. TIAA-CREF
No one was in attendance to address this item.
- e. Academic Integrity
Dr. Clements and Dr. Christine Austin distributed documentation. Changes had been made from the last meeting of the Faculty Senate. A motion was made and seconded to approve the Academic Integrity Policy.

OPEN FORUM

Dr. Underwood commented on the lack of guidance on e-portfolios required for peer review and promotion and tenure. It was suggested that Dr. Bridgmon should be invited to comment at the next Faculty Senate meeting.

Dr. Carey Ellis stated that there are complaints that off campus students pay the same fees as on campus students. Some of the fees are for services that can only be accessed by on campus students. Dr. Jon Clements stated that university budget committees has discussed this issue.

It was noted that the Bridge to Excellence Program appears to have completely changed. There is speculation that it has disappeared. It was noted that new information should be available soon.

Ms. Andrea Eubanks informed the Faculty Senate that Faculty/Staff night at the ballgame will be February 28. T-shirts, drinks, and popcorn will be available. Volunteers are needed to hand out shirts and vouchers for refreshments.

Dr. Tucci commented that new faculty hired to teach business quantitative classes have found that 50 minute class periods are too short on Mondays, Wednesdays, and Fridays. They would prefer to schedule periods of 80 minutes. It was suggested that Dr. Bridgmon be asked to comment about campus policy on Monday/Wednesday/Friday class period length. Are classes limited to 50 minutes on Mondays, Wednesdays, and Fridays?

Dr. Clements from a list of emails collected by Dr. Johnette Moody stated that Friday afternoons work flow bottlenecks develop when documents requiring signatures are delayed when officials authorized to sign said documents have left campus. Also there was a question about the qualifications of staff teaching in a leadership program and their pay. A Senator replied that a committee was in charge of such appointments and that perhaps Dr. Bridgmon could comment next meeting.

Dr. Michael Davis asked if there were a master list or book of policies beyond the faculty handbook. It was suggested that Mr. Pennington be asked about this.

ANNOUNCEMENTS AND

Dr. Ardith Morris's will direct her last play at ATU, the Robber Bride Groom from Thursday, February 14, through Sunday February 17, not including Saturday, February 16. Dr. Morris is retiring at the end of the semester.

INFORMATION
ITEMS

ADJOURNMENT

Ms. Holly Ruth Gale and Dr. Tedford moved and seconded adjournment. Meeting adjourned 4:35 pm.

Respectfully submitted,

A handwritten signature in cursive script that reads "Johnette Moody".

Johnette Moody, D.B.A., President

A handwritten signature in cursive script that reads "Glen R. Bishop".

Glen R. Bishop, Ph.D., Secretary



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/17/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>clw</i>
Faculty Senate (Undergraduate Proposals Only)	2/12/19 <i>AS</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	3013	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I 2020
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Foundations of Organizational Leadership		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
FOUNDATIONS ORG LEADERSHIP		

I signed all - Mr B G 7/5/18

Will this course be cross-listed with another existing course? If so, list course subject and number.	
Yes <input type="radio"/> No <input checked="" type="radio"/>	<input type="text"/>
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?	
Yes <input type="radio"/> No <input checked="" type="radio"/>	<input type="text"/>
If so, list course subject and number.	
Is this course repeatable for additional earned hours? Yes <input type="radio"/> No <input checked="" type="radio"/> How many total hours? <input type="text"/>	
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>	
Mode of Instruction (check appropriate box):	
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course
<input type="radio"/> 03 Laboratory only	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 10 Special Topics	<input type="radio"/> 16 Studio Course
<input type="radio"/> 19 Seminar	<input type="radio"/> 98 Other
Does this course require a fee? Yes <input type="radio"/> No <input checked="" type="radio"/> How Much? <input type="text"/> Select Fee Type <input type="text"/>	
If selected other list fee type: <input type="text"/>	
<input type="radio"/> Elective <input checked="" type="radio"/> Major <input type="radio"/> Minor	
(If major or minor course, you must complete the Request for Program Change form to add course to program.)	
If course is required by major/minor, how frequently will course be offered?	
<input type="text"/> At least once per term.	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.	
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 <u>program level learning outcome(s)</u> it addresses. OL 3013 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.	
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 3013 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a	

variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

- c. What is the rationale for adding this course? What evidence demonstrates this need? OL 3013 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

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

Course Addition

Assessment Form

OL 3013: Foundations of Organizational Leadership

Our Mission

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? OL 3013 – Foundations of Organizational Leadership provides students with a broad survey of leadership theory, leadership competencies, and self-evaluative tools to begin a leadership development plan. This course serves as a core offering in the BAOL degree. The BAOL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary, multidisciplinary, and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership; 2 evaluate personal leadership style and design individual leadership development plan; 3) describe the role of lifelong learning in developing capacity and leading organizations; 4) analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership; 5) distinguish between individual, systems, and relational models of leadership; 6) discuss the impact of globalization and organizational diversity on leadership practices; 7) identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices; and 8) demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 3013 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development. In OL 3013, students will work on higher-order thinking skills through activities that will require analysis of leadership, organizational needs, evaluation of scholarly research, and the development of applied solutions to organizational problems. Students will also be required to compose multiple papers supported by research on current events and professional competencies. These activities are also designed to enhance student foundational knowledge of the discipline, their understanding of the historical and current context of organizational leadership, and application of course content in the professional world.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers LEAD 3603: Foundations of Organizational Leadership as part of the B.S. in Organizational Leadership Completer Track program.

Arkansas Tech University

OL 3013: Foundations of Organizational Leadership

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

This course presents a broad survey of leadership theory and competencies in the private and nonprofit sector. Topics include the examination of leadership models, nonprofit and community leadership, workplace learning, supervision, organizational development and change, globalization and diversity, and organizational leadership competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None

Prerequisites/Co-requisites: None

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library. See course bibliography for course resources.

Justification for the Course

This course presents a broad survey of leadership theory and competencies in the private and nonprofit sector. Topics include the examination of leadership models, nonprofit and community leadership, workplace learning, supervision, organizational development and change, globalization and diversity, and organizational leadership competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership.
2	evaluate personal leadership style and design individual leadership development plan.
3	describe the role of lifelong learning in developing capacity and leading organizations.
4	analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership.
5	distinguish between individual, systems, and relational models of leadership.
6	discuss the impact of globalization and organizational diversity on leadership practices.
7	identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices.
8	demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development 	1, 2, 5
Module 2	<ul style="list-style-type: none"> • define authentic leadership • describe the three-phase transformation from “I” to “We” • articulate reasons leaders lose their way • explain how life experience influences leadership 	1, 2, 5
Module 3	<ul style="list-style-type: none"> • identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan 	2, 3, 7
Module 4	<ul style="list-style-type: none"> • identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership 	1, 2, 5
Module 5	<ul style="list-style-type: none"> • describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach • assess the link between leadership and personality • demonstrate the use of storytelling to explore leadership 	1, 2
Module 6	<ul style="list-style-type: none"> • identify links between leadership and organizational performance • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging • define strategic organizational leadership 	1, 2, 5
Module 7	<ul style="list-style-type: none"> • discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership 	2, 8
Module 9	<ul style="list-style-type: none"> • discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity 	1, 2, 4
Module 10	<ul style="list-style-type: none"> • define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations 	2, 3, 5, 6

Module 11	<ul style="list-style-type: none"> • examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations 	2, 3, 6
Module 12	<ul style="list-style-type: none"> • define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture 	2, 3, 6
Module 13	<ul style="list-style-type: none"> • identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement 	2, 8
Module 14	<ul style="list-style-type: none"> • analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership 	2, 4, 6, 7

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments*Assignments*

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Learning Modules

Learning Module 1 – Introduction	Learning Module 9 – Community and Nonprofit Leadership
Learning Module 2 – Authentic Leadership	Learning Module 10 – Globalization and Diversity
Learning Module 3 – Discover Leadership	Learning Module 11 – Workplace Learning
Learning Module 4 – Theoretical Perspectives	Learning Module 12 – Leading Change
Learning Module 5 – Individual Perspectives	Learning Module 13 – Data Driven Leadership
Learning Module 6 – Organizational Perspectives	Learning Module 14 – Destructive Leadership
Learning Module 7 – Leadership Communication	Learning Module 15 – Final Exam
Learning Module 8 – Midterm	

Points

Graded Activity	Points
Discussion Forum Participation (7)	70
Quizzes (8)	80
Short Essays and Assignments (6)	60
Team-Based Learning (5)	90
Leadership Journal (12)	100
Midterm Exam	50
Final Exam	50
Total	500

Grading Scale

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

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59 p.m. CT on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

Course Policies**Academic Misconduct**

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one

letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- [Link to Disability Services](#)

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

- Describe the ethical application of training and coaching in organizations.
- Develop learning objectives for individual trainees and/or units based on application of needs assessment principles.
- Identify key components of organizational training and coaching culture.
- Demonstrate the appropriate use of training and coaching techniques for one-on-one and group training and/or coaching sessions.

OL 3013: Foundations of Organizational Leadership - Course Schedule

Schedule is tentative and subject to change. Students will be notified via email of any changes.

Boehms 7:00 a.m.		Module	Required Reading and Graded Assignments	Module Learning Objectives
Doe 1:00 p.m.				
<p>Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.</p>				
		<p>Learning Module 1: Introduction</p>	<ul style="list-style-type: none"> • George: Introduction (required) • Syllabus Quiz • Module 1 Discussion – Leadership Definition • Leadership Development – Short Essay 	<ul style="list-style-type: none"> • articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development
		<p>Learning Module 2: Authentic Leadership</p>	<ul style="list-style-type: none"> • George: Chapters 1 – 3 (required) • Module 2 Quiz • Leadership Derailment Assignment • Leadership Journal 1 	<ul style="list-style-type: none"> • define authentic leadership • describe the three-phase transformation from “I” to “We” • articulate reasons leaders lose their way • explain how life experience influences leadership
		<p>Learning Module 3: Discover Leadership</p>	<ul style="list-style-type: none"> • George: Chapters 4 – 6 (required) • Module 3 Discussion – Values • Team-Based Learning: Strengths and Weaknesses • Leadership Journal 2 	<ul style="list-style-type: none"> • identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan
		<p>Learning Module 4: Theoretical Perspectives</p>	<ul style="list-style-type: none"> • Bolden: Chapter 2 (required) • Module 4 Quiz • Team-Based Learning: Leadership Definition • Leadership Journal 3 	<ul style="list-style-type: none"> • identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership
		<p>Learning Module 5:</p>	<ul style="list-style-type: none"> • Bolden: Chapter 3 (required) • Assignment: Storytelling • Module 5 Quiz 	<ul style="list-style-type: none"> • describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach

	<ul style="list-style-type: none"> • Leadership Journal 4 	<ul style="list-style-type: none"> • assess the link between leadership and personality • demonstrate the use of storytelling to explore leadership
<p>Learning Module 6: Organizational Perspectives</p>	<ul style="list-style-type: none"> • Bolden: Chapter 4 (required) • Module 6 Discussion – Rites and Rituals • Strategic Leadership – Short Essay • Leadership Journal 5 	<ul style="list-style-type: none"> • identify links between leadership and organizational performance • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging • define strategic organizational leadership
<p>Learning Module 7: Leadership Communication</p>	<ul style="list-style-type: none"> • Pauley: Chapters 1 – 6 (required) • Assignment: Establishing Trust • Module 7 Discussion – Buy In • Leadership Journal 6 	<ul style="list-style-type: none"> • discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership
<p>Learning Module 8</p>	<ul style="list-style-type: none"> • Mid-course Exam 	
<p>Learning Module 9: Community and Nonprofit Leadership</p>	<ul style="list-style-type: none"> • Heyman: Chapters 1 – 3 (required) • Pigg: Chapter 1 (required) • Team-Based Learning: Community Capacity • Module 9 Quiz • Leadership Journal 7 	<ul style="list-style-type: none"> • discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity
<p>Learning Module 10: Globalization and Diversity</p>	<ul style="list-style-type: none"> • Livermore: Chapter 1 (required) • De Bona: Chapter 2 (required) • Module 10 Discussion – Diversity Fatigue • Assignment: Leading Diversity Efforts • Leadership Journal 8 	<ul style="list-style-type: none"> • define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations
<p>Learning Module 11: Workplace Learning</p>	<ul style="list-style-type: none"> • Merriam: Chapter 1 (required) • Robnagel: Chapter 2 (required) • Team-Based Learning: Learning Settings • Module 11 Quiz • Leadership Journal 9 	<ul style="list-style-type: none"> • examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations
<p>Learning Module 12: Leading Change</p>	<ul style="list-style-type: none"> • Hickman: Chapters 1 – 3 (required) • Module 12 Discussion – Change Leader • Module 12 Quiz • Leadership Journal 10 	<ul style="list-style-type: none"> • define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture

<p>Learning Module 13: Data-Driven Leadership</p>	<ul style="list-style-type: none"> • Datnow: Chapters 1 – 3 (required) • Assignment: Data-Driven Decisions Module 13 Quiz • Data-Informed Leadership – Short Essay • Leadership Journal 11 	<ul style="list-style-type: none"> • identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement
<p>Learning Module 14: Destructive Leadership</p>	<ul style="list-style-type: none"> • Hansbrough: Chapters 2 – 5 (required) • Module 14 Discussion – Process Perspective • Team-Based Learning: Unethical Leadership • Leadership Journal 12 	<ul style="list-style-type: none"> • analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership
<p>Learning Module 15: Final Exam</p>	<ul style="list-style-type: none"> • Final Exam 	

OL 3013 Bibliography

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- De Bona, Silvio. *Managing Cultural Diversity*, Meyer Meyer Sports, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/atu-ebooks/reader.action?ppg=27&docID=3332912&tm=1526656565443>
- George, B., & Sims, P. (2007). *True north : Discover your authentic leadership*. San Francisco, CA: Jossey-Bass. Retrieved from: https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=188294&site=ehost-live&scope=site&ebv=EB&ppid=pp_vii
- Hansbrough, T., & Schyns, B. (2010). *When Leadership Goes Wrong: Destructive Leadership, Mistakes, and Ethical Failures*. Charlotte, N.C.: Information Age Publishing. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=470409&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- Heyman, D. R. (2011). *Nonprofit Management 101 : A Complete and Practical Guide for Leaders and Professionals*. San Francisco, CA: Jossey-Bass. Retrieved from: https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=363556&site=ehost-live&scope=site&ebv=EB&ppid=pp_vii
- Hickman, G. R. (2010). *Leading Change in Multiple Contexts : Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings*. Los Angeles: SAGE Publications, Inc. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=562272&site=ehost-live&scope=site&ebv=EB&ppid=pp_v
- Livermore, D. (2016). *Driven by difference : how great companies fuel innovation through diversity*. Retrieved from <https://ebookcentral.proquest.com/lib/atu-ebooks/reader.action?ppg=40&docID=4309523&tm=1526656414660>
- Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: linking theory and practice*. Retrieved from <https://ebookcentral.proquest.com/lib/atu-ebooks/reader.action?ppg=4&docID=1376941&tm=1526657160986>

- Pauley, J. A., & Pauley, J. F. (2009). *Communication : the key to effective leadership*. Retrieved from <https://ebookcentral.proquest.com/lib/atu-ebooks/reader.action?ppg=7&docID=3002622&tm=152665546826>
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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/17/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/18/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>YW</i>
Faculty Senate (Undergraduate Proposals Only)	2/12/19 <i>AB</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) OL / PS	Course Number: (e.g., 1003) 4843	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Training and Development		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
TRAINING AND DEVELOPMENT		

PS 4843
Spring 2020
OL 4843
Summer 2020

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 PS 4843

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?

 At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

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. OL 4843 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4843 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a

variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

- c. What is the rationale for adding this course? What evidence demonstrates this need? OL 4843 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

OL 4843 was successfully delivered as a special topics course in Spring and Summer 2017. The courses had a total enrollment of approximately 40 students. Based on end of course evaluations, students felt the content covered in this course was directly applicable to their personal and professional experience. Five students enrolled in the course were current or former training professionals. They conveyed that the course was highly beneficial to their professional development. Students who held leadership positions in organizations felt the course provided them with a greater understanding of how to develop and retain employees.

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

Course Addition

Assessment Form

OL 4843: Training and Development

Our Mission

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

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

- a. How does this course fit with the university mission? OL 4843 – Training and Development provides students with the skills needed to participate in organizational training and development efforts by gaining a theoretically and practically grounded perspective on training and development in the workplace. This course serves as a core offering in the BAOL degree. The BAOL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary, multidisciplinary, and stackable degree options.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations; 2) apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process; 3) identify and analyze the training and development (training, coaching, mentoring) needs of an organization; 4) classify key components of organizational, training, and coaching culture; 5) develop a training and development/coaching plan to address organizational needs; 6) compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts; 7) evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI; and 8) discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.
- d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to develop organizational training and development plans, and comprehensive midterm and final exams.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 4843 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development. OL 4843 was successfully delivered as a special topics course in Spring and Summer 2017. The courses had a total enrollment of approximately 40 students. Based on end of course evaluations, students felt the content covered in this course was directly applicable to their personal and professional experience. Five students enrolled in the course were current or former training professionals. They conveyed that the course was highly beneficial to their professional development. Students who held leadership positions in organizations felt the course provided them with a greater understanding of how to develop and retain employees.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas Online offers HRWD 3313: Training and Development as part of the B.S.E. in Human Resources and Workforce Development.

Arkansas Tech University
OL 4843: Training and Development

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

This course is designed to introduce students to training and development in organizations. Students will learn about practical approaches and models to employee training, coaching, mentoring, and performance improvement in a workplace setting. Topics include strategic training, training design, training methods, evaluation, diversity training, and ethics. Participation in course requires access to a webcam or other video capture technology.

Cross-Listed Course: PS 4843 – Training and Development

Prerequisites/Co-requisites: None

Required Course Texts

Noe, R. A. (2017). *Employee Training and Development* (7th ed). New York, NY: McGraw Hill.

Wilson, C. (2014). *Performance coaching: A complete guide to best practice coaching and training* (2nd ed.). London: Kogan Page. **(ELECTRONIC VERSION PROVIDED)**

Supplemental Course Texts

Barbazette, J. (2013). *How to write terrific training materials: methods, tools, and techniques*. Retrieved from <https://ebookcentral.proquest.com> **(ELECTRONIC VERSION PROVIDED)**

Fee, K. (2011). *101 Learning and Development Tools: Essential Techniques for Creating, Delivering and Managing Effective Training*. London: Kogan Page. **(ELECTRONIC VERSION PROVIDED)**

Justification for the Course

This course is designed to introduce students to training and performance coaching in organizations. Students will learn about practical approaches and models to training, coaching, mentoring, and performance improvement in a workplace setting. Topics include history of training and development, current trends in training and development, adult learning theory, evaluation of training, coaching and training tools, ethical concerns, and the future of coaching, training, and performance improvement in the workplace.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations.
2	apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process.
3	identify and analyze the training and development (training, coaching, mentoring) needs of an organization.
4	classify key components of organizational, training, and coaching culture.
5	develop a training and development/coaching plan to address organizational needs.
6	compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts.
7	evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI.
8	discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals 	1, 4
Module 2	<ul style="list-style-type: none"> • Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function 	2, 4
Module 3	<ul style="list-style-type: none"> • Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning 	3, 7
Module 4	<ul style="list-style-type: none"> • Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program • Explain the transfer of training concept 	2, 6
Module 5	<ul style="list-style-type: none"> • Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program 	2, 6
Module 6	<ul style="list-style-type: none"> • Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices 	1, 2, 7
Module 7	<ul style="list-style-type: none"> • Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations 	2, 6, 7

	<ul style="list-style-type: none"> • Compare the different types of distance learning • Recommend what should be included in an electronic performance support system 	
Module 9	<ul style="list-style-type: none"> • Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees achieve work-life balance 	5, 8
Module 10	<ul style="list-style-type: none"> • Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development 	1, 8
Module 11	<ul style="list-style-type: none"> • Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback 	1, 2, 6
Module 12	<ul style="list-style-type: none"> • Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching 	1, 3, 4, 7
Module 13	<ul style="list-style-type: none"> • Identify the five levels of listening • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching 	2, 6, 8
Module 14	<ul style="list-style-type: none"> • Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session 	5, 6, 7

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments*Assignments*

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Learning Modules

Learning Module 1 – Introduction
 Learning Module 2 – Strategic Training
 Learning Module 3 – Learning Needs
 Learning Module 4 – Theories & Objectives
 Learning Module 5 – Planning
 Learning Module 6 – Methods
 Learning Module 7 – Evaluation
 Learning Module 8 – Application

Learning Module 9 – Midterm
 Learning Module 10 – What is Coaching
 Learning Module 11 – Coaching Culture
 Learning Module 12 – Coaching Culture
 Cont.
 Learning Module 13 – Coaching Skills
 Learning Module 14 – Application
 Learning Module 15 – Final Exam

Points

Graded Activity	Points
Application Assignments	120
Discussion Forum	60
Group Case Study & Coaching Group	50
Applied Projects	100
Quizzes	70
Midterm Exam	50
Final Exam	50
Total	500

Grading Scale

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

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59 p.m. CT on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

Course Policies**Academic Misconduct**

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one

letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- [Link to Disability Services](#)

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

- Describe the ethical application of training and coaching in organizations.
- Develop learning objectives for individual trainees and/or units based on application of needs assessment principles.
- Identify key components of organizational training and coaching culture.
- Demonstrate the appropriate use of training and coaching techniques for one-on-one and group training and/or coaching sessions.

OL 4843: Training and Development - Course Schedule

Schedule is tentative and subject to change. Students will be notified via email of any changes.

Module		Example Assignments	Module Learning Objectives
<p>Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.</p>			
Learning Module 1: Introduction to Training and Development	<ul style="list-style-type: none"> Noe – Chapter 1 (required) Fee – Introduction and 01 (supplemental) Syllabus Quiz Module 1 Discussion 	<ul style="list-style-type: none"> Discuss current and historical forces influencing workplace learning Explain how training, development, and informal learning contribute to organizational success Identify various aspects of the training and development process Describe the amount and types of training in the U.S. Describe key roles for training professionals 	
Learning Module 2: Strategic Training	<ul style="list-style-type: none"> Noe – Chapter 2 (required) Fee – 02, 14, 15 (supplemental) Module 2 Quiz Group Case Study – Discussion Forum 	<ul style="list-style-type: none"> Evaluate how organizational strategy influences training and development Describe the strategic training and development process Evaluate how staffing and HR planning influence training Evaluate the advantages and disadvantages of centralized training Discuss the strengths of an organization-embedded learning function 	
Learning Module 3: Assessing Learning Needs	<ul style="list-style-type: none"> Noe – Chapter 3 (required) Fee – 03, 04, 05 (supplemental) Application Assignment – Needs Assessment Module 3 Discussion 	<ul style="list-style-type: none"> Evaluate different methods used in the needs assessment process Apply the steps involved in conducting a task analysis Analyze task analysis data to determine training needs Explain competency modules and the process used to develop them Identify how feedback influences performance and learning 	
Learning Module 4:	<ul style="list-style-type: none"> Noe – Chapter 4 (required) Fee – 06, 07, 9, 10, 11, 19 (supplemental) Barbazette – Chapter 2 (supplemental) 	<ul style="list-style-type: none"> Develop the five types of learning outcomes Explain the implications of adult learning theory for instructional design Incorporate adult learning theory into the design of a training program 	

	Transfer of Training	<ul style="list-style-type: none"> • Application Assignment - Objectives • Group Case Study – Wiki 	<ul style="list-style-type: none"> • Explain the transfer of training concept
	Learning Module 5: Training Design	<ul style="list-style-type: none"> • Noe: Chapter 5 (required) • Module 5 Discussion • Application Assignment – Action Plan • Module 5 Quiz 	<ul style="list-style-type: none"> • Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program
	Learning Module 6: Training Evaluation	<ul style="list-style-type: none"> • Noe – Chapter 6 (required) • Fee – 80 - 81, 89 - 96 (supplemental) • Barbazette – Chapter 10 (supplemental) • Application Assignment – Training Evaluation • Module 7 Discussion 	<ul style="list-style-type: none"> • Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices
	Learning Module 7: Training Methods	<ul style="list-style-type: none"> • Noe – Chapters 7, 8 (required) • Barbazette – Chapters 4, 5 (supplemental) • Application Assignment – Design Learning Materials • Group Case Study – Discussion Forum 	<ul style="list-style-type: none"> • Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning • Recommend what should be included in an electronic performance support system
		<ul style="list-style-type: none"> • Mid-course Exam 	

	Learning Module 8		
	Learning Module 9: Social Responsibility	<ul style="list-style-type: none"> • Noe – Chapter 10 (required) • Applied Training Project 	<ul style="list-style-type: none"> • Discuss the role of training partnerships in contributing to local communities • Identify potential legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance
	Learning Module 10: The Future of T & D	<ul style="list-style-type: none"> • Noe – Chapter 11 (required) 	<ul style="list-style-type: none"> • Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives
	Learning Module 11: Coaching in Organizations	<ul style="list-style-type: none"> • Wilson – Introduction, Chapters 1 – 5 (required) • Module 10 Discussion • Module 10 Quiz 	<ul style="list-style-type: none"> • Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback
	Learning Module 12: Coaching Culture	<ul style="list-style-type: none"> • Wilson – Part 2 Introduction, Chapters 6 – 18 (required) • Coaching Group Exercise • Application Assignment 	<ul style="list-style-type: none"> • Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching
	Learning Module 13:	<ul style="list-style-type: none"> • Wilson – Part 3 Introduction, Chapters 19 – 27 (required) 	<ul style="list-style-type: none"> • Identify the five levels of listening

	<p>Coaching Skills</p>	<ul style="list-style-type: none"> • Module 13 Discussion • Application Assignment 	<ul style="list-style-type: none"> • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching
	<p>Learning Module 14: Coaching Tools</p>	<ul style="list-style-type: none"> • Wilson – Part 4 Introduction, Chapters 28 – 52 (required) • Applied Coaching Project 	<ul style="list-style-type: none"> • Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session
	<p>Learning Module 15: Final Exam</p>	<ul style="list-style-type: none"> • Final Exam 	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 YW
Faculty Senate (Undergraduate Proposals Only)	2/12/19 B
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS / OL	3003 4943
Official Catalog Title:	
Project Design Applied Leadership Project	

effective Summer 2020

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)

OL 4943

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

Applied Leadership Project

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

APPLIED LEADERSHIP PROJECT

New Course Description:

This course will provide an opportunity for the student to facilitate a process for identifying a specific problem in an actual industry or business environment relevant to the student's specialty area. The student will outline a formal plan of action for identifying the problem through the development of a needs assessment which identifies deficiencies or areas of improvement needed within the business. At the conclusion, the student will develop a strategic recommended plan of action based on the findings from the empirical research. The student will demonstrate presentation ability, appropriate leadership styles, critical thinking, and communications skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.

Note: Student must earn a grade of C or higher to enroll in OL 4953/PS 4003.

New Cross List:

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

If adding or changing cross-listing, indicate course subject and number **PS 3003**

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

Successful completion of general education English requirement, OL/PS 3143, and permission of the program advisor.

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. OL 4943 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4943 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 4943 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

OL 4943 Project Design Assessment

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes	
Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
4	Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
5	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
6	Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
7	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
8	Social Responsibility – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Course Objectives	
Upon completion of this course with a grade of “C” or above, the student will be able to:	
1	Demonstrate the ability to communicate effectively with agency/organization stakeholders on project information and issues
2	Conduct a formal needs assessment and SWOT analysis to obtain first-hand knowledge of solving a real-world business problem.
3	Demonstrate problem-solving skills for challenges faced and proposed solutions with various phases of the project
4	Design an action research plan for problems identified in the needs-assessment process.
5	Demonstrate the ability to conduct research by presenting a clear analysis and findings report of data gathered from the research.
6	Develop a recommended action plan to solve an industry problem using research data
7	Present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies
8	Employ project management strategies to successfully carry out an action research plan
9	Create a formal research report to articulate project ideas, identified problems, research initiatives, data analysis and recommended solutions
10	Create presentation materials to showcase research and project findings to agency/organization personnel

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Research and identify project location and stakeholder/project supervisor • Articulate personal expectations, questions, and concerns for the Project Design process 	1, 3, 8
Module 2	<ul style="list-style-type: none"> • Evaluate organizational needs through a formal needs assessment process • Articulate organizational strengths, weaknesses, opportunities, and threats through completion of a SWOT Analysis • Communicate with agency/organization personnel to develop project design topic. 	1, 2, 3, 8
Module 3	<ul style="list-style-type: none"> • Research and articulate agency/organization background as it relates to the project topic • Identify the purpose of the project, expanding on the statistical impact on the industry as a whole • Articulate the global or industry-wide impact of the project's purpose • Explain how the chosen project site (agency/organization) relates to student's own career goals • Articulate any challenges the SWOT Analysis process presented and explain how those challenges impacted project progress 	1, 2, 4, 8, 9
Module 4	<ul style="list-style-type: none"> • Identify the agency/organization problem that is the focus of the research • Explain why the issue identified is specifically a problem for the agency/organization • Articulate what the potential consequences are for not resolving the problem in question • Create an action research plan to gather data to solve the project problem • Develop a primary and secondary research instrument which will be used to gather data to solve the problem • Articulate any challenges faced and solutions identified with communication with agency personnel (Stakeholder) and project management 	1, 3, 4, 8, 9
Module 5	<ul style="list-style-type: none"> • Execute planning of final presentation to agency/organization personnel (Stakeholders) • Identify challenges and successes with locating authoritative references which relate to project topic 	1, 3, 8
Module 6	<ul style="list-style-type: none"> • Interpret data to formulate a recommended action plan • Illustrate ability to draw conclusions from data gathered during the research process • Create a formal recommended action plan containing a solution to the agency/organization problem • Articulate challenges faced and solutions identified with conducting research and gathering data 	1, 3, 5, 6, 7, 8, 9
Module 7	<ul style="list-style-type: none"> • Create a PowerPoint Presentation of the various phases of the project • Identify challenges faced and solutions identified with analyzing the data and creating an action plan to solve the problem 	1, 3, 7, 8, 10
Module 8	<ul style="list-style-type: none"> • Articulate challenges faced and solutions identified with overall project management process • Prepare aspects of final presentation to be made to agency/organization Stakeholders 	1, 3, 7, 8, 10
Module 9	<ul style="list-style-type: none"> • Deliver final project presentation to agency/organization Stakeholders • Evaluate overall success of the project as a whole • Articulate if personal goals for the course were met • Identify course take-a-ways and articulate how those skills will be applied to personal and professional endeavors 	1, 3, 7, 8, 10



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	2/12/19 AS
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	3143
Official Catalog Title:	
Applied Professional Research	

effective summer 2020

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)

OL 3143

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)

APPLIED RESEARCH

New Course Description:

This course provides an overview of professional research fundamentals, including instruction in applying citations and appropriate statistics in professional settings. Topics covered include, but are not limited to, different types of research, the research process, ethics in research, reference citation models, and statistical concepts. Participation in course requires access to a webcam or other video capture technology.

Note: This course must be taken as a prerequisite for OL 4943/PS 3003 unless waived upon advisor approval.

New Cross List:

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

If adding or changing cross-listing, indicate course subject and number **PS 3143**

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

Successful completion of the general education English requirement or permission of instructor.

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. OL 3143 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 3143 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 3143 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	define the concept of research in an applied context.
2	identify and apply the fundamental concepts and steps in the research process.
3	demonstrate an understanding of types of variables, levels of measurement, reliability, validity, sampling, and statistical significance.
4	gain a familiarity of types of research, including descriptive, historical, correlational, qualitative, true experimental, and quasi-experimental.
5	identify and evaluate ethical issues that may arise in professional research.
6	synthesize information from authoritative sources into a comprehensive literature review.
7	develop a research proposal based on the results of a needs assessment and supporting information from research literature.
8	demonstrate the ability to correctly apply reference citations in APA format.

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Develop an understanding of the research process • Define applied research • Explain the role of research in the workplace • Discuss past experience with research • Understand course expectations 	1, 2
Module 2	<ul style="list-style-type: none"> • Explain the importance of teamwork and collaboration in research • Discuss experiences with collaboration in a virtual setting • Reflect on own role in a team • Demonstrate knowledge of avoiding and resolving conflict in a virtual setting 	1, 2
Module 3	<ul style="list-style-type: none"> • Describe the role of research in specific contexts • Identify important factors in the research process • Develop a null and alternate hypothesis • Explain what research methods to use in a specific context • Define the relationship between independent and dependent variables 	2, 3, 4
Module 4	<ul style="list-style-type: none"> • Describe the linear process from idea to research question to hypothesis • Differentiate among sources and types of information • Label sources as primary or secondary • Utilize electronic tools in research activities • Conduct a needs assessment to generate research ideas 	2, 4, 6
Module 5	<ul style="list-style-type: none"> • Describe probability and nonprobability sampling strategies • Explain selection of a sampling strategy in a given research context • Calculate sample size in a given research context • Identify important considerations in selecting a sampling strategy and sample size 	2, 3, 4
Module 6	<ul style="list-style-type: none"> • Define the different levels of measurement • Define the concepts of reliability and validity • Identify types of reliability and validity • Explain the relationship between reliability and validity 	2, 3, 4
Module 7	<ul style="list-style-type: none"> • Utilize electronic search strategies to locate authoritative sources • Explain the criteria used for judging a research study 	4, 5, 6, 8

	<ul style="list-style-type: none"> • Compile a list of authoritative sources based on an identified research question • Summarize and synthesize multiple authoritative sources 	
Module 9	<ul style="list-style-type: none"> • Examine the strengths and weaknesses of a research study • Summarize a research study 	6, 8
Module 10	<ul style="list-style-type: none"> • Develop and comprehend, logical analysis of a research study • Discuss the importance of practicing ethics in research • Describe how to ensure high ethical standards in research • Define coercion, informed consent, and confidentiality 	5
Module 11	<ul style="list-style-type: none"> • Identify the ten commandments of data collection • Construct a data collection form • Define and calculate measures of central tendency • Demonstrate an understanding of distribution of scores, variability, standard deviation, and normal distributions 	1, 2, 3, 4
Module 12	<ul style="list-style-type: none"> • Discuss the difference between significance and meaningfulness in an applied research setting • Explain how a test of significance works • Describe how inference works in research • Explain the difference between non-experimental and quasi-experimental research • Compute and explain Pearson Correlation Coefficient 	1, 2, 3, 4
Module 13	<ul style="list-style-type: none"> • Identify the key differences in quantitative, qualitative, and mixed-methods research • Describe the qualitative research process • Examine the use of case studies, ethnographies, and historical research in applied research • Identify advantages and disadvantages of the case study method in applied research • Identify sources of historical data 	2, 4, 6
Module 14	<ul style="list-style-type: none"> • Write a research proposal • Justify the use of quantitative, qualitative, or mixed-methods research to address a research problem • Write a null and alternate hypothesis • Design a data collection instrument to address a research problem • Justify a sampling strategy and compute an appropriate sample size 	6, 7, 8



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Augur		7/26/18
Dean Dr. Augur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>dlw</i>
Faculty Senate (Undergraduate Proposals Only)	2/12/19 <i>RS</i>
Graduate Council (Graduate Proposals Only)	

effective Summer 2020

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS / OL	4003 4963
Official Catalog Title:	
Capstone	Organizational Leadership Capstone

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)

OL 4953

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

Organizational Leadership Capstone

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

ORG LEADERSHIP CAPSTONE

New Course Description:

In this course, students develop an ePortfolio highlighting various competencies learned throughout the degree program. The course prepares students with the skills, knowledge, and ability to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, understanding personal leadership styles, researching career options related to his/her concentration or focused area of study, working collaboratively with other students on competency-based case studies, and engaging in critical inquiry of the role Higher Education plays in one's life.

Note: Student must earn a grade of C or higher

New Cross List:

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

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

PS 4003

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

Successful completion of general education English requirement, OL 4943/PS 3003, with a grade of C or higher.

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. OL 4953 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4953 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 4953 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

OL 4953 Organizational Leadership Capstone Assessment

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes	
Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
4	Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
5	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
6	Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
7	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
8	Social Responsibility – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Course Objectives	
Upon completion of this course with a grade of “C” or above, the student will be able to:	
1	Reflect on various subjects and courses taken as a OL student and indicate how that knowledge applies in an organizational setting
2	Utilize communication skills to work collaboratively with peers toward a common goal
3	Employ critical thinking and communication skills to develop a comprehensive ePortfolio
4	Demonstrate project management skills by initiating, planning, executing, controlling and closing a project
5	Engage in self-assessment by documenting personal progress toward a group project
6	Demonstrate technology competencies by utilizing various project and resource management tools
7	Reflect on one’s educational journey through completion of a critical book review and presentation

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Create ePortfolio site and choose portfolio template • Identify personal/professional introductory information for your ePortfolio • Identify courses within degree program which relate to your professional goals • Identify learned degree competencies that are present in the courses • Communicate with ePortfolio partners 	1, 2, 3, 4, 6
Module 2	<ul style="list-style-type: none"> • Identify 4 to 5 personal career goals • Using the first course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create Welcome and About Me pages of ePortfolio site • Communicate with ePortfolio Partners • Communicate with OL Group Case Study Project Group members • Articulate your desired group role for the OL Group Case Study Project 	1, 2, 3, 4, 5, 6
Module 3	<ul style="list-style-type: none"> • Indicate desired career specifics by conducting an interview with a career professional • Articulate how your degree concentration aligns with your career aspirations • Using the second course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create Personal or Career Goals section of your ePortfolio • Research case study specifics to begin creating project presentation for OL Group Case Study 	1, 2, 3, 4, 6
Module 4	<ul style="list-style-type: none"> • Identify current issues in desired career field • Using the third course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Research various aspects of chosen current issue, including expanded information on topic, related literature review, and implications on the career field • Create Concentration/Focus Area section of ePortfolio • Present completed OL Group Case Study presentation • Draw conclusions and support ideas about your educational journey through completion of a critical book review 	1, 2, 3, 4, 5, 6, 7
Module 5	<ul style="list-style-type: none"> • Develop personal mission statement or philosophy • Using the fourth course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Continue creating Concentration/Focus Area section of ePortfolio with completion of current issues paper • Evaluate team and individual performance of OL Group Case Study Project • Create a presentation of the material you introduced in the critical book review 	1, 3, 4, 5, 6, 7
Module 6	<ul style="list-style-type: none"> • Identify your personal leadership style characteristics and explain how those skills are useful in a professional setting • Create your professional resume • Using the fifth course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create a summary of your OL 4943 Applied Leadership Project Report • Create the Personal Mission Statement/Philosophy section of ePortfolio 	1, 3, 4, 6
Module 7	<ul style="list-style-type: none"> • Reflect on the ePortfolio journey 	3, 4, 6, 7
Module 8	<ul style="list-style-type: none"> • Execute ePortfolio draft for instructor critique • Execute final ePortfolio website for final grading, based on instructor's critique of the draft 	3, 4, 6



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Augur		7/26/18
Dean Dr. Augur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 JW
Faculty Senate (Undergraduate Proposals Only)	2/12/19 AS
Graduate Council (Graduate Proposals Only)	

effective summer 2020

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	4243
Official Catalog Title:	
Planning for Adult Learners	

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)

OL 4243

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

Workplace Learning

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

WORKPLACE LEARNING

New Course Description:

This course provides an overview of adult learning in the context of the workplace. Students will explore the historical context of learning in the workplace, basic theories of instructional design and adult learning, frameworks and models of program planning in the workplace, learning interventions, and the overall relationship between lifelong learning and work.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

PS 4243

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

Successful completion of the general education English requirement or permission of instructor.

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. OL 4243 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4243 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 4243 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	Explain the historical, current, and future role of adult learning in the context of the workplace
2	Understand models of program planning and the application of their components to adult learning paradigms
3	Examine the role of multiple program planning models and applying change as the primary outcome of education and training programs for adults in the workplace
4	Identify basic theories of instructional design and adult learning and their application in workplace settings
5	Explain the role of training logistics, to include formats, schedules, staff needs, budgeting, marketing and facilities in workplace learning
6	Describe assessment and evaluation approaches in workplace learning
7	Compare and contrast traditional and digital/electronic approaches to workplace learning
8	Discuss the role of ethics, power, and social responsibility in workplace learning

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Distinguish between pedagogy and andragogy • Examine the purposes of learning in the workplace • Identify the six principles of adult learning and their relationship to learning in organizations • Recognize change as a primary outcome in workplace learning 	1, 2, 4
Module 2	<ul style="list-style-type: none"> • Distinguish between theory and practice in workplace learning • Identify the differences between education and learning • Examine the relationship between adult learning and workplace learning 	2, 4
Module 3	<ul style="list-style-type: none"> • Discuss personal beliefs and experiences related to workplace learning • Examine parameters influencing training programs in organizations • Describe appropriate uses of technology in workplace learning • Identify the value and context of traditional and digital/electronic delivered material 	2, 3, 7
Module 4	<ul style="list-style-type: none"> • Identify the similarities and differences in formal and informal learning in the workplace • Discuss the impact of the “knowledge economy” on organizational learning needs • Describe the role of informal learning in organizations • Explain historical factors that influence current learning practices in organizations 	2, 3, 4
Module 5	<ul style="list-style-type: none"> • Identify and describe the roles of program planning in organizations • Examine how power influences the program planning process • Discuss the role of ethics in program planning • Critique strategies for building and sustaining partnerships in workplace learning 	3, 4, 8
Module 6	<ul style="list-style-type: none"> • Describe prominent theories of adult learning and their application in the workplace • Examine the role of training and development professionals in leading workplace learning • Investigate transformative learning practices in changing organizational culture 	1, 3, 4
Module 7	<ul style="list-style-type: none"> • Describe instructional design approaches to planning learning in organizations • Examine the application of instructional design theory to workplace learning • Review the role of technology in instructional design and deliver of workplace learning • Analyze instructional design approaches and their application in the workplace 	1, 4
Module 9	<ul style="list-style-type: none"> • Describe the selection process for education and training programs in the workplace • Generate ideas through a variety of techniques • Assessing needs for a training program 	3, 5

	<ul style="list-style-type: none"> • Examine how priorities are defined • Quantitative and qualitative approaches to prioritization 	
Module 10	<ul style="list-style-type: none"> • Identify the steps to assessing and evaluation of workplace learning • Describe measureable and non-measureable program outcomes • Explain the design and delivery process of assessment tools to measure learning 	5, 6
Module 11	<ul style="list-style-type: none"> • Discuss the role of learning objectives and learning outcomes in workplace learning • Select and organize program content • Match instructional design techniques with learning outcomes • Discern the difference between teaching and facilitation 	4, 5, 6
Module 12	<ul style="list-style-type: none"> • Examine the role of organizational leaders in driving workplace learning • Discuss learning origination from a top-down and bottom-up perspective • Investigate the role of workplace learning in professionalism and norming in organizations 	1, 5, 8
Module 13	<ul style="list-style-type: none"> • Discuss the role of ethics in workplace learning • Describe unethical practices in workplace learning • Examine possible tensions and resistance to learning in the workplace • Analyze the role of workplace learning in organizational culture and social responsibility 	1, 8
Module 14	<ul style="list-style-type: none"> • Predict future trends in design and delivery of workplace learning • Identify career opportunities in workplace learning • Reassess personal disposition to learning in the workplace 	1, 6, 7, 8



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 YW
Faculty Senate (Undergraduate Proposals Only)	2/12/19 AS
Graduate Council (Graduate Proposals Only)	

effective Summer 2020

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
Official Catalog Title: See attached list.	

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

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

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

See attached list.

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 **See attached list.**

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. These courses address the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached assessment document for alignment of program objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative

Course Change List		
Current Course Listing	New Course Listing	New Cross-Listing
PS 3023	OL 3023	PS 3023
PS 3133	OL 3133	PS 3133
PS 4143	OL 4143	PS 4143
PS 4243	OL 4243	PS 4243
PS 4343	OL 4343	PS 4343
PS 4443	OL 4443	PS 4443
PS 4543	OL 4543	PS 4543
PS 4643	OL 4643	PS 4643
PS 4743	OL 4743	PS 4743

communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

- c. What is the rationale for adding this course? What evidence supports this action? These courses are part of the proposed core coursework in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

Bachelor of Arts in Organizational Leadership

Assessment Map

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	Social Responsibility – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
OL 3013	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R			R	R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4953	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered



ARKANSAS TECH UNIVERSITY

RECONFIGURATION OF EXISTING DEGREE PROGRAM

Modification to Create New Degree
(75% of coursework from existing degree)

ADHE LETTER OF NOTIFICATION – 11M

Department Initiating Proposal	Date
Department of Professional Studies	8/8/2018

Title	Signature	Date
Department Head Dr. Jeff Aulgur		8/8/18
Dean Dr. Jeff Aulgur		8/8/18
Assessment Dr. Christine Austin		8/8/18
Registrar Mrs. Tammy Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/25/18 <i>dw</i>
Faculty Senate (Undergraduate Proposals Only)	2/12/19 <i>RS</i>
Graduate Council (Graduate Proposals Only)	

effective summer 2020

Program Title: Bachelor of Professional Studies (All Concentrations)

LETTER OF NOTIFICATION – 11M

RECONFIGURATION OF EXISTING DEGREE PROGRAMS Modification to Create New Degree (75% of coursework from existing degree)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Dr. Jeff Aulgur, Department Head for Professional Studies
Interim Dean, College of eTech
3. Title(s) of degree programs to be modified: Bachelor of Professional Studies
4. Current CIP Code(s): 30.999
5. Current Degree Code(s): 30.999
6. Proposed title of modified program: Bachelor of Arts in Organizational Leadership
7. Proposed CIP Code for new program: 52.0213
8. Proposed Effective Date(Term/Year): Fall 2019
9. Reason for proposed consolidation/reconfiguration:

The Bachelor of Arts in Organizational Leadership (BA-OL) represents a realignment of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The BA-OL discipline-driven core in Organizational Leadership (CIP 52.0213) represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). Professional Studies currently delivers the certificate of Professional Leadership under CIP 52.0213.

Upon approval of the proposed Bachelor of Arts in Organizational Leadership for inclusion in the 2019-2020 catalog, the Department of Professional Studies will cease new admissions to all concentrations in the Bachelor of Professional Studies degree, with the exception of the Interdisciplinary Studies concentration, effective January 1, 2020. All students enrolled in the Bachelor of Professional Studies degree before January 1, 2020 must complete the program of study by June 1, 2022. The Bachelor of Professional Studies with a concentration in Interdisciplinary Studies will be retained as a degree completion option for current and former Arkansas Tech University students.

The degree program aligns with the expansion of the Department of Professional Studies, which began in 2006 with three course offerings and one faculty member. The department now includes over 20 course offerings and five faculty. The BA-OL degree retains 18 credit hours of interdisciplinary concentration coursework and 25 credit hours of electives. This degree provides the opportunity for seamless transition to transfer students or to those who have earned an associate's degree. The 42 credit hour core meets the 40 upper-division credit hour minimum for a baccalaureate degree. The BA-OL supports Arkansas Tech's Strategic Plan, Goal 2.6, by maximizing credentialing opportunities and creating future opportunities to develop innovative, multi-disciplinary baccalaureate degrees.

The BA-OL degree meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. The BA-OL offers students credentialing opportunities in the Professional Leadership certificate, as well as stackability from the leadership certificate to a baccalaureate degree in Organizational Leadership, and then a master's degree in Leadership, Learning, and Organizational Development. Depending on concentration selection, students may select 25–43 credit hours of interdisciplinary coursework to meet their specific professional needs. Additionally, the BA-OL delivers options for innovative, multi-disciplinary degrees. For example, in this inter-college option, a student could complete 35 credit hours in General Education, 42 credit hours in Organizational Leadership, 23 credit hours in Agriculture, and 20 credit hours in Marketing/Management.

The BA-OL provides instruction in professional leadership, supervision, communication, personnel management, non-profit governance, community development, financial literacy, globalization, diversity and inclusion, training and development, and organizational change.

As evidenced by the letter of support (see Appendix C Letters of Support) provided by Jessica Brock, Director of Admissions at Arkansas Tech University, the proposed BA-OL aligns with institution's strategic enrollment plan, appeals to first-year degree-seeking students with an interest or financial need to remain in their hometown, and offers a four-year degree option for concurrent students who may not have considered enrollment at a four-years institution.

General Education (35 hours): 6 hours of English Composition; 8 hours of Lab Science; 6 hours of Fine Arts and Humanities; 3 hours of Speech Communication; 3 hours of United States History or Government; 6 hours of Social Sciences; 3 hours of Mathematics.

Required Core (42 Hours)

OL 3013 (New)	Foundations of Organizational Leadership
OL 3023 / PS 3023	Professional Communication
OL 3133 / PS 3133	Applied Principles of Personnel Management
OL 3143 / PS 3143	Applied Professional Research
OL 4143 / PS 4143	Nonprofit Governance
OL 4243 / PS 4243	Workplace Learning
OL 4343 / PS 4343	Community Development
OL 4443 / PS 4443	Professional Leadership
OL 4543 / PS 4543	Workplace Supervision
OL 4643 / PS 4643	Occupational Globalization and Diversity
OL 4743 / PS 4743	Organizational Change
OL 4843 (New)	Training and Development
OL 4943 / PS 3003	Applied Leadership Project
OL 4953 / PS 4003	Organizational Leadership Capstone

Interdisciplinary Concentration (18 hours): Agriculture Business; Child Development; Criminal Justice; Industrial/Organizational Psychology; Inter-College; Public Relations; Workforce Technology

Electives (25 hours)

Total Hours: 120 hours

There are no additional costs associated with the BA-OL. Except two course additions (OL 3013 Foundations of Organizational Leadership and OL 4843 Training and Development), the required core consists of existing courses delivered by faculty in the Department of Professional Studies.

Start-up marketing will target employers with identified tuition reimbursement, employers affiliated with programs offered by the Ozark campus, as well as strategic 2+2 alliances with Arkansas' two-year institutions.

The Bachelor of Professional Studies (BPS) degree does not conform to traditional baccalaureate degree naming conventions. The BA-OL degree retains the interdisciplinary concentrations and eliminates confusion across current students, prospective students, and employers.

The Inter-College Program (ICP) allows the development of a unique curriculum in close consultation with a Department of Professional Studies Academic Advisor. ICP areas of study are defined by respective academic departments at Arkansas Tech University. The ICP requires the completion of the 35-hour General Education curriculum and the 42-hour upper-division Organizational Leadership core curriculum. The ICP program designs are:

- Two-Area Option: Requires a minimum of 21 hours each in two fields of study.
- Thematic Option: Requires a minimum of 42 hours chosen from at least three departments and two colleges, presenting a unifying theme throughout the program of study.
- To receive ICP consideration, a student must submit an ICP proposal to the Department of Professional Studies Department Head. Proposal elements include, but are not limited to,
 - Academic and Career Goals
 - Identify proposed fields of study
 - Identify immediate and long-term academic goals
 - Describe any further training or credentialing necessary to achieve your long-term goals.
 - Background Section
 - How have you arrived at the academic and career goals outlined?
 - What influenced your program of study (e.g., class, book, movie, article, family).
 - Course of Study Section
 - Explain the relevance of each area to your career goals and how the courses are related to each other.
 - Create a table of courses for each discipline
 - Discuss the selected course content and the relevance to your areas of study.

As evidenced by the letter of support (see Appendix C Letters of Support) provided by Dr. Julie Mikles-Schluterman, Director of the Center for Community Engagement and Academic Outreach at Arkansas Tech University, the BA-OL Inter-College Program's inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum as an ICP option aligns not only with the institution's strategic plan, but also provides enhanced opportunities to address current and future workforce trends.

10. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. List *new courses* (in italics) and provide new course descriptions. Underline required general education core courses and mark courses offered by distance technology with an *asterisk.

Appendix A contains the current curriculum (2018-2019) catalog for existing concentrations offered in the Bachelor of Professional Studies degree: Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Public Relations, Workforce Technology, and Applied Leadership.

Appendix C contains the proposed curriculum outlines by semester for the Bachelor of Arts in Organizational Leadership, including the following concentrations: Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Inter-College, Public Relations, and Workforce Technology.

11. Institutional curriculum committee review/approval date:

12. Provide current and proposed organizational chart.

a. Current Organizational Chart

Please see Appendix D for the current organizational chart for the College of eTech.

b. Proposed Organizational Chart

Please see Appendix D for the proposed organizational chart for the College of eTech.

13. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, identify the mode of distance delivery.

The Bachelor of Arts in Organizational Leadership may be completed 100% via distance delivery; however, students may elect on-campus course sections as available. The mode of distance learning is broken into two distinct components for support and coordination:

- Academic Affairs provides program and resource support, approvals for distance learning courses/programs/degrees and oversight to the various schools/colleges within the University Structure. Course and program approval and oversight for courses and programs that will be delivered by distance technology are identical to the approval and oversight process for face-to-face instruction. The need for the program originates with the departments and the curriculum for the program goes through the same curriculum approval process as all other courses and programs.
- The College of eTECH provides instructional design and training for course creation, quality assurance and methodologies. They also provide video and audio creation and inclusion support.
- The Office of Information Systems, through the Campus Support Center, provides technical support to both faculty and students.

14. Identify mode of distance delivery or the off-campus location for the proposed program.

- Blackboard (LMS) support, video recording and playback, assignment submission and other general technical academic support needs.

15. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (For example: A program offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).

- Not applicable

16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.

This email is a notification that Arkansas Tech University is reconfiguring its existing Bachelor of Professional Studies degree to a Bachelor of Arts in Organizational Leadership (BA-OL) degree. Arkansas Tech University is interested in receiving comments or feedback about the programs from you. ADHE requested through e-mail communications that you not "Reply All" when sending your response about the program. If you have an objection, concern, or comment, please reply to me and copy ADHE.

The Bachelor of Arts in Organizational Leadership (CIP 52.0213) represents a realignment of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The BA-OL discipline-driven core in Organizational Leadership represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. Depending on concentration selection, students may select 25–43 credit hours of interdisciplinary coursework to meet their specific professional needs. Additionally, the BA-OL delivers options for innovative, multi-disciplinary degrees, and provides instruction in professional leadership, supervision, communication, personnel management, non-profit governance, community development, financial literacy, globalization, diversity and inclusion, training and development, and organizational change.

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

Institutions in Arkansas with a similar program:

John Brown University – Bachelor of Science in Organizational Leadership

University of Arkansas Fort Smith – Bachelor of Science in Organizational Leadership

In addition to the institutions identified above, the institutions below were examined to develop the proposed program at Arkansas Tech University:

Penn State University-World Campus – Bachelor of Arts in Organizational Leadership

Arizona State University-Online – Bachelor of Arts in Organizational Leadership

Duquesne University – Bachelor of Science in Organizational Leadership

Bay Path University – Bachelor of Arts in Leadership and Organizational Studies

Creighton University – Bachelor of Science in Leadership

Bethel University – Bachelor of Science in Organizational Leadership

Carson-Newman University – Bachelor of Science in Organizational Leadership

Purdue Global University – Bachelor of Science in Liberal Studies with a Leadership concentration

Colorado State University- Global Campus – Bachelor of Science in Organizational Leadership

Concordia University – Bachelor of Arts in Organizational Leadership

Valdosta State University – Bachelor of Science in Organizational Leadership

Fort Hays State University – Bachelor of Arts in Organizational Leadership

Cleveland State University – Bachelor of Arts in Organizational Leadership

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

The Department of Professional Studies will complete a self-review of the Bachelor of Arts in Organizational Leadership in 2022-2023 (three years), and conduct a formal program review of the program in 2023-2024 (four years).

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Bachelor of Arts in Organizational Leadership

Assessment Map

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	Leadership Dynamics & Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	Adult Learning & Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	Social Responsibility and Global Understanding – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
OL 3013	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4953	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

- **Learning Outcome 1 (LO1 Effective Communication)** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings. (**Written & Oral Communication VALUE Rubric**)
 - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
 - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
 - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
 - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
 - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association
 - Proficiency Criteria 6 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
 - Proficiency Criteria 7 – exhibit appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
 - Proficiency Criteria 8 – demonstrate the use of language that is appropriate in a professional setting
 - Proficiency Criteria 9 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

- **Learning Outcome 2 (LO2 – Critical Thinking/Problem Solving/Ethical Decision Making)** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems. (**Problem Solving & Ethical Reasoning VALUE Rubric**) –
 - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
 - Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context
 - Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
 - Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem
 - Proficiency Criteria 5 – conflict resolution learning outcome
 - Proficiency Criteria 6 – mediation learning outcome
 - Proficiency Criteria 7 – recognize ethical issues when presented in a complex, multilayered context
 - Proficiency Criteria 8 – present assumptions and implications of different ethical perspectives and concepts
 - Proficiency Criteria 9 – apply ethical concepts to an ethical question accurately and considers full implications of the application

- **Learning Outcome 3 (LO3 – Leadership Dynamics & Change Management)** – Students will demonstrate knowledge and application of leadership theory to leading change, resolving conflict, and motivation, as well as understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluating change within organizational cultures and systems, and articulating the role of change leaders in organizations.

- Proficiency Criteria 1 – demonstrates mastery of basic principles of leadership theory, change theory, and development theory
 - Proficiency Criteria 2 – identifies evidence-based practices in leadership, followership, and leadership ethics
 - Proficiency Criteria 3 – develops theory-based plans for strategic training, human development, and organizational change
 - Proficiency Criteria 4 – compare and contrast theories and models of motivation in the workplace, change management, and leadership dynamics
 - Proficiency Criteria 5 – understand the role of the leader in creating and sustaining vision, and leading change
 - Proficiency Criteria 6 – examine the role of trust and its impact of leadership, organizational culture, and change initiatives
- **Learning Outcome 4 (LO4 – Team Building)** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments. (**Teamwork VALUE Rubric**)
 - Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
 - Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
 - Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness.
- **Learning Outcome 5 (LO5 – Adult Learning & Talent Management)** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
 - Proficiency Criteria 1 – explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
 - Proficiency Criteria 2 – apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process
 - Proficiency Criteria 3 – articulates the links between effective leadership and lifelong learning
 - Proficiency Criteria 4 – develops theory-based plans for strategic training, human development, and organizational change
 - Proficiency Criteria 5 - evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI
- **Learning Outcome 6 (LO6 – Financial Literacy)** – students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
 - Proficiency Criteria 1 – describe and apply basic techniques of financial statement (P&L, balance sheet, etc) review and interpretation
 - Proficiency Criteria 2 – describe the budgeting process, including importance of budgeting, budgeting strategy, and short- and long-term budget planning
 - Proficiency Criteria 3 – evaluate the budget and financial strategy of an organization, unit, or improvement initiative in a professional setting
 - Proficiency Criteria 4 – prepare a written financial plan, including budget, for a proposed improvement initiative in a professional setting

- **Learning Outcome 7 (LO7 – Social Responsibility & Global Understanding)** – students will demonstrate an understanding of the importance of cultural diversity in the global and local community, articulate a vision of social responsibility, and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.
(Intercultural Knowledge and Competence VALUE Rubric)
 - Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
 - Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members of another culture, including history, values, politics, communication style, beliefs, and practices
 - Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
 - Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives

Appendix A: Bachelor of Professional Studies Curriculum Matrices

Department of Professional Studies

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
Communication ¹	3	U.S. History/Government ¹	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agriculture Microeconomics	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	Elective ³	6
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
AGBU 3133 Intermediate Agricultural Macroeconomics	3	PS 3143 Applied Professional Research	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
Professional Studies Professional Core ⁴	6	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
AGBU 4023 Agricultural Finance	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Elective ³	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Elective ³	9	PS 3013 Professional Studies Seminar	3
		PSY 3063 Developmental Psychology I	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
ECE 2313 Foundations and Theories in Early Childhood Education	3	PS 3143 Applied Professional Research	3
SEED 3552 Child and Adolescent Development	2	Elective ³	6
Professional Studies Professional Core ⁴	6		
Electives ³	1		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
EDMD 3013 Integrating Instructional Technology	3	ENGL 4723 Teaching People of Other Cultures	3
Elective ³	9	Electives ³	9
Total Hours	15	Total Hours	15

Department of Professional Studies

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	CJ/SOC 3083 Social Deviance	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
CJ/POLS 3023 Judicial Process	3	PS 3143 Applied Professional Research	3
CJ/PSY 3033 The Criminal Mind	3	Elective ³	6
Professional Studies Professional Core ⁴	6		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
CJ/SOC 3103 The Juvenile Justice System	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
PSY 2003 General Psychology	3	PSY 2023 Consumer Psychology	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	PSY 3063 Developmental Psychology I	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
PSY 3163 Developmental Psychology II	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives ⁴	6	Elective ³	6
Elective ³	3		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
PSY 3093 Industrial Psychology	3	PSY 4043 Social Psychology	3
Technical Courses ²	6	Technical Courses ²	9
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Interdisciplinary Studies Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Electives ²	6	Electives ²	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Electives ²	9	PS 3013 Professional Studies Seminar	3
		Electives ²	6
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
Professional Studies Professional Core	6	PS 3143 Applied Professional Research	3
Electives ³	6	Electives ²	6
Electives ²	6		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
Electives ²	12	Electives ²	12
Total Hours	15	Total Hours	15

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

²At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

³Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS

Department of Professional Studies

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	Technical Course ²	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	JOUR 3173 Public Relations Principles	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	PS 3143 Applied Professional Research	3
COMM 4153 Persuasive Theory and Audience Analysis	3	JOUR 4083 Computer Mediated Communications	3
Professional Studies Professional Core Electives ⁴	6	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
JOUR 4033 Community Journalism	3	COMM 3073 Group Communication	3
Technical Courses ²	6	Technical Courses ²	6
Elective ³	3	Elective ³	3

Department of Professional Studies

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	COMS 2003 Microcomputer Applications	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Courses ²	3	PS 3013 Professional Studies Seminar	3
BDA 2003 Business Problem Solving	3	BDA 2013 Business Spreadsheet Modeling	3
Elective ³	3	Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3123 Management	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives ⁴	6	MGMT 4073 Special Topics in Management	3
Elective ³	3	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
COMS 3053 Implications of Technology on Society	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

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

²Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

³At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁴Six hours from the following PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Occupational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.

Department of Professional Studies

Applied Leadership Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

*Students enrolled in the Applied Leadership concentration area must select PS 4543 Workplace Supervision and 3 hours of relevant, advisor approved upper division electives in the Professional Studies Professional Core.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	Elective ³	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	BUAD 3123 Management	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3143 Marketing	3	PS 3143 Applied Professional Research	3
PS 4343 Community Development	3	Elective ³	6
PS 4543 Workplace Supervision	3		
Professional Studies Professional Core ⁴	3		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
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PS 4143 Nonprofit Governance	3	PS 4243 Planning for Adult Learners	3
PS 4443 Professional Leadership	3	Technical Courses ²	9
Technical Courses ²	6		
Total Hours	15	Total Hours	15

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

²Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

³At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁴Three hours from the following: PS 4643 Occupational Globalization and Diversity or PS 4743 Organizational Change.

Appendix B: Bachelor of Arts in Organizational Leadership Curriculum Matrices

Bachelor of Arts in Organizational Leadership

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall

<u>ENGL 1013 Composition I^{1*}</u>	3
<u>Science with Lab^{1*}</u>	4
<u>Social Sciences^{1*}</u>	3
Elective*	3
<u>Communication^{1*}</u>	3
<u>TECH 1001 Orientation to the University*</u>	1
Total Hours	17

Spring

<u>ENGL 1023 Composition II^{1*}</u>	3
<u>Science with Lab^{1*}</u>	4
<u>Social Sciences^{1*}</u>	3
<u>Mathematics^{1*}</u>	3
<u>U.S. History/Government^{1*}</u>	3
Total Hours	16

• **Sophomore**

Fall

<u>AGBU 2063 Principles of Agricultural Macroeconomics</u>	3
<u>Fine Arts & Humanities^{1*}</u>	3
Electives ³	9
Total Hours	15

Spring

<u>AGBU 2073 Principles of Agriculture Microeconomics</u>	3
<u>Fine Arts & Humanities^{1*}</u>	3
<u>OL 3013 Foundations of Organizational Leadership*</u>	3
Elective ³	6
Total Hours	15

• **Junior**

Fall

OL 3133 Applied Principles of Personnel Management*	3
AGBU 3233 International Agricultural Trade	3
AGBU 4013 Agricultural Marketing	3
OL 4143 Nonprofit Governance*	3
OL 4343 Community Development*	3
Total Hours	15

Spring

OL 3023 Professional Communications*	3
OL 3143 Applied Professional Research*	3
AGBU 4003 Agri-Business Management	3
OL 4443 Professional Leadership*	3
Total Hours	12

- Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
<u>AGBU 4023 Agricultural Finance</u>	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3

Total Hours 15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4843 Training and Development*	3
OL 4743 Organizational Change*	3
Electives*	6

Total Hours 15

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

Bachelor of Arts in Organizational Leadership

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ^{1*}	3
Elective	6	<u>ECE 2113 Basic Child Growth and Development</u> [*]	3
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ¹	3	<u>U.S. History/Government</u> ¹	3
<u>Fine Arts & Humanities</u> ¹	3	<u>Fine Arts & Humanities</u> ¹	3
Elective	9	<u>OL 3013 Foundations of Organizational Leadership</u> [*]	3
		<u>PSY 3063 Developmental Psychology I</u> [*]	3
		Elective	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
<u>OL 3133 Applied Principles of Personnel Management</u> [*]	3	<u>OL 3023 Professional Communications</u> [*]	3
<u>ECE 2313 Foundations and Theories in Early Childhood Education</u> [*]	3	<u>OL 3143 Applied Professional Research</u> [*]	3
<u>SEED 3552 Child and Adolescent Development</u> [*]	2	<u>OL 4443 Professional Leadership</u> [*]	3
<u>OL 4143 Nonprofit Governance</u> [*]	3	<u>OL 4543 Workplace Supervision</u> [*]	3
<u>OL 4343 Community Development</u> [*]	3		

Fall		Spring	
Electives*	1		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Captstone*</i>	3
EDMD 3013 Integrating Instructional Technology*	3	ENGL 4723 Teaching People of Other Cultures*	3
OL 4643 Organizational Globalization and Diversity*	3	Electives	9
OL 4743 Organizational Change*	3		
OL 4843 Training and Development*	3		
Total Hours	15	Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
ENGL 1013 Composition I ^{1*}	3	ENGL 1023 Composition II ^{1*}	3
Science with Lab ^{1*}	4	Science with Lab ^{1,2*}	4
Social Sciences ^{1*}	3	Social Sciences ^{1*}	3
Elective*	3	Mathematics ^{1*}	3
CJ 2003 Introduction to Criminal Justice*	3	CJ 2043 Crime and Delinquency*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
Communication ^{1*}	3	U.S. History/Government ^{1*}	3
Fine Arts & Humanities ^{1*}	3	Fine Arts & Humanities ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		CJ/SOC 3083 Social Deviance*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
CJ/POLS 3023 Judicial Process*	3	OL 3143 Applied Professional Research*	3
CJ/PSY 3033 The Criminal Mind*	3	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4843 Training & Development	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
CJ/SOC 3103 The Juvenile Justice System*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
Elective	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4643 Occupational Globalization and Diversity*	3
OL 4743 Organizational Change	3
Electives	6
Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I^{1*}</u>	3	<u>ENGL 1023 Composition II^{1*}</u>	3
<u>Science with Lab^{1*}</u>	4	<u>Science with Lab^{1*}</u>	4
Elective*	3	<u>Social Sciences^{1*}</u>	3
Elective*	3	<u>Mathematics^{1*}</u>	3
<u>PSY 2003 General Psychology*</u>	3	PSY 2023 Consumer Psychology*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16
• Sophomore			
Fall		Spring	
<u>Communication^{1*}</u>	3	<u>U.S. History/Government^{1*}</u>	3
<u>Fine Arts & Humanities^{1*}</u>	3	<u>Fine Arts & Humanities^{1*}</u>	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		PSY 3063 Developmental Psychology I*	3
		Elective	3
Total Hours	15	Total Hours	15
• Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
PSY 3163 Developmental Psychology II*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	OL 4243 Workplace Learning	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership	3
Elective	3		
Total Hours	15	Total Hours	12
• Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
PSY 3093 Industrial Psychology*	3
OL 4543 Workplace Supervision*	3
OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
PSY 4043 Social Psychology*	3
OL 4743 Organizational Change	3
Electives*	6
Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Inter-College Program Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ¹	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ¹	3
<u>TECH 1001 Orientation to the University</u> *	1	<u>Mathematics</u> ¹	3
Electives – Career Field 1*	3	Electives – Career Field 1*	3
Electives – Career Field 2*	3		
Total Hours	17	Total Hours	16
• Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives – Career Field 1*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives – Career Field 2*	6	Electives 0 Career Field 2	6
Total Hours	15	Total Hours	15
• Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
OL 4143 Nonprofit Governance*	3	OL 3143 Applied Professional Research*	3
OL 4343 Community Development*	3	OL 4243 Workplace Learning*	3
Electives – Career Field 1	6	OL 4443 Professional Leadership*	
Total Hours	15	Total Hours	12
• Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
OL 4534 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3
Electives – Career Field 1	6
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Electives – Career Field 2	6
Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>Mathematics</u> ^{1*}	3
Electives*	6	Elective*	3
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		JOUR 3173 Public Relations Principles*	3
		Elective*	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
COMM 3033 Interviewing Principles and Practices*	3	OL 3143 Applied Professional Research*	3
COMM 4153 Persuasive Theory and Audience Analysis*	3	JOUR 4083 Computer Mediated Communications*	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*			
Total Hours	15	Total Hours	12

- Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
JOUR 4033 Community Journalism*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	

Total Hours 15

Spring

<i>OL 4943 Organizational Leadership Capstone*</i>	3
COMM 3073 Group Communication*	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Elective*	3

Total Hours 15

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

Bachelor of Arts in Organizational Leadership

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ¹	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>MATH 1113</u> *	3
COMS 1003	3	COMS 2003 Microcomputer Applications*	3
Elective	3		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
BDA 2003 Business Problem Solving*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives*	6	COMS 2223 Introduction to Databases*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
BUAD 3123 Management*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	MGMT 4073 Special Topics in Management*	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership*	3
OL 4243 Workplace Learning*	3		
Total Hours	15	Total Hours	12

- Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
COMS 3053 Implications of Technology on Society*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3
Elective*	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4743 Organizational Change*	3
OL 4843 Training & Development*	3
Electives*	6
Total Hours	15

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

Appendix C: Letters of Support



ARKANSAS TECH
UNIVERSITY

**Office of Admissions
and Student Recruitment**
Brown Hall, Suite 104
105 West O Street
Russellville, Arkansas 72801

Office: 479-968-0343
Fax: 479-964-0522
www.atu.edu

June 6, 2018

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I enjoyed meeting with you regarding the proposed Bachelor of Arts in Organizational Leadership. This proposed degree supports and aligns with the vision for strategically increasing enrollment at Arkansas Tech University, particularly in the matriculation of concurrent high school students. By moving from a degree completion emphasis to an interdisciplinary degree approach, the BA-OL in the Department of Professional Studies will appeal to incoming first-year students rather than primarily the non-traditional population. Specifically, the fully online program will appeal to students with an interest or financial need to remain in their hometown, while seeking an affordable four-year degree option. With the University's concurrent high school partnerships, we are able to directly market to students not only in local high schools, but also in areas of the state where access to such a program would otherwise be limited. Many of our concurrent students have a familiarity with online college level coursework, often an intimidating barrier for incoming first-year students. The program would be beneficial to this population specifically, but, as an interdisciplinary degree, highly marketable to any incoming first-year student, and could be the program to not only attract students who otherwise may not have considered college, but retain them.

Sincerely,

Jessica Brock
Director of Admissions
Arkansas Tech University



ARKANSAS TECH
UNIVERSITY

Department of
Behavioral Sciences
Witherspoon Hall, Suite 348
407 West Q Street
Russellville, Arkansas 72801

July 10, 2018

Office: 479-968-0305
Fax: 479-964-0544
www.atu.edu/behaviorsci

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I am very enthusiastic about the proposed Bachelor of Arts in Organizational Leadership, and in particular about the inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum. In my role as a member of ATU's Strategic Planning Committee in 2015 and as an educator over the past 11 years, I have become increasingly interested in asking if we are giving our students the best possible educational experiences. I have found that as the world changes, higher education should respond.

I see the development of the Bachelor of Arts in Organizational Leadership as one of these necessary changes. The program aligns not only with ATU's most recent strategic plan, but also with the vision of ATU's Center for Community Engagement and Academic Outreach (CEAO). The collaboration of these two initiatives will provide unique educational experiences for our students that not only improves local and global communities, but also that addresses current and future workforce trends. One of the current issues facing CEAO is that students find it difficult to fit the IPBL courses into their schedules. The inclusion of the Interdisciplinary Project Based Learning curriculum as an option, in the Two-Area Option and the Thematic Option of the program, addresses this problem and will allow students an avenue to pursue these types of courses and experiences.

I find the program to be a valuable addition to Arkansas Tech University in our endeavor to improve the lives of our students and our community. I look forward to further collaboration with the program.

Sincerely,

Julie Mikles-Schluterman, Ph.D.

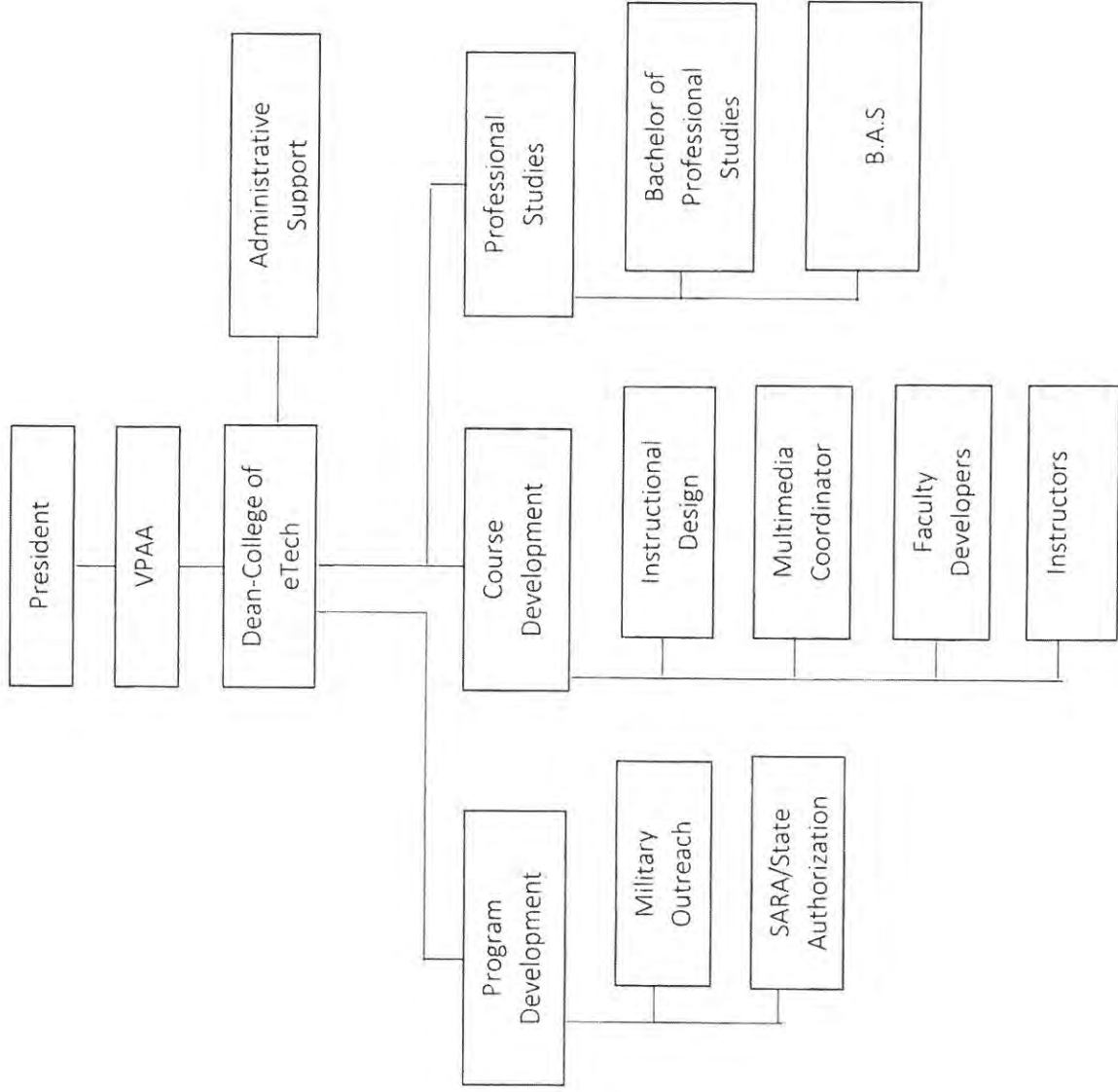
Director, Center for Community Engagement and Academic Outreach

Director, Office of Distinguished Scholarships

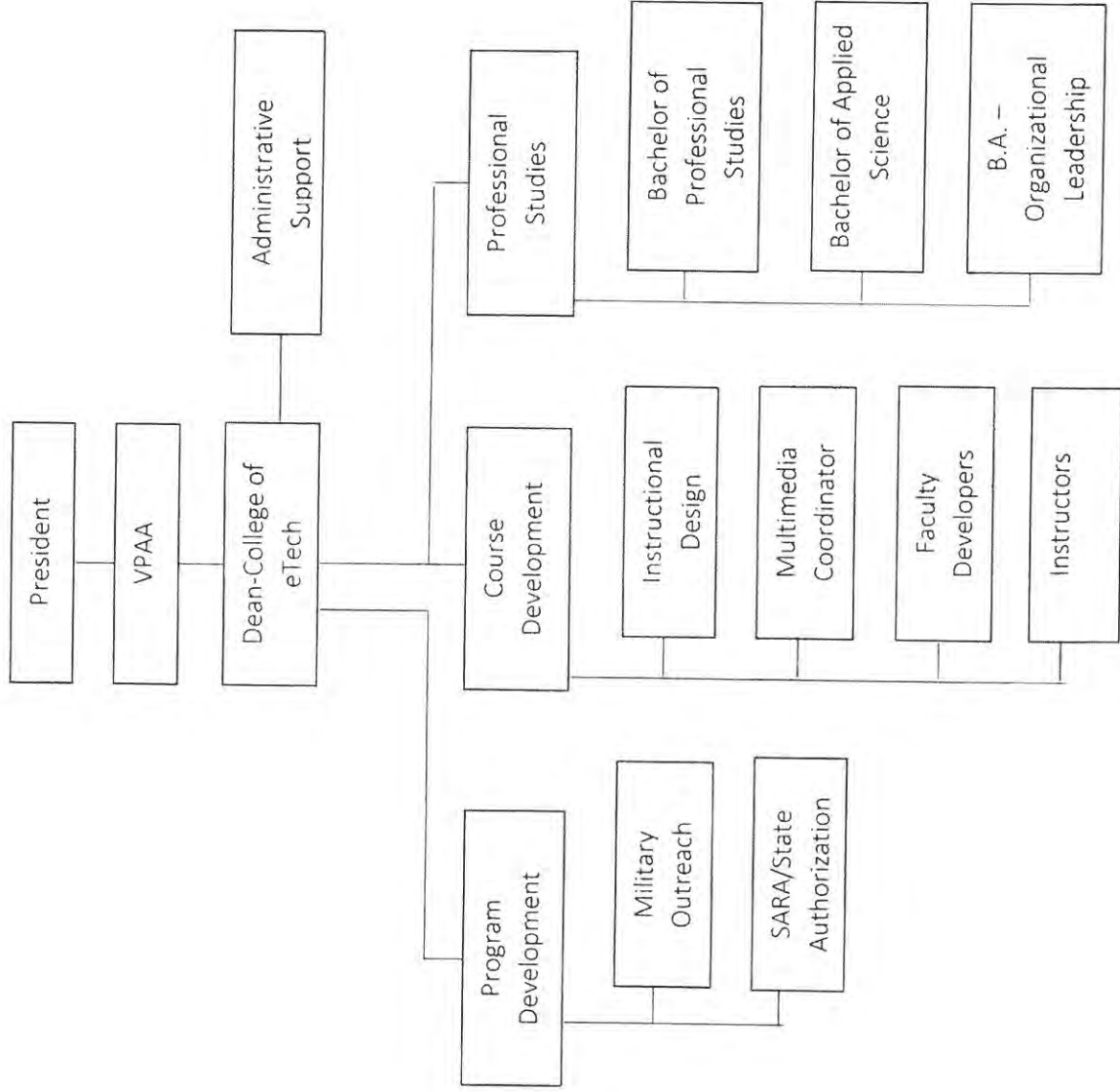
Associate Professor of Sociology Department of Behavioral Sciences, Arkansas Tech University

Appendix D: Organizational Charts

Current Organizational Chart



Proposed Organizational Chart



Appendix A: Bachelor of Professional Studies Curriculum Matrīces

Department of Professional Studies

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
Communication ¹	3	U.S. History/Government ¹	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agriculture Microeconomics	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	Elective ³	6
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
AGBU 3133 Intermediate Agricultural Macroeconomics	3	PS 3143 Applied Professional Research	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
Professional Studies Professional Core ⁴	6	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
AGBU 4023 Agricultural Finance	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Elective ³	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Elective ³	9	PS 3013 Professional Studies Seminar	3
		PSY 3063 Developmental Psychology I	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
ECE 2313 Foundations and Theories in Early Childhood Education	3	PS 3143 Applied Professional Research	3
SEED 3552 Child and Adolescent Development	2	Elective ³	6
Professional Studies Professional Core ⁴	6		
Electives ³	1		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
EDMD 3013 Integrating Instructional Technology	3	ENGL 4723 Teaching People of Other Cultures	3
Elective ³	9	Electives ³	9
Total Hours	15	Total Hours	15

Department of Professional Studies

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	CJ/SOC 3083 Social Deviance	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
CJ/POLS 3023 Judicial Process	3	PS 3143 Applied Professional Research	3
CJ/PSY 3033 The Criminal Mind	3	Elective ³	6
Professional Studies Professional Core ⁴	6		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
CJ/SOC 3103 The Juvenile Justice System	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
PSY 2003 General Psychology	3	PSY 2023 Consumer Psychology	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	PSY 3063 Developmental Psychology I	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
PSY 3163 Developmental Psychology II	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives ⁴	6	Elective ³	6
Elective ³	3		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
PSY 3093 Industrial Psychology	3	PSY 4043 Social Psychology	3
Technical Courses ²	6	Technical Courses ²	9
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Interdisciplinary Studies Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Electives ²	6	Electives ²	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Electives ²	9	PS 3013 Professional Studies Seminar	3
		Electives ²	6
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
Professional Studies Professional Core	6	PS 3143 Applied Professional Research	3
Electives ³	6	Electives ²	6
Electives ²	6		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
Electives ²	12	Electives ²	12
Total Hours	15	Total Hours	15

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

²At least 40 of the total hours required for graduation must be 3000 - 4000 level courses

³Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS

Department of Professional Studies

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	Technical Course ²	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	JOUR 3173 Public Relations Principles	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	PS 3143 Applied Professional Research	3
COMM 4153 Persuasive Theory and Audience Analysis	3	JOUR 4083 Computer Mediated Communications	3
Professional Studies Professional Core Electives ⁴	6	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
JOUR 4033 Community Journalism	3	COMM 3073 Group Communication	3
Technical Courses ²	6	Technical Courses ²	6
Elective ³	3	Elective ³	3

Department of Professional Studies

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	COMS 2003 Microcomputer Applications	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Courses ²	3	PS 3013 Professional Studies Seminar	3
BDA 2003 Business Problem Solving	3	BDA 2013 Business Spreadsheet Modeling	3
Elective ³	3	Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3123 Management	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives ⁴	6	MGMT 4073 Special Topics in Management	3
Elective ³	3	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
COMS 3053 Implications of Technology on Society	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Applied Leadership Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

*Students enrolled in the Applied Leadership concentration area must select PS 4543 Workplace Supervision and 3 hours of relevant, advisor approved upper division electives in the Professional Studies Professional Core.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	Elective ³	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	BUAD 3123 Management	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3143 Marketing	3	PS 3143 Applied Professional Research	3
PS 4343 Community Development	3	Elective ³	6
PS 4543 Workplace Supervision	3		
Professional Studies Professional Core ⁴	3		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
------------------------	---	--------------------------	---

PS 4143 Nonprofit Governance	3	PS 4243 Planning for Adult Learners	3
PS 4443 Professional Leadership	3	Technical Courses ²	9
Technical Courses ²	6		
Total Hours	15	Total Hours	15

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

²Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree

³At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁴Three hours from the following: PS 4643 Occupational Globalization and Diversity or PS 4743 Organizational Change.

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

² Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

³ At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁴ Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Occupational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.

Appendix B: Bachelor of Arts in Organizational Leadership Curriculum Matrices

Bachelor of Arts in Organizational Leadership

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
Elective [*]	3	<u>Mathematics</u> ^{1*}	3
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> [*]	1		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>AGBU 2063 Principles of Agricultural Macroeconomics</u>	3	<u>AGBU 2073 Principles of Agriculture Microeconomics</u>	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives ³	9	<u>OL 3013 Foundations of Organizational Leadership</u> [*]	3
		Elective ³	6
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
<u>OL 3133 Applied Principles of Personnel Management</u> [*]	3	<u>OL 3023 Professional Communications</u> [*]	3
<u>AGBU 3233 International Agricultural Trade</u>	3	<u>OL 3143 Applied Professional Research</u> [*]	3
<u>AGBU 4013 Agricultural Marketing</u>	3	<u>AGBU 4003 Agri-Business Management</u>	3
<u>OL 4143 Nonprofit Governance</u> [*]	3	<u>OL 4443 Professional Leadership</u> [*]	3
<u>OL 4343 Community Development</u> [*]	3		
Total Hours	15	Total Hours	12

Senior

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
<u>AGBU 4023 Agricultural Finance</u>	3	OL 4843 Training and Development*	3
OL 4243 Workplace Learning*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	Electives*	6
OL 4643 Occupational Globalization and Diversity*	3		
Total Hours	15	Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> *	1	<u>Mathematics</u> ^{1*}	3
Elective	6	<u>ECE 2113 Basic Child Growth and Development</u> *	3
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ¹	3	<u>U.S. History/Government</u> ¹	3
<u>Fine Arts & Humanities</u> ¹	3	<u>Fine Arts & Humanities</u> ¹	3
Elective	9	OL 3013 Foundations of Organizational Leadership*	3
		PSY 3063 Developmental Psychology I*	3
		Elective	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
ECE 2313 Foundations and Theories in Early Childhood Education*	3	OL 3143 Applied Professional Research*	3
SEED 3552 Child and Adolescent Development*	2	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4543 Workplace Supervision*	3
OL 4343 Community Development*	3		

Fall		Spring	
Electives*	1		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
EDMD 3013 Integrating Instructional Technology*	3	ENGL 4723 Teaching People of Other Cultures*	3
OL 4643 Organizational Globalization and Diversity*	3	Electives	9
OL 4743 Organizational Change*	3		
OL 4843 Training and Development*	3		
Total Hours	15	Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
ENGL 1013 Composition I*	3	ENGL 1023 Composition II*	3
Science with Lab ¹ *	4	Science with Lab ^{1,2*}	4
Social Sciences ^{1*}	3	Social Sciences ^{1*}	3
Elective*	3	Mathematics ^{1*}	3
CJ 2005 Introduction to Criminal Justice*	3	CJ 2043 Crime and Delinquency*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
Communication ^{1*}	3	U.S. History/Government ^{1*}	3
Fine Arts & Humanities ^{1*}	3	Fine Arts & Humanities ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		CJ/SOC 3083 Social Deviance*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
CJ/POLS 3023 Judicial Process*	3	OL 3143 Applied Professional Research*	3
CJ/PSY 3033 The Criminal Mind*	3	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4843 Training & Development	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
CJ/SOC 3103 The Juvenile Justice System*	3	OL 4643 Occupational Globalization and Diversity*	3
OL 4243 Workplace Learning*	3	OL 4743 Organizational Change	3
OL 4543 Workplace Supervision*	3	Electives	6
Elective	3		
Total Hours	15	Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
Elective*	3	<u>Social Sciences</u> ^{1*}	3
Elective*	3	<u>Mathematics</u> ^{1*}	3
<u>PSY 2003 General Psychology</u> *	3	<u>PSY 2023 Consumer Psychology</u> *	3
<u>TECH 1001 Orientation to the University</u> *	1		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	<u>OL 3013 Foundations of Organizational Leadership</u> *	3
		<u>PSY 3063 Developmental Psychology I</u> *	3
		Elective	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
<u>OL 3133 Applied Principles of Personnel Management</u> *	3	<u>OL 3023 Professional Communications</u> *	3
<u>PSY 3163 Developmental Psychology II</u> *	3	<u>OL 3143 Applied Professional Research</u> *	3
<u>OL 4143 Nonprofit Governance</u> *	3	<u>OL 4243 Workplace Learning</u>	3
<u>OL 4343 Community Development</u> *	3	<u>OL 4443 Professional Leadership</u>	3
Elective	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
PSY 3093 Industrial Psychology*	3	PSY 4043 Social Psychology*	3
OL 4543 Workplace Supervision*	3	OL 4743 Organizational Change	3
OL 4843 Training & Development*	3	Electives*	6
OL 4643 Occupational Globalization and Diversity*	3		
Total Hours	15	Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Inter-College Program Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ¹	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ¹	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ¹	3
Electives – Career Field 1 [*]	3	Electives – Career Field 1 [*]	3
Electives – Career Field 2 [*]	3		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives – Career Field 1 [*]	3	OL 3013 Foundations of Organizational Leadership [*]	3
Electives – Career Field 2 [*]	6	Electives 0 Career Field 2	6
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management [*]	3	OL 3023 Professional Communications [*]	3
OL 4143 Nonprofit Governance [*]	3	OL 3143 Applied Professional Research [*]	3
OL 4343 Community Development [*]	3	OL 4243 Workplace Learning [†]	3
Electives – Career Field 1	6	OL 4443 Professional Leadership [*]	
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4534 Workplace Supervision*	3	OL 4743 Organizational Change*	3
OL 4643 Occupational Globalization and Diversity*	3	OL 4843 Training and Development*	3
Electives – Career Field 1	6	Electives – Career Field 2	6
Total Hours	15	Total Hours	15

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

Bachelor of Arts in Organizational Leadership

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>Mathematics</u> ^{1*}	3
Electives*	6	Elective*	3
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		JOUR 3173 Public Relations Principles*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
COMM 3033 Interviewing Principles and Practices*	3	OL 3143 Applied Professional Research*	3
COMM 4153 Persuasive Theory and Audience Analysis*	3	JOUR 4083 Computer Mediated Communications*	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*			
Total Hours	15	Total Hours	12

• **Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
JOUR 4033 Community Journalism*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	

Total Hours 15

Spring

<i>OL 4943 Organizational Leadership Capstone*</i>	3
COMM 3073 Group Communication*	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Elective*	3

Total Hours 15

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

Bachelor of Arts in Organizational Leadership

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> [†]	3	<u>ENGL 1023 Composition II</u> [†]	3
<u>Science with Lab</u> ^{†*}	4	<u>Science with Lab</u> ^{†*}	4
<u>Social Sciences</u> [†]	3	<u>Social Sciences</u> ^{†*}	3
TECH 1001 Orientation to the University*	1	<u>MATH 1113</u> [†]	3
COMS 1003	3	COMS 2003 Microcomputer Applications*	3
Elective	3		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{†*}	3	<u>U.S. History/Government</u> ^{†*}	3
<u>Fine Arts & Humanities</u> ^{†*}	3	<u>Fine Arts & Humanities</u> ^{††}	3
BDA 2003 Business Problem Solving*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives*	6	COMS 2223 Introduction to Databases*	3
		Elective [†]	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
BUAD 3123 Management*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	MGMT 4073 Special Topics in Management*	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership*	3
OL 4243 Workplace Learning*	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
COMS 3053 Implications of Technology on Society*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3	Electives*	6
Elective*	3		
Total Hours	15	Total Hours	15

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

Appendix C: Letters of Support



ARKANSAS TECH
UNIVERSITY

*Office of Admissions
and Student Recruitment*
Bowers Hall, Suite 1004
105 West O Street
Russellville, Arkansas 72801

*Office: 479-968-0343
Fax: 479-964-0532
www.atu.edu*

June 6, 2018

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I enjoyed meeting with you regarding the proposed Bachelor of Arts in Organizational Leadership. This proposed degree supports and aligns with the vision for strategically increasing enrollment at Arkansas Tech University, particularly in the matriculation of concurrent high school students. By moving from a degree completion emphasis to an interdisciplinary degree approach, the BA-OL in the Department of Professional Studies will appeal to incoming first-year students rather than primarily the non-traditional population. Specifically, the fully online program will appeal to students with an interest or financial need to remain in their hometown, while seeking an affordable four-year degree option. With the University's concurrent high school partnerships, we are able to directly market to students not only in local high schools, but also in areas of the state where access to such a program would otherwise be limited. Many of our concurrent students have a familiarity with online college level coursework, often an intimidating barrier for incoming first-year students. The program would be beneficial to this population specifically, but, as an interdisciplinary degree, highly marketable to any incoming first-year student, and could be the program to not only attract students who otherwise may not have considered college, but retain them.

Sincerely,

Jessica Brock
Director of Admissions
Arkansas Tech University



ARKANSAS TECH
UNIVERSITY

Department of
Behavioral Sciences
Witherspoon Hall, Suite 348
407 West Q Street
Russellville, Arkansas 72801

July 10, 2018

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Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I am very enthusiastic about the proposed Bachelor of Arts in Organizational Leadership, and in particular about the inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum. In my role as a member of ATU's Strategic Planning Committee in 2015 and as an educator over the past 11 years, I have become increasingly interested in asking if we are giving our students the best possible educational experiences. I have found that as the world changes, higher education should respond.

I see the development of the Bachelor of Arts in Organizational Leadership as one of these necessary changes. The program aligns not only with ATU's most recent strategic plan, but also with the vision of ATU's Center for Community Engagement and Academic Outreach (CEAO). The collaboration of these two initiatives will provide unique educational experiences for our students that not only improves local and global communities, but also that addresses current and future workforce trends. One of the current issues facing CEAO is that students find it difficult to fit the IPBL courses into their schedules. The inclusion of the Interdisciplinary Project Based Learning curriculum as an option, in the Two-Area Option and the Thematic Option of the program, addresses this problem and will allow students an avenue to pursue these types of courses and experiences.

I find the program to be a valuable addition to Arkansas Tech University in our endeavor to improve the lives of our students and our community. I look forward to further collaboration with the program.

Sincerely,

Julie Mikles-Schluterman, Ph.D.

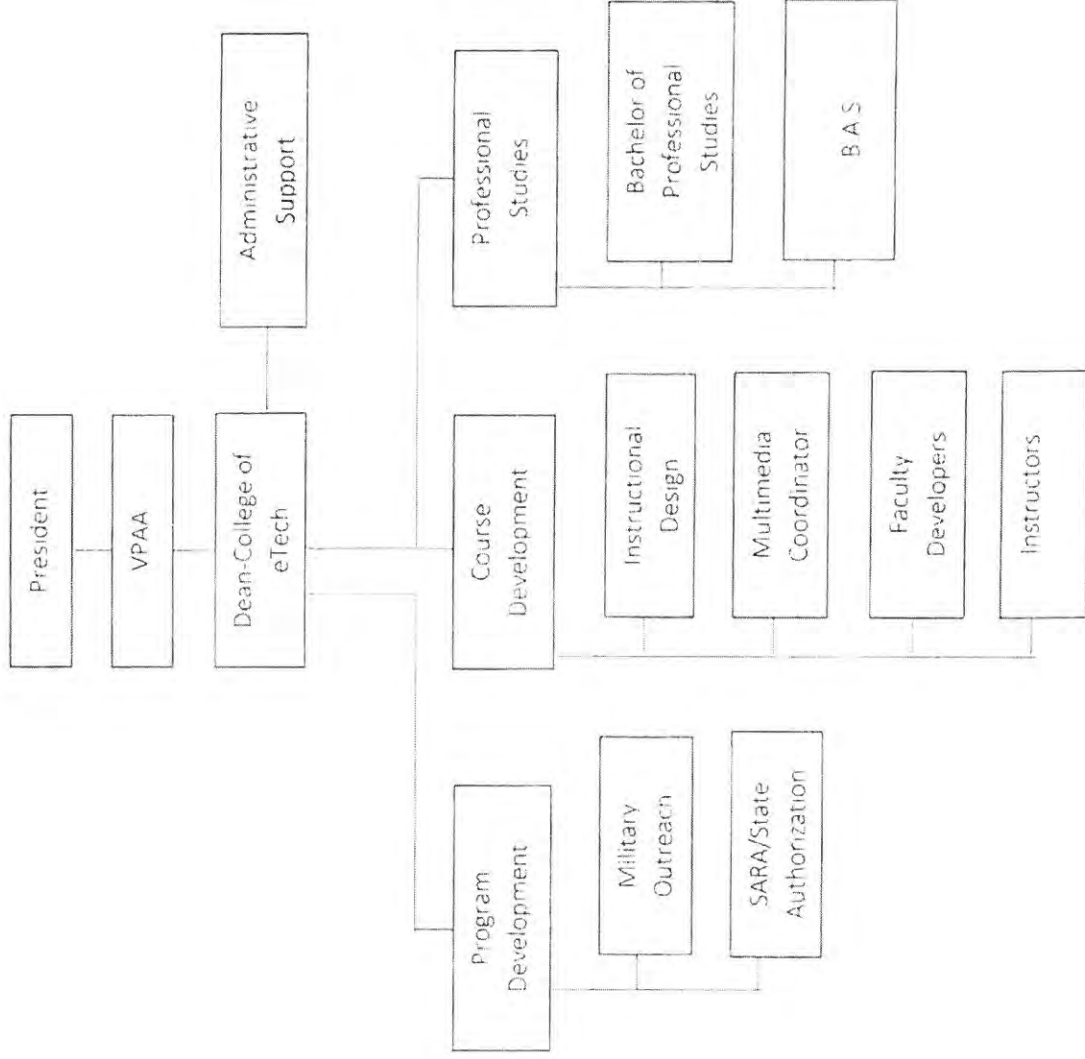
Director, Center for Community Engagement and Academic Outreach

Director, Office of Distinguished Scholarships

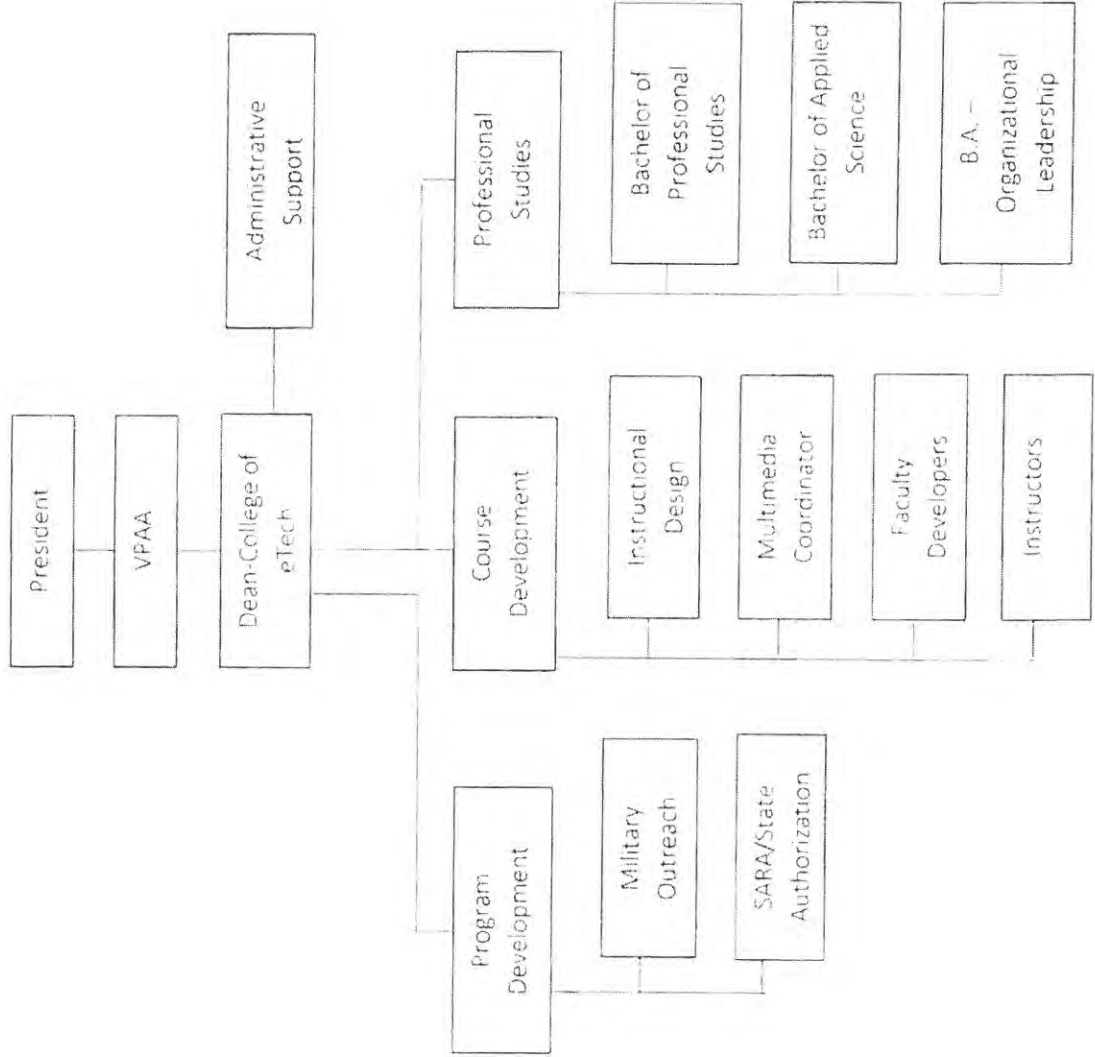
Associate Professor of Sociology/Department of Behavioral Sciences, Arkansas Tech University

Appendix D: Organizational Charts

Current Organizational Chart



Proposed Organizational Chart



Bachelor of Arts in Organizational Leadership – Proposal Summary

I. Justification

The Bachelor of Arts in Organizational Leadership (BA-OL) represents a **reconfiguration** of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The discipline-driven core in Organizational Leadership (CIP 52.0213) represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). Professional Studies currently delivers the certificate of Professional Leadership under CIP 52.0213.

The BA-OL degree retains 18 credit hours of interdisciplinary concentration coursework and 25 credit hours of electives, which continues to provide maximum flexibility for students entering the institution with significant transfer coursework. This degree offers the opportunity for seamless transition to transfer students or to those who have earned an associate's degree. The 42 credit hour core meets the 40 upper-division credit hour minimum for a baccalaureate degree.

The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. The proposed degree reconfiguration delivers options for innovative, multi-disciplinary, multi-college degrees. As an example, a student could complete 35 credit hours in General Education, 42 credit hours in Organizational Leadership, 23 credit hours in Agriculture, and 20 credit hours in Marketing/Management.

Required Core (42 Hours)

BA - Organizational Leadership		
Core: 42 credit hours		
OL 3013	Foundations of Organizational Leadership	3
PS/ OL 3023	Professional Communication	3
PS/ OL 3133	Applied Principles of Personnel Management	3
PS/ OL 3143	Applied Professional Research	3
PS/ OL 4143	Nonprofit Governance	3
PS/ OL 4243	Workplace Learning	3
PS/ OL 4343	Community Development	3
PS/ OL 4443	Professional Leadership	3
PS/ OL 4543	Workplace Supervision	3
PS/ OL 4643	Occupational Globalization and Diversity	3
PS/ OL 4743	Organizational Change	3
OL 4843	Training and Development	3
PS3003/ OL 4943	Applied Leadership Project	3
PS4003/ OL 4953	Organizational Leadership Capstone	3
Total		42

II. Impact on Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) in Interdisciplinary Studies will remain as a degree completion option for students who have an excess amount of multi-disciplinary credit hours. All other BPS degree options will be phased out until current BPS students graduate or transition into the BA-OL degree. Professional Studies degree options and most non-core courses will be removed from the course catalog. No new majors or change of majors will be accepted into the BPS program **EXCEPT** for those enrolling in BPS – Interdisciplinary Studies.

III. Summary of Changes

Degree Program	Status	Catalog
BPS – Interdisciplinary Studies	Remain	Remain
BPS – Agriculture Business	Phase Out	Remove
BPS – Applied Leadership	Phase Out	Remove
BPS – Child Development	Phase Out	Remove
BPS – Criminal Justice	Phase Out	Remove
BPS – Industrial/Organizational Psychology	Phase Out	Remove
BPS – Public Relations	Phase Out	Remove
BPS – Workforce Technology	Phase Out	Remove
BAOL – Agriculture Business	New	Add
BAOL – Child Development	New	Add
BAOL – Criminal Justice	New	Add
BAOL – Industrial/Organizational Psychology	New	Add
BAOL – Interdisciplinary Studies	New	Add
BAOL – Public Relations	New	Add
BAOL – Workforce Technology	New	Add

Current PS Core Courses	Status	Catalog
PS 3013: Professional Studies Seminar	Remain	Remain
PS 3023: Professional Communication	CL: OL 3023	Remain
PS 3133: Applied Principles of Personnel Management	CL: OL 3133	Remain
PS 3143: Applied Professional Research	CL: OL 3143	Remain
PS 3003: Project Design	CL: OL 4943	Remain
PS 4003: Capstone	CL: OL 4953	Remain
Current PS Elective Courses	Status	Catalog
PS 4951 - 4: Undergraduate Research in PS	Remain	Remain
PS 4991 - 4: Special Problems in Professional Studies	Remain	Remain
PS 4143: Nonprofit Governance	CL: OL 4143	Remove
PS 4243: Planning for Adult Learners	CL: OL 4243	Remove

PS 4343: Community Development	CL: OL 4343	Remove
PS 4443: Professional Leadership	CL: OL 4443	Remove
PS 4543: Workplace Supervision	CL: OL 4543	Remove
PS 4643: Occupational Globalization and Diversity	CL: OL 4643	Remove
PS 4743 : Organizational Change	CL: OL 4743	Remove

CL = Cross-Listed

Tammy Weaver

From: Andrea Eubanks
Sent: Tuesday, September 11, 2018 8:35 AM
To: Eric Lovely; Lisa Toms; Jeff Robertson; Tammy Weaver
Subject: FW: Documents - Accreditation Conversation
Attachments: MA-LLOD AACSB Executive Summary 9.10.2018.pdf; BA-OL AACSB Executive Summary 9.10.2018.pdf; Survey Results Executive Summary - AACSB Institutions and Leadership Focused Degrees (00000002).docx

Please see attached. Thank you.

From: Jeff Aulgur
Sent: Monday, September 10, 2018 9:16 AM
To: Phillip Bridgmon <pbridgmon@atu.edu>
Cc: Andrea Eubanks <aeubanks3@atu.edu>
Subject: Documents - Accreditation Conversation

Good morning, Dr. Bridgmon:

Please find attached three documents for consideration for distribution to all parties before the PS-AACSB accreditation conversation.

- Executive Summary: Professional Studies Response to AACSB Accreditation Concerns (Bachelor of Arts in Organizational Leadership)
- Executive Summary: Professional Studies Response to AACSB Accreditation Concerns (Master of Arts in Leadership, Learning, and Organizational Development)
- Survey Results: AACSB Institutions and Leadership Focused Programs

Jeff

Dr. Jeff Aulgur

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Executive Summary

Professional Studies Response to AACSB Accreditation Concerns

Proposed Degree: Bachelor of Arts in Organizational Leadership (BA-OL)

AACSB Guidelines (Effective July 1, 2018, p. 10)

I. Programmatic Scope of AACSB Review

“Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor’s level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:

- Normally, bachelor degree programs in which 25 percent² or more of the teaching relates to traditional business subjects, or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics³, entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review. “

Note 2 (p. 10): The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor’s degree with 30 or more hours of traditional business credits would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

Professional Studies Response

According to Dr. Troboy’s memorandum dated August 27, 2018, the College of Business identified seven three-hour courses (21 credit hours) that may be considered as traditional business content per the AACSB standards. 21 hours of 120-hour degree program constitutes 17.5% of the proposed degree, which is well below the AACSB standard of 25% required for automatic program inclusion in the programmatic scope of review. As such, a student enrolled in the Bachelor of Arts in Organizational Leadership program could select up to nine hours of business-related electives and the student would still not exceed the 25% business-related content threshold.

II. Programs Below the Business Content Threshold

AACSB Guidelines (Effective July 1, 2018, p. 10)

“Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs, and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.”

Professional Studies Response

The proposed Bachelor of Arts in Organizational Leadership, as demonstrated above, is below the threshold and may be excluded from the AACBS review process.

- The Bachelor of Arts in Organizational Leadership (BA-OL) is a reconfiguration of the existing Bachelor of Professional Studies program. The current program has not been marketed or otherwise represented as a business degree since the program’s inception. To date, no allegations of misrepresentation, advertising, or branding have been presented by the College of Business. The existing degree, to the knowledge of the Department of Professional Studies, has not been included in any previous AACSB accreditation review, has not been requested for exclusion, and has not been requested for exclusion in the upcoming College of Business AACSB accreditation review.
- The Department of Professional Studies currently delivers the Certificate of Proficiency in Professional Leadership under CIP Code 52.0213; CIP codes **do not** exclude departments or degree programs outside of a College of Business. CIP Code 52.0213, Organizational Leadership, is defined as: A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills. However, as both of our proposals will be marketed as interdisciplinary degrees, we have no issue continuing to utilize the interdisciplinary CIP code.
- The Department of Professional Studies will collaborate with the Collage of Business, the Office of Academic Affairs, and MARCOMM to generate any necessary language for marketing or promotional materials expressly indicating the BA-OL is not a business-degree or affiliated with AACSB accreditation. The Department of Professional Studies has done the same for many years with our concentration in Early Childhood Education and Child Development regarding licensure.

III. Program with Content Exceeding Minimum Thresholds (Not applicable)

AACSB Guidelines (Effective July 1, 2018, p. 10-11)

“With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review

process subject to approval by the appropriate AACSB committee, based on that committee's judgment regarding the following factors:

- a. Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
- b. Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.
- c. Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review."

Professional Studies Response

Section III does not apply to the Bachelor of Arts in Organizational Leadership (BA-OL) as the program meets the requirements for AACSB programmatic review exclusion. However, as a cautionary measure, it is prudent to address the additional standards.

Item a: The College of Business does not have any participation in the proposed BA-OL program and the BA-OL is separate and independent of the College of Business. The College of Business has no role in the development, delivery, or oversight of the proposed BA-OL degree.

Item b: The BA-OL degree will not be announced or advertised in catalogs, brochures, websites and other materials in conjunction with the College of Business AACSB program. The Department of Professional Studies will incorporate any reasonable information required to clearly distinguish the proposed degree program from any College of Business AACSB program. This issue does not currently exist, so there is not a reasonable expectation it will exist in the future.

Item c: The College of Business does not have operational control relative to the BA-OL program design, faculty hiring, development and promotion, student selection and services, curriculum

design, and degree conferral. The College of Business does not have influence over these factors or control of these factors as they apply to the proposed BA-OL degree.

Survey Results: AACSB Institutions and Leadership Focused Programs

The Department of Professional Studies conducted the following survey of the academic landscape:

- Compiled a list of ALL AACSB accredited schools in the United States (n=530)
- Calculated appropriate sample size for 95% confidence level (n=224)
- Numbered each AACSB accredited institution and generated a random number list of 530 integers between 1 and 530
- Using the randomized number list, we searched each institution's undergraduate and graduate programs, including certifications and minors using the institution's website
 - Conducted an additional web search using the following key words: "institution name Organizational Leadership"
 - Excluded programs in education leadership, nursing leadership, I/O Psychology, military leadership, nonprofit leadership, community leadership
 - Focused on organizational leadership, leadership studies, applied leadership
 - Included management and leadership
- Calculated the following:
 - Number of institutions offering undergraduate and/or graduate programs in leadership (not including the exclusions above)
 - Number of organizational leadership, leadership studies, applied leadership undergraduate and graduate programs
 - Number of undergraduate and graduate programs offered in an AACSB accredited college of business
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership"
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership" offered by an AACSB accredited college of business
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership" offered by an AACSB accredited college of business

Detailed results can be found at the end of document. A summary of our findings include:

- 58% of AACSB accredited institutions offer leadership focused degree programs
- 56% of programs at AACSB accredited institutions are at the undergraduate level, 44% are at the graduate level
- 70% of leadership focused programs at AACSB accredited institutions are offered outside a college of business
- 75% of programs with "organizational leadership" in the title at AACSB accredited institutions are offered outside a college of business
- 71% of undergraduate, leadership focused options offered by a College of Business at AACSB accredited institutions are at the certificate/minor/concentration level

This demonstrates approximately **70%** of leadership focused programs (not including the exclusions listed above) at AACSB accredited institutions are offered outside of a college of business. It also means that **75%** of programs with "Organizational Leadership" in the title at AACSB accredited institutions are offered outside of a college of business. This survey utilized a representative, randomized sample of AACSB accredited institutions in the United States. The Department of Professional Studies is confident the results accurately reflect to current landscape of organizational leadership programs offered at AACSB accredited schools.

Appendix A

Survey Results of Leadership Programs at AACSB Accredited Institutions

AACSB Institutions Offering Leadership Focused Degrees (N = 224)

	n	% of sample
Yes	131	.58
No	93	.42

Type of Leadership Focused Program Offered at AACSB Accredited Institutions (N = 189)

	n	% of sample
Undergraduate Programs (Certificates, Minors, Bachelor)	106	.56
Graduate Programs (Certificates, Master, Doctoral)	83	.44

Leadership Programs Offered by College at AACSB Accredited Institutions (N = 189)

	n	% of sample
College of Business	56	.30
Professional/University/Continuing/Interdisciplinary Studies	56	.30
College of Education	26	.13
Other: Liberal Arts/Arts & Sciences/Behavioral Science/COM	51	.27

"Organizational Leadership" Program by College at AACSB Accredited Inst. (N = 59)

	n	% of sample
College of Business	15	.25
Professional/University/Continuing/Interdisciplinary Studies	27	.46
College of Education	5	.09
Other Colleges	12	.20

Type of Leadership Degree Offered by College at AACSB Accredited Inst. (N = 189)

	n	% of sample
College of Business (N=56)		
Undergraduate Certificate/Minor/Concentration	22	.12
Undergraduate Degree	9	.05
Graduate Certificate	8	.04
Graduate Degree	17	.09
Professional/University/Continuing/Interdisciplinary Studies (N=56)		
Undergraduate Certificate/Minor/Concentration	4	.02
Undergraduate Degree	28	.15
Graduate Certificate	4	.02
Graduate Degree	20	.11
College of Education (N=26)		
Undergraduate Certificate/Minor/Concentration	1	.01
Undergraduate Degree	3	.02
Graduate Certificate	4	.02
Graduate Degree	18	.10
Other Colleges (N=51)		
Undergraduate Certificate/Minor/Concentration	21	.11
Undergraduate Degree	20	.11
Graduate Certificate	0	.00
Graduate Degree	9	.05

Appendix B

List of Institutions in Sample

1. Northern Michigan
2. Tulsa
3. University of South Carolina
4. Missouri Western State
5. Stevens Institute of Technology
6. Xavier University
7. Black Hills State University
8. Penn State Behrend
9. University of Tennessee Knoxville
10. University of Wisconsin Eu Claire
11. Cal State Los Angeles
12. The College of New Jersey
13. Suffolk University
14. Pittsburgh State
15. Idaho State
16. University of Alabama Huntsville
17. William and Mary
18. Cornell University
19. State U of NY Oswego
20. Mercer University
21. Vanderbilt
22. University of West Georgia
23. Florida State
24. Southeastern Louisiana
25. Belmont University
26. Claremont Graduate College
27. Boise State University
28. State University of New York Brockport
29. Francis Marion University
30. Willamette University
31. North Dakota State University
32. University of Nebraska Omaha
33. U. of Washington Tacoma
34. University of Texas
35. Missouri University of Science & Technology
36. UMASS Dartmouth
37. Western Washington University
38. St. Mary's University, Texas
39. Stephen F. Austin
40. Creighton University
41. University of Pittsburgh
42. California Riverside
43. Ohio State
44. Rockhurst University
45. Eastern Michigan
46. University of Houston
47. University of Pennsylvania
48. Western New England University
49. Saint Xavier University
50. University of Wisconsin Oshkosh
51. North Carolina Central University
52. Yale University
53. Loyola University Maryland
54. Cal State San Bernardino
55. Alfred University
56. Illinois Urbana
57. Lander University
58. St. John Fisher College
59. UVA McIntire
60. Pennsylvania State University
61. Notre Dame
62. Cal Poly Poma
63. UAB
64. UT Permian Basin
65. La Salle University
66. Georgia Southern
67. New Jersey Institute of Technology
68. University of Colorado Denver
69. Iowa State University
70. University of Wisconsin Whitewater
71. Washington and Lee
72. Cal State East Bay
73. Sam Houston State
74. Washburn
75. Cal State Northridge
76. Brigham Young
77. St. Joseph's University
78. UM Dearborn
79. Old Dominion
80. Texas A&M Corpus Christi
81. College of Charleston
82. Rice University
83. Southern Illinois Carbondale
84. Louisiana State University
85. University of Denier
86. Fayetteville State University
87. Marquette
88. Baylor University
89. UNC Chapel Hill
90. Colorado State University
91. Illinois State
92. Boston College
93. University of New Hampshire
94. University of Rochester
95. University of New Haven

- | | | | |
|------|--------------------------------------|------|--------------------------------------|
| 96. | University of Arizona | 148. | Worcester Polytechnic Institute |
| 97. | University of New Orleans | 149. | Florida Gulf Coast University |
| 98. | Babson College | 150. | University of South Florida Sarasota |
| 99. | Kansas | 151. | St. Mary's College of California |
| 100. | St. Louis University | 152. | Mississippi College |
| 101. | University of California San Diego | 153. | Frostburg State |
| 102. | Michigan State | 154. | University of South Carolina Upstate |
| 103. | Duquesne | 155. | University of North Dakota |
| 104. | Loyola Marymount | 156. | Texas Wesleyan University |
| 105. | UC Davis | 157. | Samford University |
| 106. | Winona State University | 158. | Valdosta State |
| 107. | The Citadel | 159. | Seattle Pacific University |
| 108. | Western Carolina University | 160. | University of Southern California |
| 109. | University of Nevada Reno | 161. | Ouachita Baptist University |
| 110. | Auburn University | 162. | Southern Methodist University |
| 111. | Iona College | 163. | Sacred Heart University |
| 112. | Bryant University | 164. | Drury University |
| 113. | UVA Darden | 165. | University of Dallas |
| 114. | Stonehill College | 166. | University of Idaho |
| 115. | Purdue University NW | 167. | University of Louisiana Monroe |
| 116. | Kutztown University | 168. | Indiana University Bloomington |
| 117. | Southern UNO (SUNO) | 169. | UC Irvine |
| 118. | University of Dayton | 170. | King's College |
| 119. | St. Bonaventure University | 171. | Rowan University |
| 120. | Tuskegee University | 172. | University of San Francisco |
| 121. | Appalachian State University | 173. | Utah State |
| 122. | Villanova University | 174. | Gonzaga University |
| 123. | Binghamton University | 175. | Marist College |
| 124. | John Carroll University | 176. | Texas Tech University |
| 125. | Wisconsin La Crosse | 177. | Middlebury Institute |
| 126. | Northwestern Louisiana State | 178. | Butler University |
| 127. | Emporia State University | 179. | Illinois Chicago |
| 128. | University of Evansville | 180. | Millsaps College |
| 129. | Jackson State University | 181. | Hult International Business School |
| 130. | NYU | 182. | Central Michigan University |
| 131. | North Carolina A&T | 183. | Southern Mississippi |
| 132. | Tulane University | 184. | University of Missouri |
| 133. | Cleveland State University | 185. | San Diego State University |
| 134. | Susquehanna University | 186. | Sacramento State |
| 135. | Meredith College | 187. | Governors State |
| 136. | LSU Shreveport | 188. | U of Houston Victoria |
| 137. | St. Cloud University | 189. | Bradley University |
| 138. | Cal State Chico | 190. | Union University |
| 139. | Southern University A&M | 191. | Wisconsin Parkside |
| 140. | State University of NY New Platz | 192. | University of Buffalo |
| 141. | Georgia College and State University | 193. | Minnesota Moorhead |
| 142. | University of Maine | 194. | UA Little Rock |
| 143. | Morehouse College | 195. | Minnesota Mankato |
| 144. | Elon University | 196. | Louisiana Lafayette |
| 145. | Central Washington University | 197. | University of Montana |
| 146. | Cal Poly San Luis Obispo | 198. | Michigan Tech |
| 147. | Drexel University | 199. | Southeastern OK State |

200. Towson University
201. Simmons College
202. Saginaw Valley State
203. University of South Dakota
204. Bentley University
205. University of Rhode Island
206. Baruch College
207. Central Florida University
208. Savannah State University
209. Clarkson University
210. Ithaca College
211. Virginia State University
212. Indiana University Southeast
213. Mounmouth University
214. Clayton State University
215. Northern Iowa
216. Georgetown University
217. Indiana University Northwest
218. University of Wisconsin-Milwaukee
219. Washington University St Louis
220. Loyola University New Orleans
221. Marshall University
222. Manhattan College
223. Morehead State University
224. Clarke University

Appendix C
List of Programs

Northern Michigan	<u>BA Applied Workplace Leadership</u>
Tulsa	<u>BA in Organizational Studies</u>
University of South Carolina	<u>BA in Organizational Leadership</u>
Missouri Western State	<u>BS in PSY focus Org Leadership</u>
Stevens Institute of Technology	
Xavier University	<u>Ed.D in Leadership Studies</u>
	<u>MS in HROD (Adult Ed Curriculum)</u>
Black Hills State University	<u>MS in Strategic Leadership</u>
Penn State Behrend	
University of Tennessee Knoxville	<u>MBA Strategic Leadership</u>
University of Wisconsin Eu Claire	<u>BPS in Organizational Leadership</u>
Cal State Los Angeles	
The College of New Jersey	
Suffolk University	<u>Leadership Minor</u>
Pittsburgh State	<u>MS in HRD</u>
Idaho State	<u>MS in HRD</u>
University of Alabama Huntsville	<u>BA PS in Organizational Studies</u>
	<u>BS PS in Leadership Strategies and Dynamics</u>
	<u>Management and Leadership Minor</u>
William and Mary	<u>Mgmt and Org Leadership Minor</u>
Cornell University	
State U of NY Oswego	
Mercer University	<u>MS in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
Vanderbilt	<u>M.Ed. In Leadership and Org Performance</u>
	<u>Ed. D. in Leadership and Learning Organizations</u>
	<u>BS Human and Organizational Development</u>
University of West Georgia	<u>BS in Organizational Leadership</u>
Florida State	<u>Certificate Leadership Studies</u>
Southeastern Louisiana	
Belmont University	<u>M.Ed. Org Leadership and Communication</u>
Claremont Graduate College	
Boise State University	<u>MS Org Performance and Workplace Learning</u>
State University of New York Brockport	
Francis Marion University	
Willamette University	
North Dakota State University	

University of Nebraska Omaha	<u>BMS Organizational Studies Concentration</u>
	<u>MA CCT - Org Sci & Leadership Concentration</u>
U. of Washington Tacoma	<u>MCL Cybersecurity and Leadership</u>
University of Texas	<u>BA Human Dimensions of Organizations</u>
	<u>MA Human Dimensions of Organizations</u>
Missouri Uni of Science & Technology	<u>Psychology of Leadership Minor</u>
UMASS Dartmouth	<u>Leadership and Civic Engagement Minor</u>
	<u>Organizational Leadership Grad Certificate</u>
Western Washington University	
St. Mary's University, Texas	
Stephen F. Austin	
Creighton University	<u>BS in Leadership Studies</u>
	<u>MS in Organizational Leadership</u>
University of Pittsburgh	<u>Certificate of Organizational Leadership</u>
California Riverside	<u>Certificate in Leadership and Org Excellence</u>
Ohio State	<u>MBA Leadership and Org Behavior</u>
Rockhurst University	
Eastern Michigan	<u>MS Human Resources and Org Development</u>
	<u>Certificate in Organizational Development</u>
University of Houston	<u>BS in Organizational Leadership & Supervision</u>
	<u>Organizational Leadership & Supervision Minor</u>
	<u>BBA - Leadership Track</u>
	<u>Leadership Minor</u>
	<u>Leadership Studies Minor</u>
University of Pennsylvania	<u>MS in Organizational Dynamics</u>
Western New England University	<u>BS/MS Organizational Leadership</u>
	<u>BSBA Management and Leadership</u>
Saint Xavier University	
University of Wisconsin Oshkosh	<u>BAS Leadership and Organizational Studies</u>
	<u>Bachelor of Liberal Studies in Leadership Dev</u>
North Carolina Central University	
Yale University	
Loyola University Maryland	
Cal State San Bernadino	
Alfred University	
Illinois Urbana	<u>Leadership Studies Minor</u>
Lander University	
St. John Fisher College	<u>Ed.D. Executive Leadership</u>
UVA McIntire	
Pennsylvania State University	<u>BA in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>

	<u>BA in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
	<u>MPS Management and Organizational Leadership</u>
	<u>Organizational Leadership Concentration</u>
	<u>MLD Leadership Development</u>
Notre Dame	<u>Management and Organization Undergrad</u>
	<u>Management and Organization Grad Concentration</u>
Cal Poly Poma	
UAB	<u>Mentoring and Leadership Certificate</u>
UT Permian Basin	<u>BA in Leadership Studies</u>
La Salle University	<u>BA in Organizational Leadership</u>
Georgia Southern	
New Jersey Institute of Technology	
University of Colorado Denver	<u>MS in Management - Leadership</u>
Iowa State University	<u>Leadership Studies Certificate</u>
University of Wisconsin Whitewater	
Washington and Lee	
Cal State East Bay	
Sam Houston State	
Washburn	<u>Leadership Studies Minor and Certificate</u>
Cal State Northridge	
Brigham Young	
St. Joseph's University	<u>BBA Leadership, Ethics, Organizational Sustainability</u>
	<u>BLS Organizational Development and Leadership</u>
	<u>MS in Organizational Development and Leadership</u>
	<u>Pre MBA Leadership Certificate</u>
UM Dearborn	
Old Dominion	<u>BS Leadership (Interdisciplinary Studies)</u>
Texas A&M Corpus Christi	
College of Charleston	<u>Leadership, Change, and Social Responsibility Minor</u>
Rice University	<u>Graduate Leadership Certificate</u>
Southern Illinois Carbondale	
Louisiana State University	<u>BS in Leadership and HRD</u>
	<u>MS in Leadership and HRD</u>
University of Denier	<u>BA in Leadership and Organization Studies</u>
	<u>MS in Leadership and Organizations</u>
Fayetteville State University	

Marquette	<u>Master Leadership Studies</u>
	<u>Certificate in Leadership Studies</u>
Baylor University	<u>Edd in Learning and Organizational Change</u>
UNC Chapel Hill	
Colorado State University	<u>BS in Organizational Leadership</u>
	<u>MS in Organizational Leadership</u>
Illinois State	<u>Management - Org Leadership</u>
	<u>Certificate Mgmt, Quant, Org Lead</u>
Boston College	<u>Ph.D. Organizational Studies</u>
	<u>MS Leadership Administration</u>
University of New Hampshire	<u>Leadership Minor</u>
University of Rochester	
University of New Haven	
University of Arizona	<u>BAS in Organizational Leadership</u>
University of New Orleans	<u>BA in Organizational Leadership</u>
Babson College	<u>Leadership Concentration</u>
Kansas	<u>MS in Business and Organizational Leadership</u>
St. Louis University	<u>MA in Leadership and Org Development</u>
	<u>BS in Organizational Leadership</u>
	<u>Certificate in Organizational Studies</u>
University of California San Diego	
Michigan State	<u>MS in Management, Strategy, and Leadership</u>
Duquesne	<u>BS in Organizational Leadership</u>
Loyola Marymount	
UC Davis	<u>BA Organizational Studies</u>
Winona State University	<u>Graduate Certificate Organizational Leadership</u>
	<u>Graduate Certificate Training and Development</u>
	<u>MS Organizational Leadership</u>
	<u>MS Professional Leadership Studies</u>
The Citadel	<u>Minor in Leadership Studies</u>
	<u>MS in Leadership Studies</u>
	<u>Certificate in Leadership Studies</u>
Western Carolina University	<u>Master of Innovational Leadership & Entrepreneurship</u>
University of Nevada Reno	
Auburn University	<u>Organizational Leadership & Change Minor</u>
Iona College	
Bryant University	<u>Management: Leadership and Innovation</u>
	<u>Leadership Mastery Certificate</u>
UVA Darden	<u>Certificate of Leadership</u>
Stonehill College	
Purdue University NW	<u>BS in Organizational Leadership</u>

Kutztown University	<u>Leadership Minor</u>
Southern UNO (SUNO)	
University of Dayton	
St. Bonaventure University	<u>Master of Strategic Leadership</u>
Tuskegee University	
Appalachian State University	<u>Leadership Studies Minor</u>
Villanova University	<u>BIS Leadership Studies</u>
	<u>Organizational Leadership Certificate</u>
Binghamton University	<u>BS Leadership and Consulting</u>
	<u>PhD Organizational Studies/Leadership</u>
John Carroll University	<u>Leadership Development Minor</u>
Wisconsin La Crosse	<u>Leadership Development Minor</u>
Northwestern Louisiana State	
Emporia State University	
University of Evansville	<u>MS in Leadership</u>
	<u>BS in Organizational Leadership</u>
Jackson State University	
NYU	<u>BS in Leadership and Management Studies</u>
North Carolina A&T	<u>PhD in Leadership Studies</u>
Tulane University	
Cleveland State University	<u>BA in Organizational Leadership</u>
Susquehanna University	<u>Minor in Organizational Leadership</u>
Meredith College	
LSU Shreveport	<u>Ed.D. in Leadership Studies</u>
St. Cloud University	<u>BA Comm - Leadership and Org Comm</u>
Cal State Chico	<u>Professional Leadership Track</u>
Southern University A&M	
State Uni of NY New Platz	
Georgia College and State Uni	<u>Leadership Certificate Program</u>
University of Maine	<u>Leadership Studies Minor</u>
Morehouse College	
Elon University	<u>Leadership Studies Minor</u>
Central Washington University	<u>Leadership and Management Specialization</u>
Cal Poly San Luis Obispo	
Drexel University	<u>BSBA Organizational Management</u>
Worcester Polytechnic Institute	
Florida Gulf Coast University	
University of South Florida Sarasota	
St. Mary's College of California	<u>BA in Leadership and Organizational Studies</u>
	<u>MA in Leadership</u>
Mississippi College	

Frostburg State	<u>Leadership Studies Minor</u>
University of South Carolina Upstate	
University of North Dakota	<u>Leadership Minor</u>
Texas Wesleyan University	
Samford University	<u>BA in Organizational Leadership</u>
Valdosta State	<u>BS in Organizational Leadership</u>
Seattle Pacific University	
University of Southern California	<u>Ed.D. Organizational Change and Leadership</u>
Ouachita Baptist University	
Southern Methodist University	<u>Certificate in Leadership</u>
Sacred Heart University	
Drury University	<u>Bachelor Organizational and Leadership Comm</u>
University of Dallas	<u>Master of Leadership</u>
University of Idaho	<u>MS Adult Organizational Learning and Leadership</u>
	<u>PhD Adult Organizational Learning and Leadership</u>
University of Louisiana Monroe	<u>BA in Organizational Leadership</u>
Indiana University Bloomington	
UC Irvine	<u>Org Leadership and Communication Certificate</u>
King's College	
Rowan University	
University of San Francisco	
Utah State	<u>Leadership and Management Minor</u>
Gonzaga University	<u>MA Organizational Leadership</u>
Marist College	<u>BA/BS Professional Studies - Org Leadership</u>
Texas Tech University	<u>Organizational Leadership Concentration</u>
	<u>BAAS in Applied Leadership</u>
Middlebury Institute	
Butler University	<u>Bachelor Human Communication & Org Leadership</u>
	<u>Minor in Communication and Org Leadership</u>
Illinois Chicago	
Millsaps College	
Hult International Business School	
Central Michigan University	<u>BS Integrated Leadership Studies</u>
	<u>Leadership Minor</u>
Southern Mississippi	
University of Missouri	
San Diego State University	<u>Professional Certificate Management & Leadership</u>
	<u>Leadership Minor</u>

Sacramento State	
Governors State	<u>Ed.D. Interdisciplinary Leadership</u>
U of Houston Victoria	
Bradley University	<u>Bachelor Management and Leadership</u>
	<u>Leadership Studies Minor</u>
Union University	
Wisconsin Parkside	
University of Buffalo	
Minnesota Moorhead	<u>Leadership Studies Minor</u>
UA Little Rock	
Minnesota Mankato	<u>BS in Applied Organizational Studies</u>
Louisiana Lafayette	
University of Montana	<u>Global Leadership Certificate</u>
Michigan Tech	<u>Leadership Minor</u>
Southeastern OK State	<u>BA in Leadership</u>
Towson University	<u>MS HRD Leadership and Organization Development</u>
Simmons College	<u>Organizational Studies Minor</u>
	<u>Principled Leadership Minor</u>
Saginaw Valley State	<u>Leadership and Service Minor</u>
University of South Dakota	<u>MSA Organizational Leadership</u>
Bentley University	<u>Leadership Minor</u>
University of Rhode Island	<u>Leadership Studies Minor</u>
Baruch College	
Central Florida University	<u>Leadership Studies</u>
Savannah State University	
Clarkson University	
Ithaca College	
Virginia State University	
Indiana University Southeast	<u>Leadership Certificate</u>
	<u>MIS Organizational Leadership and Communication</u>
Mounmouth University	
Clayton State University	<u>BAS Administrative Mgmt Org Leadership</u>
Northern Iowa	<u>BA Organizational Leadership</u>
	<u>Organizational Leadership Minor</u>
Georgetown University	<u>EMBA Leadership</u>
Indiana University Northwest	
University of Wisconsin-Milwaukee	
Washington University St Louis	<u>MS in Leadership</u>
	<u>BS Global Leadership and Management</u>
Loyola University New Orleans	

Marshall University	<u>MA in Leadership Studies</u>
	<u>Ed.D. Leadership Studies</u>
Manhattan College	<u>MS in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
Morehead State University	<u>Strategic Communication and Leadership Minor</u>
Clarke University	<u>Master of Organizational Leadership</u>

Date Last Revised: July 1, 2018

2013 Eligibility Procedures and Accreditation Standards for Business Accreditation

Engagement ♦ Innovation ♦ Impact

AACSB International – The Association
to Advance Collegiate Schools of Business



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**Standards for Business Accreditation
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Part 2: General Criteria

D. An applicant for AACSB accreditation must be a well-defined, established entity and a member of AACSB International in good standing. The entity seeking AACSB accreditation may be an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution. [ACCREDITATION SCOPE AND AACSB MEMBERSHIP]

Definitions

- An institution is a legal entity authorized to award bachelor's degrees or higher.
- An academic unit operates within an institution offering bachelor's degrees or higher and may depend on the institution for authority to grant degrees and for financial, human, and physical resources.
- A business academic unit is an academic unit in which business education is the predominant focus across degree programs, research, and outreach activities. The business academic unit may seek accreditation as outlined in these eligibility criteria.
- Another (non-business) academic unit is an academic unit in which business education is not the predominant focus across degree programs, research, and outreach activities.

Basis for Judgment

- The entity applying for accreditation is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations as outlined in these eligibility criteria. The entity must be approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- Within the approved entity applying for accreditation, the programmatic scope of accreditation (i.e., degree programs and other programmatic activities to be included in the AACSB review process and subject to alignment with accreditation standards) is agreed upon through AACSB processes and meets the spirit and intent of the conditions and expectations outlined in these eligibility criteria. Program inclusions and exclusions are approved well in advance (normally two years) of the onsite visit of the accreditation peer review team.
- The entity applying for accreditation agrees to use the AACSB accreditation brand and related statements about accreditation in its electronic and printed communications in accordance with AACSB policies and guidelines.
- Normally, at the time of the initial accreditation visit, the school should have produced at least two years of graduates.

Guidance for Documentation

- An applicant for AACSB accreditation must complete an AACSB Accreditation Eligibility Application, which identifies the applicant as either:
 - An institution that offers business education degree programs and related programmatic activities in one or more business academic units and other non-business academic units. In this case, all of the institution's business and management activities and related programmatic activities are included in the scope of the AACSB accreditation review. An institution is the default entity applying for accreditation.
 - A single business academic unit within an institution that offers business education degree programs and other related programmatic activities. In this case, the applicant may request that this unit be considered an independent business academic unit for accreditation purposes. If approved, all business



education degree programs and related programmatic activities operating within the independent business academic unit are included in the scope of the AACSB accreditation review. This approach to scope does not preclude more than one business academic unit within an institution from seeking AACSB accreditation as an independent business academic unit. A single business academic unit may apply for status as an independent business academic unit, in effect acting as the entity applying for accreditation.

AACSB accreditation is granted by default to the institution, meaning that all business and management degree and related programmatic activities operating within the institution are to be included in the scope of the AACSB accreditation review (see below for guidance on requesting program exclusions). With the 2013 standards, it became possible for a school to apply for accreditation as a single academic unit within a larger institution offering business and management degree programs. For schools that do not make such a request, the assumption is that all business and management degree programs offered at the institution will be within the AACSB accreditation purview (institutional accreditation).

Redefining the accreditation entity, from institution to single business unit, is subject to the receipt of documentation that verifies that the business academic unit has a sufficient level of independence in four areas: (1) branding; (2) external market perception; (3) financial relationship; and (4) autonomy as it relates to the single business unit and the institution. The first two are necessary; the latter two are supplemental in making a determination about the unit of accreditation. This determination is made by the appropriate AACSB committee. The burden of proof is on the business academic unit to document its distinctiveness from the other academic units within the institution in the four areas noted above, which the association defines in the following ways:

- **Branding**—Independent branding of the business academic unit relates to the following: (1) market positioning; (2) promotion (e.g., websites, electronic and print advertising, collateral materials, etc.) of the business and management degree programs and other programmatic activities offered within the business academic unit; (3) business school name, faculty, and degree titles; and (4) other brand differentiation between the business academic unit and other academic units within the institution.
- **External Market Perception**—This criterion is focused on the extent to which the external markets (students, employers, other stakeholder groups, and the public) perceive that the business academic unit is differentiated from other academic units within the institution. This differentiation may include elements such as student admissions, graduate recruiting and placement histories, and starting salaries.
- **Financial Relationships with the Institution**—Financial relationships relates to the following: (1) approval of operating and capital budgets for the business academic unit; (2) the business academic unit's control over a large portion of the funds available to the unit; (3) subsidies to the institution; and (4) ownership or control of physical and financial assets.
- **Business Academic Unit Autonomy**—Autonomy of the business academic unit is described in terms of its adherence to the policies and

procedures of the larger institution or in terms of the source of approval of or constraints on its activities related to the following areas: (1) the strategic plan of the business academic unit; (2) approval of key decisions of the business academic unit; (3) appointment of the head or senior leader of the business academic unit; (4) geographic separation of the business academic unit and the larger institution; and (5) any other significant attribute of the relationship that affects the autonomy of the business academic unit.

- Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor's level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:
 - Normally, bachelor degree programs in which 25 percent² or more of the teaching relates to traditional business subjects, or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics³, entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review.
 - Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs, and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.
 - With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review process subject to approval by the appropriate

² The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of traditional business credits would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

³ Economics degrees may be excludable depending on where they are housed and the curriculum of the degree.

AACSB committee, based on that committee's judgment regarding the following factors:

- Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
 - Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.
 - Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review.
- Other factors that may result in the exclusion of a degree program from an AACSB accreditation review are:
 - Degree programs subject to accreditation by other non-business accreditation organizations.
 - Specialized degree programs (e.g., hotel and restaurant management, engineering management, health care management, agribusiness, and public administration) that are not marketed in conjunction with the business program under AACSB review.
 - Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript.
 - Degree programs in secondary business education, whether offered within the entity applying for accreditation or elsewhere.
 - Degree programs that are in a teach-out stage at the time of the accreditation visit are normally included in the scope of review. The nature of the accreditation review will be different than that for active degree programs which are still admitting students. Peer Review Teams will assess whether programs in teach out have sufficient and qualified faculty and will also review these programs in the context of the teaching and learning standards to validate program quality.
 - Degree programs offered by the entity applying for accreditation delivered jointly through partnership agreements, consortia, franchise arrangements, etc., are included in the scope of the review if there is any connotation that the entity applying for accreditation is recognized as one or more of the degree granting institutions.
 - AACSB recognizes national systems and local cultural contexts, as well as regulatory environments in which an entity applying for accreditation operates. As a result, AACSB

AACSB committee, based on that committee's judgment regarding the following factors:

- Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
 - Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.
 - Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review.
- Other factors that may result in the exclusion of a degree program from an AACSB accreditation review are:
 - Degree programs subject to accreditation by other non-business accreditation organizations.
 - Specialized degree programs (e.g., hotel and restaurant management, engineering management, health care management, agribusiness, and public administration) that are not marketed in conjunction with the business program under AACSB review.
 - Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript.
 - Degree programs in secondary business education, whether offered within the entity applying for accreditation or elsewhere.
 - Degree programs that are in a teach-out stage at the time of the accreditation visit are normally included in the scope of review. The nature of the accreditation review will be different than that for active degree programs which are still admitting students. Peer Review Teams will assess whether programs in teach out have sufficient and qualified faculty and will also review these programs in the context of the teaching and learning standards to validate program quality.
 - Degree programs offered by the entity applying for accreditation delivered jointly through partnership agreements, consortia, franchise arrangements, etc., are included in the scope of the review if there is any connotation that the entity applying for accreditation is recognized as one or more of the degree granting institutions.
 - AACSB recognizes national systems and local cultural contexts, as well as regulatory environments in which an entity applying for accreditation operates. As a result, AACSB

can vary the boundaries of what is considered traditional business subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant entity operates. For AACSB to agree to vary its definition of a traditional business subject, the applicant entity must explain and document such variations within its local context.

- AACSB International must ensure that its brand is applied strictly, and only to the agreed upon entity applying for accreditation and the programs and programmatic activities included within the scope of its review. For that reason, the entity applying for accreditation must document its agreement and alignment with the following guidelines regarding the use of the AACSB International accreditation brand and related statements about accreditation:
 - In the case that the entity applying for accreditation is the institution, the AACSB accreditation brand applies to the institution (e.g., the University of Bagu), all business academic units (e.g., the College of Business, Graduate School of Business, or Bagu School of Management), all business and management degree programs delivered by the institution or business academic unit (e.g., BBA, MBA, or Masters of Science), and degree programs in business and management included in the review that are offered by other (non-business) academic units (e.g., BA in Management or MA in Organizational Leadership). Note: the AACSB accreditation brand may not be applied to other (non-business) academic units, only to the business and management degree programs included in the accreditation review that they offer.
 - In the case where the entity applying for accreditation is an independent business academic unit within an institution, the AACSB accreditation brand applies only to the independent business academic unit and all business and management degree programs it is responsible for delivering. The AACSB accreditation brand may not be applied to the institution or to other
 - (non-business) academic units or the business and management degree programs they offer.
- Applications for accreditation must be supported by the chief executive officer of the business school applicant and the chief academic officer of the institution, regardless of the accreditation entity seeking AACSB accreditation. When the applicant entity is an independent business academic unit at the same institution as another entity that already holds AACSB accreditation, the applicant must clearly distinguish the business programs it delivers from the AACSB-accredited entity. In all cases, the institution and all business academic units agree to comply with AACSB policies that recognize the entity that holds AACSB accreditation.
- For all AACSB-accredited entities, the list of degree programs included in the scope of accreditation review must be updated annually as part of the Business School Questionnaire, so that the list of approved program exclusions may be maintained on a continual basis by AACSB. New programs introduced by business academic units that are AACSB-accredited may be indicated as AACSB-accredited until the next continuous improvement of accreditation review. New business degree programs delivered by other (non-business) academic units may not be indicated as accredited prior to the next review.

E. The school must be structured to ensure proper oversight, accountability, and responsibility for the school's operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement. [OVERSIGHT, SUSTAINABILITY, AND CONTINUOUS IMPROVEMENT]

Tammy Weaver

From: Andrea Eubanks
Sent: Tuesday, September 11, 2018 8:35 AM
To: Eric Lovely; Lisa Toms; Jeff Robertson; Tammy Weaver
Subject: FW: Documents - Accreditation Conversation
Attachments: MA-LLOD AACSB Executive Summary 9.10.2018.pdf; BA-OL AACSB Executive Summary 9.10.2018.pdf; Survey Results Executive Summary - AACSB Institutions and Leadership Focused Degrees (00000002).docx

Please see attached. Thank you.

From: Jeff Aulgur
Sent: Monday, September 10, 2018 9:16 AM
To: Phillip Bridgmon <pbridgmon@atu.edu>
Cc: Andrea Eubanks <aeubanks3@atu.edu>
Subject: Documents - Accreditation Conversation

Good morning, Dr. Bridgmon:

Please find attached three documents for consideration for distribution to all parties before the PS-AASCB accreditation conversation.

- Executive Summary: Professional Studies Response to AACSB Accreditation Concerns (Bachelor of Arts in Organizational Leadership)
- Executive Summary: Professional Studies Response to AACSB Accreditation Concerns (Master of Arts in Leadership, Learning, and Organizational Development)
- Survey Results: AACSB Institutions and Leadership Focused Programs

Jeff

Dr. Jeff Aulgur

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Undergraduate Organizational Leadership Programs
(Operating outside of the institution's AACSB Accredited Business School)

1. NYU School of Professional Studies: BS in Leadership and Management Studies
2. Arizona State University College of Integrative Sciences & Arts: BA in Organizational Leadership
3. Penn State College of the Liberal Arts: BA in Organizational Leadership & a BS in Organizational Leadership
4. Barry University School of Professional and Career Education: BS in Organizational Leadership
5. Binghamton University School of Management: BS in Business Administration Leadership and Consulting
6. Valdosta State University Department of Political Science: BS in Organizational Leadership
7. Cleveland State University Levin College of Urban Affairs: BA in Organizational Leadership
8. Fordham University School of Professional & Continuing Studies: BS in Organizational Leadership
9. University of Louisville College of Education: BS in Organizational Leadership and Learning
10. Wright State University Department of Leadership Studies in Education and Organizations: BS in Organizational Leadership
11. Samford University Office of Professional Studies: BA in Organizational Leadership
12. Creighton University College of Professional Studies: BS in Leadership (leads into their MS in Org Leadership Degree Program)
13. University of Houston College of Technology: BS in Organizational Leadership & Supervision
14. University of Louisiana College of Public Administration: BA in Organizational Leadership
15. University of South Carolina Palmetto College: BA in Organizational Leadership

Executive Summary

Professional Studies Response to AACSB Accreditation Concerns

Proposed Degree: Master of Arts in Leadership, Learning, and Organizational Development

(MA-LLOD)

AACSB Guidelines (Effective July 1, 2018, p. 10)

I. Programmatic Scope of AACSB Review

“Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor’s level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:

- Normally, bachelor degree programs in which 25 percent² or more of the teaching relates to traditional business subjects, or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics³, entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review. “

Note 2 (p. 10): The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor’s degree with 30 or more hours of traditional business credits would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

Professional Studies Response

According to Dr. Troboy’s memorandum dated August 27, 2018, the College of Business did not identify specific courses in the proposed curriculum the College of Business considers traditional business subjects. On August 28, 2018, the Department of Professional Studies requested any additional or unidentified concerns regarding the undergraduate proposal and the graduate proposal be identified by the College of Business by close of business September 4, 2018 (Dr. Augur’s email to Dr. Troboy). A response was not provided by the College of Business, so it may only be assumed no additional concerns exist. Given no specific course identifications by the College of Business, the Department of Professional Studies assumes the degree is well-below the 50% content threshold required by AACSB for graduate degrees. Three current College of Business MBA courses are included in the proposal (MGMT 6103,

MKT 6103, and FIN 6003) as electives based upon the recommendation of the Dr. Lisa Toms, Dean for the College of Business. If the College of Business does not support the inclusion of the three MBA courses identified, the Department of Professional Studies will remove this elective option from the proposal. There is no evidence the MA-LLOD proposal exceeds the 50% threshold of traditional business content.

II. Programs Below the Business Content Threshold

AACSB Guidelines (Effective July 1, 2018, p. 10)

“Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs, and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.”

Professional Studies Response

The proposed Master of Arts in Leadership, Learning and Organizational Development (MA-LLOD) as demonstrated above, is below the threshold and may be excluded from the AACSB review process. The Master of Arts in Leadership, Learning, and Organizational Development, as defined by the trends in higher education, delivery, and faculty credentialing is not a “business” degree by default. The empirical evidence does not support such a claim. The Department of Professional Studies conducted the following survey of the academic landscape:

The Department of Professional Studies currently delivers the Certificate of Proficiency in Professional Leadership under CIP Code 52.0213; CIP codes **do not** exclude departments or degree programs outside of a College of Business. CIP Code 52.0213, Organizational Leadership, is defined as: A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills. However, as both of our proposals will be marketed as interdisciplinary degrees, we have no issue continuing to utilize the interdisciplinary CIP code.

- The Department of Professional Studies will collaborate with the College of Business, the Office of Academic Affairs, and MARCOMM to generate any necessary language for marketing or promotional materials expressly indicating the MA-LLOD is not a business-degree or affiliated with AACSB accreditation. The Department of Professional Studies has done the same for many years with our concentration in Early Childhood Education and Child Development regarding licensure.

III. Program with Content Exceeding Minimum Thresholds (Not applicable)

AACSB Guidelines (Effective July 1, 2018, p. 10-11)

“With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review

process subject to approval by the appropriate AACSB committee, based on that committee's judgment regarding the following factors:

- a. Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
- b. Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.
- c. Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review."

Professional Studies Response

Section III does not apply to the MA-LLOD as the program meets the requirements for AACSB programmatic review exclusion. However, as a cautionary measure, it is prudent to address the additional standards.

Item a: The College of Business does not have any participation in the proposed MA-LLOD program and the MA-LLOD is separate and independent of the College of Business with the removal of the three MBA elective-option courses. The College of Business has no role in the development, delivery, or oversight of the proposed MA-LLOD degree. If the College of Business does desire to retain the inclusion of the MBA courses, the Department of Professional Studies is open to all necessary and reasonable protocols to ensure this standard is met.

Item b: The MA-LLOD degree will not be announced or advertised in catalogs, brochures, websites and other materials in conjunction with the College of Business AACSB program. The Department of Professional Studies will incorporate any reasonable information required to clearly distinguish the proposed degree program from any College of Business AACSB program. This issue does not currently exist, so there is not a reasonable expectation it will exist in the future.

Item c: The College of Business does not have operational control relative to the MA-LLOD program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral with the removal of the three MBA elective-option courses identified above. The College of Business does not have influence over these factors or control of these factors as they apply to the proposed MA-LLOD degree.

Executive Summary

Professional Studies Response to AACSB Accreditation Concerns

Proposed Degree: Bachelor of Arts in Organizational Leadership (BA-OL)

AACSB Guidelines (Effective July 1, 2018, p. 10)

I. Programmatic Scope of AACSB Review

“Based on AACSB approval of the entity that is applying for accreditation, the next step is to gain agreement on the programmatic scope of the accreditation review. Programmatic scope will normally include all business and management degree programs at the bachelor’s level or higher, research activities, and other mission components. Other mission components may include executive education or other mission-focused outreach activities if they are business related. Regardless of the entity seeking accreditation, the following guidelines establish factors that determine if a degree program should be included or excluded from the AACSB accreditation review process:

- Normally, bachelor degree programs in which 25 percent² or more of the teaching relates to traditional business subjects, or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs. Traditional business subjects include accounting, business law, decision sciences, economics³, entrepreneurship, finance (including insurance, real estate, and banking), human resources, international business, management, management information systems, management science, marketing, operations management, organizational behavior, organizational development, strategic management, supply chain management (including transportation and logistics), and technology management. This list is not exhaustive and should be interpreted in the context of the school and mission. Normally, extensions of traditional business subjects, including interdisciplinary courses, majors, concentrations, and areas of emphasis will be included in an AACSB accreditation review. “

Note 2 (p. 10): The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor’s degree with 30 or more hours of traditional business credits would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

Professional Studies Response

According to Dr. Troboy’s memorandum dated August 27, 2018, the College of Business identified seven three-hour courses (21 credit hours) that may be considered as traditional business content per the AACSB standards. 21 hours of 120-hour degree program constitutes 17.5% of the proposed degree, which is well below the AACSB standard of 25% required for automatic program inclusion in the programmatic scope of review. As such, a student enrolled in the Bachelor of Arts in Organizational Leadership program could select up to nine hours of business-related electives and the student would still not exceed the 25% business-related content threshold.

II. Programs Below the Business Content Threshold

AACSB Guidelines (Effective July 1, 2018, p. 10)

“Degree programs with business content below the thresholds noted above may be excluded from the AACSB review process if such programs are not marketed or otherwise represented as business degree programs, and if such programs do not involve significant resources of the business academic units participating in the AACSB accreditation review process. Programs that could be construed as business degrees by the public should be requested for exclusion, even if they are below these thresholds.”

Professional Studies Response

The proposed Bachelor of Arts in Organizational Leadership, as demonstrated above, is below the threshold and may be excluded from the AACBS review process.

- The Bachelor of Arts in Organizational Leadership (BA-OL) is a reconfiguration of the existing Bachelor of Professional Studies program. The current program has not been marketed or otherwise represented as a business degree since the program’s inception. To date, no allegations of misrepresentation, advertising, or branding have been presented by the College of Business. The existing degree, to the knowledge of the Department of Professional Studies, has not been included in any previous AACSB accreditation review, has not been requested for exclusion, and has not been requested for exclusion in the upcoming College of Business AACSB accreditation review.
- The Department of Professional Studies currently delivers the Certificate of Proficiency in Professional Leadership under CIP Code 52.0213; CIP codes **do not** exclude departments or degree programs outside of a College of Business. CIP Code 52.0213, Organizational Leadership, is defined as: A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills. However, as both of our proposals will be marketed as interdisciplinary degrees, we have no issue continuing to utilize the interdisciplinary CIP code.
- The Department of Professional Studies will collaborate with the Collage of Business, the Office of Academic Affairs, and MARCOMM to generate any necessary language for marketing or promotional materials expressly indicating the BA-OL is not a business-degree or affiliated with AACSB accreditation. The Department of Professional Studies has done the same for many years with our concentration in Early Childhood Education and Child Development regarding licensure.

III. Program with Content Exceeding Minimum Thresholds (Not applicable)

AACSB Guidelines (Effective July 1, 2018, p. 10-11)

“With the burden of proof on the entity applying for AACSB accreditation, degree programs with business content exceeding the minimum thresholds noted above may be excluded from the review

process subject to approval by the appropriate AACSB committee, based on that committee's judgment regarding the following factors:

- a. Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion.
- b. Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process. For example, degree programs must be included in the accreditation review if they are business programs announced and advertised in catalogs, brochures, websites, and other materials in conjunction with programs that are identified for inclusion. That is, to be excluded, degree programs must not be presented in conjunction with the included programs, either in the institution's materials or in materials for programs for which the exclusion is sought. To be excluded, programs must be clearly distinguishable from the included programs by title; in published descriptions; and in representations to potential students, faculty, and employers. Exclusions will not be approved when such exclusion will create confusion about which programs within the institution have achieved AACSB accreditation.
- c. Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral. If the leadership of the entity applying for accreditation has influence over these factors or controls these factors relative to any business degree program, the program will be included in the scope of review."

Professional Studies Response

Section III does not apply to the Bachelor of Arts in Organizational Leadership (BA-OL) as the program meets the requirements for AACSB programmatic review exclusion. However, as a cautionary measure, it is prudent to address the additional standards.

Item a: The College of Business does not have any participation in the proposed BA-OL program and the BA-OL is separate and independent of the College of Business. The College of Business has no role in the development, delivery, or oversight of the proposed BA-OL degree.

Item b: The BA-OL degree will not be announced or advertised in catalogs, brochures, websites and other materials in conjunction with the College of Business AACSB program. The Department of Professional Studies will incorporate any reasonable information required to clearly distinguish the proposed degree program from any College of Business AACSB program. This issue does not currently exist, so there is not a reasonable expectation it will exist in the future.

Item c: The College of Business does not have operational control relative to the BA-OL program design, faculty hiring, development and promotion, student selection and services, curriculum

design, and degree conferral. The College of Business does not have influence over these factors or control of these factors as they apply to the proposed BA-OL degree.

Survey Results: AACSB Institutions and Leadership Focused Programs

The Department of Professional Studies conducted the following survey of the academic landscape:

- Compiled a list of ALL AACSB accredited schools in the United States (n=530)
- Calculated appropriate sample size for 95% confidence level (n=224)
- Numbered each AACSB accredited institution and generated a random number list of 530 integers between 1 and 530
- Using the randomized number list, we searched each institution's undergraduate and graduate programs, including certifications and minors using the institution's website
 - Conducted an additional web search using the following key words: "institution name Organizational Leadership"
 - Excluded programs in education leadership, nursing leadership, I/O Psychology, military leadership, nonprofit leadership, community leadership
 - Focused on organizational leadership, leadership studies, applied leadership
 - Included management and leadership
- Calculated the following:
 - Number of institutions offering undergraduate and/or graduate programs in leadership (not including the exclusions above)
 - Number of organizational leadership, leadership studies, applied leadership undergraduate and graduate programs
 - Number of undergraduate and graduate programs offered in an AACSB accredited college of business
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership"
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership" offered by an AACSB accredited college of business
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership" offered by an AACSB accredited college of business

Detailed results can be found at the end of document. A summary of our findings include:

- 58% of AACSB accredited institutions offer leadership focused degree programs
- 56% of programs at AACSB accredited institutions are at the undergraduate level, 44% are at the graduate level
- 70% of leadership focused programs at AACSB accredited institutions are offered outside a college of business
- 75% of programs with "organizational leadership" in the title at AACSB accredited institutions are offered outside a college of business
- 71% of undergraduate, leadership focused options offered by a College of Business at AACSB accredited institutions are at the certificate/minor/concentration level

This demonstrates approximately **70%** of leadership focused programs (not including the exclusions listed above) at AACSB accredited institutions are offered outside of a college of business. It also means that **75%** of programs with "Organizational Leadership" in the title at AACSB accredited institutions are offered outside of a college of business. This survey utilized a representative, randomized sample of AACSB accredited institutions in the United States. The Department of Professional Studies is confident the results accurately reflect to current landscape of organizational leadership programs offered at AACSB accredited schools.

Appendix A

Survey Results of Leadership Programs at AACSB Accredited Institutions

AACSB Institutions Offering Leadership Focused Degrees (N = 224)

	n	% of sample
Yes	131	.58
No	93	.42

Type of Leadership Focused Program Offered at AACSB Accredited Institutions (N = 189)

	n	% of sample
Undergraduate Programs (Certificates, Minors, Bachelor)	106	.56
Graduate Programs (Certificates, Master, Doctoral)	83	.44

Leadership Programs Offered by College at AACSB Accredited Institutions (N = 189)

	n	% of sample
College of Business	56	.30
Professional/University/Continuing/Interdisciplinary Studies	56	.30
College of Education	26	.13
Other: Liberal Arts/Arts & Sciences/Behavioral Science/COM	51	.27

"Organizational Leadership" Program by College at AACSB Accredited Inst. (N = 59)

	n	% of sample
College of Business	15	.25
Professional/University/Continuing/Interdisciplinary Studies	27	.46
College of Education	5	.09
Other Colleges	12	.20

Type of Leadership Degree Offered by College at AACSB Accredited Inst. (N = 189)

	n	% of sample
College of Business (N=56)		
Undergraduate Certificate/Minor/Concentration	22	.12
Undergraduate Degree	9	.05
Graduate Certificate	8	.04
Graduate Degree	17	.09
Professional/University/Continuing/Interdisciplinary Studies (N=56)		
Undergraduate Certificate/Minor/Concentration	4	.02
Undergraduate Degree	28	.15
Graduate Certificate	4	.02
Graduate Degree	20	.11
College of Education (N=26)		
Undergraduate Certificate/Minor/Concentration	1	.01
Undergraduate Degree	3	.02
Graduate Certificate	4	.02
Graduate Degree	18	.10
Other Colleges (N=51)		
Undergraduate Certificate/Minor/Concentration	21	.11
Undergraduate Degree	20	.11
Graduate Certificate	0	.00
Graduate Degree	9	.05

Appendix B

List of Institutions in Sample

1. Northern Michigan
2. Tulsa
3. University of South Carolina
4. Missouri Western State
5. Stevens Institute of Technology
6. Xavier University
7. Black Hills State University
8. Penn State Behrend
9. University of Tennessee Knoxville
10. University of Wisconsin Eau Claire
11. Cal State Los Angeles
12. The College of New Jersey
13. Suffolk University
14. Pittsburgh State
15. Idaho State
16. University of Alabama Huntsville
17. William and Mary
18. Cornell University
19. State U of NY Oswego
20. Mercer University
21. Vanderbilt
22. University of West Georgia
23. Florida State
24. Southeastern Louisiana
25. Belmont University
26. Claremont Graduate College
27. Boise State University
28. State University of New York Brockport
29. Francis Marion University
30. Willamette University
31. North Dakota State University
32. University of Nebraska Omaha
33. U. of Washington Tacoma
34. University of Texas
35. Missouri University of Science & Technology
36. UMASS Dartmouth
37. Western Washington University
38. St. Mary's University, Texas
39. Stephen F. Austin
40. Creighton University
41. University of Pittsburgh
42. California Riverside
43. Ohio State
44. Rockhurst University
45. Eastern Michigan
46. University of Houston
47. University of Pennsylvania
48. Western New England University
49. Saint Xavier University
50. University of Wisconsin Oshkosh
51. North Carolina Central University
52. Yale University
53. Loyola University Maryland
54. Cal State San Bernardino
55. Alfred University
56. Illinois Urbana
57. Lander University
58. St. John Fisher College
59. UVA McIntire
60. Pennsylvania State University
61. Notre Dame
62. Cal Poly Poma
63. UAB
64. UT Permian Basin
65. La Salle University
66. Georgia Southern
67. New Jersey Institute of Technology
68. University of Colorado Denver
69. Iowa State University
70. University of Wisconsin Whitewater
71. Washington and Lee
72. Cal State East Bay
73. Sam Houston State
74. Washburn
75. Cal State Northridge
76. Brigham Young
77. St. Joseph's University
78. UM Dearborn
79. Old Dominion
80. Texas A&M Corpus Christi
81. College of Charleston
82. Rice University
83. Southern Illinois Carbondale
84. Louisiana State University
85. University of Denver
86. Fayetteville State University
87. Marquette
88. Baylor University
89. UNC Chapel Hill
90. Colorado State University
91. Illinois State
92. Boston College
93. University of New Hampshire
94. University of Rochester
95. University of New Haven

- | | |
|---|---|
| 96. University of Arizona | 148. Worcester Polytechnic Institute |
| 97. University of New Orleans | 149. Florida Gulf Coast University |
| 98. Babson College | 150. University of South Florida Sarasota |
| 99. Kansas | 151. St. Mary's College of California |
| 100. St. Louis University | 152. Mississippi College |
| 101. University of California San Diego | 153. Frostburg State |
| 102. Michigan State | 154. University of South Carolina Upstate |
| 103. Duquesne | 155. University of North Dakota |
| 104. Loyola Marymount | 156. Texas Wesleyan University |
| 105. UC Davis | 157. Samford University |
| 106. Winona State University | 158. Valdosta State |
| 107. The Citadel | 159. Seattle Pacific University |
| 108. Western Carolina University | 160. University of Southern California |
| 109. University of Nevada Reno | 161. Ouachita Baptist University |
| 110. Auburn University | 162. Southern Methodist University |
| 111. Iona College | 163. Sacred Heart University |
| 112. Bryant University | 164. Drury University |
| 113. UVA Darden | 165. University of Dallas |
| 114. Stonehill College | 166. University of Idaho |
| 115. Purdue University NW | 167. University of Louisiana Monroe |
| 116. Kutztown University | 168. Indiana University Bloomington |
| 117. Southern UNO (SUNO) | 169. UC Irvine |
| 118. University of Dayton | 170. King's College |
| 119. St. Bonaventure University | 171. Rowan University |
| 120. Tuskegee University | 172. University of San Francisco |
| 121. Appalachian State University | 173. Utah State |
| 122. Villanova University | 174. Gonzaga University |
| 123. Binghamton University | 175. Marist College |
| 124. John Carroll University | 176. Texas Tech University |
| 125. Wisconsin La Crosse | 177. Middlebury Institute |
| 126. Northwestern Louisiana State | 178. Butler University |
| 127. Emporia State University | 179. Illinois Chicago |
| 128. University of Evansville | 180. Millsaps College |
| 129. Jackson State University | 181. Hult International Business School |
| 130. NYU | 182. Central Michigan University |
| 131. North Carolina A&T | 183. Southern Mississippi |
| 132. Tulane University | 184. University of Missouri |
| 133. Cleveland State University | 185. San Diego State University |
| 134. Susquehanna University | 186. Sacramento State |
| 135. Meredith College | 187. Governors State |
| 136. LSU Shreveport | 188. U of Houston Victoria |
| 137. St. Cloud University | 189. Bradley University |
| 138. Cal State Chico | 190. Union University |
| 139. Southern University A&M | 191. Wisconsin Parkside |
| 140. State University of NY New Platz | 192. University of Buffalo |
| 141. Georgia College and State University | 193. Minnesota Moorhead |
| 142. University of Maine | 194. UA Little Rock |
| 143. Morehouse College | 195. Minnesota Mankato |
| 144. Elon University | 196. Louisiana Lafayette |
| 145. Central Washington University | 197. University of Montana |
| 146. Cal Poly San Luis Obispo | 198. Michigan Tech |
| 147. Drexel University | 199. Southeastern OK State |

200. Towson University
201. Simmons College
202. Saginaw Valley State
203. University of South Dakota
204. Bentley University
205. University of Rhode Island
206. Baruch College
207. Central Florida University
208. Savannah State University
209. Clarkson University
210. Ithaca College
211. Virginia State University
212. Indiana University Southeast
213. Mounmouth University
214. Clayton State University
215. Northern Iowa
216. Georgetown University
217. Indiana University Northwest
218. University of Wisconsin-Milwaukee
219. Washington University St Louis
220. Loyola University New Orleans
221. Marshall University
222. Manhattan College
223. Morehead State University
224. Clarke University

Appendix C

List of Programs

Northern Michigan	<u>BA Applied Workplace Leadership</u>
Tulsa	<u>BA in Organizational Studies</u>
University of South Carolina	<u>BA in Organizational Leadership</u>
Missouri Western State	<u>BS in PSY focus Org Leadership</u>
Stevens Institute of Technology	
Xavier University	<u>Ed.D in Leadership Studies</u>
	<u>MS in HROD (Adult Ed Curriculum)</u>
Black Hills State University	<u>MS in Strategic Leadership</u>
Penn State Behrend	
University of Tennessee Knoxville	<u>MBA Strategic Leadership</u>
University of Wisconsin Eu Claire	<u>BPS in Organizational Leadership</u>
Cal State Los Angeles	
The College of New Jersey	
Suffolk University	<u>Leadership Minor</u>
Pittsburgh State	<u>MS in HRD</u>
Idaho State	<u>MS in HRD</u>
University of Alabama Huntsville	<u>BA PS in Organizational Studies</u>
	<u>BS PS in Leadership Strategies and Dynamics</u>
	<u>Management and Leadership Minor</u>
William and Mary	<u>Mgmt and Org Leadership Minor</u>
Cornell University	
State U of NY Oswego	
Mercer University	<u>MS in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
Vanderbilt	<u>M.Ed. In Leadership and Org Performance</u>
	<u>Ed. D. in Leadership and Learning Organizations</u>
	<u>BS Human and Organizational Development</u>
University of West Georgia	<u>BS in Organizational Leadership</u>
Florida State	<u>Certificate Leadership Studies</u>
Southeastern Louisiana	
Belmont University	<u>M.Ed. Org Leadership and Communication</u>
Claremont Graduate College	
Boise State University	<u>MS Org Performance and Workplace Learning</u>
State University of New York Brockport	
Francis Marion University	
Willamette University	
North Dakota State University	

University of Nebraska Omaha	<u>BMS Organizational Studies Concentration</u>
	<u>MA CCT - Org Sci & Leadership Concentration</u>
U. of Washington Tacoma	<u>MCL Cybersecurity and Leadership</u>
University of Texas	<u>BA Human Dimensions of Organizations</u>
	<u>MA Human Dimensions of Organizations</u>
Missouri Uni of Science & Technology	<u>Psychology of Leadership Minor</u>
UMASS Dartmouth	<u>Leadership and Civic Engagement Minor</u>
	<u>Organizational Leadership Grad Certificate</u>
Western Washington University	
St. Mary's University, Texas	
Stephen F. Austin	
Creighton University	<u>BS in Leadership Studies</u>
	<u>MS in Organizational Leadership</u>
University of Pittsburgh	<u>Certificate of Organizational Leadership</u>
California Riverside	<u>Certificate in Leadership and Org Excellence</u>
Ohio State	<u>MBA Leadership and Org Behavior</u>
Rockhurst University	
Eastern Michigan	<u>MS Human Resources and Org Development</u>
	<u>Certificate in Organizational Development</u>
University of Houston	<u>BS in Organizational Leadership & Supervision</u>
	<u>Organizational Leadership & Supervision Minor</u>
	<u>BBA - Leadership Track</u>
	<u>Leadership Minor</u>
	<u>Leadership Studies Minor</u>
University of Pennsylvania	<u>MS in Organizational Dynamics</u>
Western New England University	<u>BS/MS Organizational Leadership</u>
	<u>BSBA Management and Leadership</u>
Saint Xavier University	
University of Wisconsin Oshkosh	<u>BAS Leadership and Organizational Studies</u>
	<u>Bachelor of Liberal Studies in Leadership Dev</u>
North Carolina Central University	
Yale University	
Loyola University Maryland	
Cal State San Bernadino	
Alfred University	
Illinois Urbana	<u>Leadership Studies Minor</u>
Lander University	
St. John Fisher College	<u>Ed.D. Executive Leadership</u>
UVA McIntire	
Pennsylvania State University	<u>BA in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>

	<u>BA in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
	<u>MPS Management and Organizational Leadership</u>
	<u>Organizational Leadership Concentration</u>
	<u>MLD Leadership Development</u>
Notre Dame	<u>Management and Organization Undergrad</u>
	<u>Management and Organization Grad Concentration</u>
Cal Poly Poma	
UAB	<u>Mentoring and Leadership Certificate</u>
UT Permian Basin	<u>BA in Leadership Studies</u>
La Salle University	<u>BA in Organizational Leadership</u>
Georgia Southern	
New Jersey Institute of Technology	
University of Colorado Denver	<u>MS in Management - Leadership</u>
Iowa State University	<u>Leadership Studies Certificate</u>
University of Wisconsin Whitewater	
Washington and Lee	
Cal State East Bay	
Sam Houston State	
Washburn	<u>Leadership Studies Minor and Certificate</u>
Cal State Northridge	
Brigham Young	
St. Joseph's University	<u>BBA Leadership, Ethics, Organizational Sustainability</u>
	<u>BLS Organizational Development and Leadership</u>
	<u>MS in Organizational Development and Leadership</u>
	<u>Pre MBA Leadership Certificate</u>
UM Dearborn	
Old Dominion	<u>BS Leadership (Interdisciplinary Studies)</u>
Texas A&M Corpus Christi	
College of Charleston	<u>Leadership, Change, and Social Responsibility Minor</u>
Rice University	<u>Graduate Leadership Certificate</u>
Southern Illinois Carbondale	
Louisiana State University	<u>BS in Leadership and HRD</u>
	<u>MS in Leadership and HRD</u>
University of Denier	<u>BA in Leadership and Organization Studies</u>
	<u>MS in Leadership and Organizations</u>
Fayetteville State University	

Marquette	<u>Master Leadership Studies</u>
	<u>Certificate in Leadership Studies</u>
Baylor University	<u>EdD in Learning and Organizational Change</u>
UNC Chapel Hill	
Colorado State University	<u>BS in Organizational Leadership</u>
	<u>MS in Organizational Leadership</u>
Illinois State	<u>Management - Org Leadership</u>
	<u>Certificate Mgmt, Quant, Org Lead</u>
Boston College	<u>Ph.D. Organizational Studies</u>
	<u>MS Leadership Administration</u>
University of New Hampshire	<u>Leadership Minor</u>
University of Rochester	
University of New Haven	
University of Arizona	<u>BAS in Organizational Leadership</u>
University of New Orleans	<u>BA in Organizational Leadership</u>
Babson College	<u>Leadership Concentration</u>
Kansas	<u>MS in Business and Organizational Leadership</u>
St. Louis University	<u>MA in Leadership and Org Development</u>
	<u>BS in Organizational Leadership</u>
	<u>Certificate in Organizational Studies</u>
University of California San Diego	
Michigan State	<u>MS in Management, Strategy, and Leadership</u>
Duquesne	<u>BS in Organizational Leadership</u>
Loyola Marymount	
UC Davis	<u>BA Organizational Studies</u>
Winona State University	<u>Graduate Certificate Organizational Leadership</u>
	<u>Graduate Certificate Training and Development</u>
	<u>MS Organizational Leadership</u>
	<u>MS Professional Leadership Studies</u>
The Citadel	<u>Minor in Leadership Studies</u>
	<u>MS in Leadership Studies</u>
	<u>Certificate in Leadership Studies</u>
Western Carolina University	<u>Master of Innovational Leadership & Entrepreneurship</u>
University of Nevada Reno	
Auburn University	<u>Organizational Leadership & Change Minor</u>
Iona College	
Bryant University	<u>Management: Leadership and Innovation</u>
	<u>Leadership Mastery Certificate</u>
UVA Darden	<u>Certificate of Leadership</u>
Stonehill College	
Purdue University NW	<u>BS in Organizational Leadership</u>

Kutztown University	<u>Leadership Minor</u>
Southern UNO (SUNO)	
University of Dayton	
St. Bonaventure University	<u>Master of Strategic Leadership</u>
Tuskegee University	
Appalachian State University	<u>Leadership Studies Minor</u>
Villanova University	<u>BIS Leadership Studies</u>
	<u>Organizational Leadership Certificate</u>
Binghamton University	<u>BS Leadership and Consulting</u>
	<u>PhD Organizational Studies/Leadership</u>
John Carroll University	<u>Leadership Development Minor</u>
Wisconsin La Crosse	<u>Leadership Development Minor</u>
Northwestern Louisiana State	
Emporia State University	
University of Evansville	<u>MS in Leadership</u>
	<u>BS in Organizational Leadership</u>
Jackson State University	
NYU	<u>BS in Leadership and Management Studies</u>
North Carolina A&T	<u>PhD in Leadership Studies</u>
Tulane University	
Cleveland State University	<u>BA in Organizational Leadership</u>
Susquehanna University	<u>Minor in Organizational Leadership</u>
Meredith College	
LSU Shreveport	<u>Ed.D. in Leadership Studies</u>
St. Cloud University	<u>BA Comm - Leadership and Org Comm</u>
Cal State Chico	<u>Professional Leadership Track</u>
Southern University A&M	
State Uni of NY New Platz	
Georgia College and State Uni	<u>Leadership Certificate Program</u>
University of Maine	<u>Leadership Studies Minor</u>
Morehouse College	
Elon University	<u>Leadership Studies Minor</u>
Central Washington University	<u>Leadership and Management Specialization</u>
Cal Poly San Luis Obispo	
Drexel University	<u>BSBA Organizational Management</u>
Worcester Polytechnic Institute	
Florida Gulf Coast University	
University of South Florida Sarasota	
St. Mary's College of California	<u>BA in Leadership and Organizational Studies</u>
	<u>MA in Leadership</u>
Mississippi College	

Frostburg State	<u>Leadership Studies Minor</u>
University of South Carolina Upstate	
University of North Dakota	<u>Leadership Minor</u>
Texas Wesleyan University	
Samford University	<u>BA in Organizational Leadership</u>
Valdosta State	<u>BS in Organizational Leadership</u>
Seattle Pacific University	
University of Southern California	<u>Ed.D. Organizational Change and Leadership</u>
Ouachita Baptist University	
Southern Methodist University	<u>Certificate in Leadership</u>
Sacred Heart University	
Drury University	<u>Bachelor Organizational and Leadership Comm</u>
University of Dallas	<u>Master of Leadership</u>
University of Idaho	<u>MS Adult Organizational Learning and Leadership</u>
	<u>PhD Adult Organizational Learning and Leadership</u>
University of Louisiana Monroe	<u>BA in Organizational Leadership</u>
Indiana University Bloomington	
UC Irvine	<u>Org Leadership and Communication Certificate</u>
King's College	
Rowan University	
University of San Francisco	
Utah State	<u>Leadership and Management Minor</u>
Gonzaga University	<u>MA Organizational Leadership</u>
Marist College	<u>BA/BS Professional Studies - Org Leadership</u>
Texas Tech University	<u>Organizational Leadership Concentration</u>
	<u>BAAS in Applied Leadership</u>
Middlebury Institute	
Butler University	<u>Bachelor Human Communication & Org Leadership</u>
	<u>Minor in Communication and Org Leadership</u>
Illinois Chicago	
Millsaps College	
Hult International Business School	
Central Michigan University	<u>BS Integrated Leadership Studies</u>
	<u>Leadership Minor</u>
Southern Mississippi	
University of Missouri	
San Diego State University	<u>Professional Certificate Management & Leadership</u>
	<u>Leadership Minor</u>

Sacramento State	
Governors State	<u>Ed.D. Interdisciplinary Leadership</u>
U of Houston Victoria	
Bradley University	<u>Bachelor Management and Leadership</u>
	<u>Leadership Studies Minor</u>
Union University	
Wisconsin Parkside	
University of Buffalo	
Minnesota Moorhead	<u>Leadership Studies Minor</u>
UA Little Rock	
Minnesota Mankato	<u>BS in Applied Organizational Studies</u>
Louisiana Lafayette	
University of Montana	<u>Global Leadership Certificate</u>
Michigan Tech	<u>Leadership Minor</u>
Southeastern OK State	<u>BA in Leadership</u>
Towson University	<u>MS HRD Leadership and Organization Development</u>
Simmons College	<u>Organizational Studies Minor</u>
	<u>Principled Leadership Minor</u>
Saginaw Valley State	<u>Leadership and Service Minor</u>
University of South Dakota	<u>MSA Organizational Leadership</u>
Bentley University	<u>Leadership Minor</u>
University of Rhode Island	<u>Leadership Studies Minor</u>
Baruch College	
Central Florida University	<u>Leadership Studies</u>
Savannah State University	
Clarkson University	
Ithaca College	
Virginia State University	
Indiana University Southeast	<u>Leadership Certificate</u>
	<u>MIS Organizational Leadership and Communication</u>
Mounmouth University	
Clayton State University	<u>BAS Administrative Mgmt Org Leadership</u>
Northern Iowa	<u>BA Organizational Leadership</u>
	<u>Organizational Leadership Minor</u>
Georgetown University	<u>EMBA Leadership</u>
Indiana University Northwest	
University of Wisconsin-Milwaukee	
Washington University St Louis	<u>MS in Leadership</u>
	<u>BS Global Leadership and Management</u>
Loyola University New Orleans	

Marshall University	<u>MA in Leadership Studies</u>
	<u>Ed.D. Leadership Studies</u>
Manhattan College	<u>MS in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
Morehead State University	<u>Strategic Communication and Leadership Minor</u>
Clarke University	<u>Master of Organizational Leadership</u>

Survey Results: AACSB Institutions and Leadership Focused Programs

The Department of Professional Studies conducted the following survey of the academic landscape:

- Compiled a list of ALL AACSB accredited schools in the United States (n=530)
- Calculated appropriate sample size for 95% confidence level (n=224)
- Numbered each AACSB accredited institution and generated a random number list of 530 integers between 1 and 530
- Using the randomized number list, we searched each institution's undergraduate and graduate programs, including certifications and minors using the institution's website
 - Conducted an additional web search using the following key words: "institution name Organizational Leadership"
 - Excluded programs in education leadership, nursing leadership, I/O Psychology, military leadership, nonprofit leadership, community leadership
 - Focused on organizational leadership, leadership studies, applied leadership
 - Included management and leadership
- Calculated the following:
 - Number of institutions offering undergraduate and/or graduate programs in leadership (not including the exclusions above)
 - Number of organizational leadership, leadership studies, applied leadership undergraduate and graduate programs
 - Number of undergraduate and graduate programs offered in an AACSB accredited college of business
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership"
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership" offered by an AACSB accredited college of business
 - Number of undergraduate and graduate programs with any combination of the words "Organizational Leadership" offered by an AACSB accredited college of business

Detailed results can be found at the end of document. A summary of our findings include:

- 58% of AACSB accredited institutions offer leadership focused degree programs
- 56% of programs at AACSB accredited institutions are at the undergraduate level, 44% are at the graduate level
- 70% of leadership focused programs at AACSB accredited institutions are offered outside a college of business
- 75% of programs with "organizational leadership" in the title at AACSB accredited institutions are offered outside a college of business
- 71% of undergraduate, leadership focused options offered by a College of Business at AACSB accredited institutions are at the certificate/minor/concentration level

This demonstrates approximately **70%** of leadership focused programs (not including the exclusions listed above) at AACSB accredited institutions are offered outside of a college of business. It also means that **75%** of programs with "Organizational Leadership" in the title at AACSB accredited institutions are offered outside of a college of business. This survey utilized a representative, randomized sample of AACSB accredited institutions in the United States. The Department of Professional Studies is confident the results accurately reflect to current landscape of organizational leadership programs offered at AACSB accredited schools.

Appendix A

Survey Results of Leadership Programs at AACSB Accredited Institutions

AACSB Institutions Offering Leadership Focused Degrees (N = 224)

	n	% of sample
Yes	131	.58
No	93	.42

Type of Leadership Focused Program Offered at AACSB Accredited Institutions (N = 189)

	n	% of sample
Undergraduate Programs (Certificates, Minors, Bachelor)	106	.56
Graduate Programs (Certificates, Master, Doctoral)	83	.44

Leadership Programs Offered by College at AACSB Accredited Institutions (N = 189)

	n	% of sample
College of Business	56	.30
Professional/University/Continuing/Interdisciplinary Studies	56	.30
College of Education	26	.13
Other: Liberal Arts/Arts & Sciences/Behavioral Science/COM	51	.27

"Organizational Leadership" Program by College at AACSB Accredited Inst. (N = 59)

	n	% of sample
College of Business	15	.25
Professional/University/Continuing/Interdisciplinary Studies	27	.46
College of Education	5	.09
Other Colleges	12	.20

Type of Leadership Degree Offered by College at AACSB Accredited Inst. (N = 189)

	n	% of sample
College of Business (N=56)		
Undergraduate Certificate/Minor/Concentration	22	.12
Undergraduate Degree	9	.05
Graduate Certificate	8	.04
Graduate Degree	17	.09
Professional/University/Continuing/Interdisciplinary Studies (N=56)		
Undergraduate Certificate/Minor/Concentration	4	.02
Undergraduate Degree	28	.15
Graduate Certificate	4	.02
Graduate Degree	20	.11
College of Education (N=26)		
Undergraduate Certificate/Minor/Concentration	1	.01
Undergraduate Degree	3	.02
Graduate Certificate	4	.02
Graduate Degree	18	.10
Other Colleges (N=51)		
Undergraduate Certificate/Minor/Concentration	21	.11
Undergraduate Degree	20	.11
Graduate Certificate	0	.00
Graduate Degree	9	.05

Appendix B

List of Institutions in Sample

1. Northern Michigan
2. Tulsa
3. University of South Carolina
4. Missouri Western State
5. Stevens Institute of Technology
6. Xavier University
7. Black Hills State University
8. Penn State Behrend
9. University of Tennessee Knoxville
10. University of Wisconsin Eu Claire
11. Cal State Los Angeles
12. The College of New Jersey
13. Suffolk University
14. Pittsburgh State
15. Idaho State
16. University of Alabama Huntsville
17. William and Mary
18. Cornell University
19. State U of NY Oswego
20. Mercer University
21. Vanderbilt
22. University of West Georgia
23. Florida State
24. Southeastern Louisiana
25. Belmont University
26. Claremont Graduate College
27. Boise State University
28. State University of New York Brockport
29. Francis Marion University
30. Willamette University
31. North Dakota State University
32. University of Nebraska Omaha
33. U. of Washington Tacoma
34. University of Texas
35. Missouri University of Science & Technology
36. UMASS Dartmouth
37. Western Washington University
38. St. Mary's University, Texas
39. Stephen F. Austin
40. Creighton University
41. University of Pittsburgh
42. California Riverside
43. Ohio State
44. Rockhurst University
45. Eastern Michigan
46. University of Houston
47. University of Pennsylvania
48. Western New England University
49. Saint Xavier University
50. University of Wisconsin Oshkosh
51. North Carolina Central University
52. Yale University
53. Loyola University Maryland
54. Cal State San Bernardino
55. Alfred University
56. Illinois Urbana
57. Lander University
58. St. John Fisher College
59. UVA McIntire
60. Pennsylvania State University
61. Notre Dame
62. Cal Poly Poma
63. UAB
64. UT Permian Basin
65. La Salle University
66. Georgia Southern
67. New Jersey Institute of Technology
68. University of Colorado Denver
69. Iowa State University
70. University of Wisconsin Whitewater
71. Washington and Lee
72. Cal State East Bay
73. Sam Houston State
74. Washburn
75. Cal State Northridge
76. Brigham Young
77. St. Joseph's University
78. UM Dearborn
79. Old Dominion
80. Texas A&M Corpus Christi
81. College of Charleston
82. Rice University
83. Southern Illinois Carbondale
84. Louisiana State University
85. University of Denier
86. Fayetteville State University
87. Marquette
88. Baylor University
89. UNC Chapel Hill
90. Colorado State University
91. Illinois State
92. Boston College
93. University of New Hampshire
94. University of Rochester
95. University of New Haven

- | | | | |
|------|--------------------------------------|------|--------------------------------------|
| 96. | University of Arizona | 148. | Worcester Polytechnic Institute |
| 97. | University of New Orleans | 149. | Florida Gulf Coast University |
| 98. | Babson College | 150. | University of South Florida Sarasota |
| 99. | Kansas | 151. | St. Mary's College of California |
| 100. | St. Louis University | 152. | Mississippi College |
| 101. | University of California San Diego | 153. | Frostburg State |
| 102. | Michigan State | 154. | University of South Carolina Upstate |
| 103. | Duquesne | 155. | University of North Dakota |
| 104. | Loyola Marymount | 156. | Texas Wesleyan University |
| 105. | UC Davis | 157. | Samford University |
| 106. | Winona State University | 158. | Valdosta State |
| 107. | The Citadel | 159. | Seattle Pacific University |
| 108. | Western Carolina University | 160. | University of Southern California |
| 109. | University of Nevada Reno | 161. | Ouachita Baptist University |
| 110. | Auburn University | 162. | Southern Methodist University |
| 111. | Iona College | 163. | Sacred Heart University |
| 112. | Bryant University | 164. | Drury University |
| 113. | UVA Darden | 165. | University of Dallas |
| 114. | Stonehill College | 166. | University of Idaho |
| 115. | Purdue University NW | 167. | University of Louisiana Monroe |
| 116. | Kutztown University | 168. | Indiana University Bloomington |
| 117. | Southern UNO (SUNO) | 169. | UC Irvine |
| 118. | University of Dayton | 170. | King's College |
| 119. | St. Bonaventure University | 171. | Rowan University |
| 120. | Tuskegee University | 172. | University of San Francisco |
| 121. | Appalachian State University | 173. | Utah State |
| 122. | Villanova University | 174. | Gonzaga University |
| 123. | Binghamton University | 175. | Marist College |
| 124. | John Carroll University | 176. | Texas Tech University |
| 125. | Wisconsin La Crosse | 177. | Middlebury Institute |
| 126. | Northwestern Louisiana State | 178. | Butler University |
| 127. | Emporia State University | 179. | Illinois Chicago |
| 128. | University of Evansville | 180. | Millsaps College |
| 129. | Jackson State University | 181. | Hult International Business School |
| 130. | NYU | 182. | Central Michigan University |
| 131. | North Carolina A&T | 183. | Southern Mississippi |
| 132. | Tulane University | 184. | University of Missouri |
| 133. | Cleveland State University | 185. | San Diego State University |
| 134. | Susquehanna University | 186. | Sacramento State |
| 135. | Meredith College | 187. | Governors State |
| 136. | LSU Shreveport | 188. | U of Houston Victoria |
| 137. | St. Cloud University | 189. | Bradley University |
| 138. | Cal State Chico | 190. | Union University |
| 139. | Southern University A&M | 191. | Wisconsin Parkside |
| 140. | State University of NY New Platz | 192. | University of Buffalo |
| 141. | Georgia College and State University | 193. | Minnesota Moorhead |
| 142. | University of Maine | 194. | UA Little Rock |
| 143. | Morehouse College | 195. | Minnesota Mankato |
| 144. | Elon University | 196. | Louisiana Lafayette |
| 145. | Central Washington University | 197. | University of Montana |
| 146. | Cal Poly San Luis Obispo | 198. | Michigan Tech |
| 147. | Drexel University | 199. | Southeastern OK State |

200. Towson University
201. Simmons College
202. Saginaw Valley State
203. University of South Dakota
204. Bentley University
205. University of Rhode Island
206. Baruch College
207. Central Florida University
208. Savannah State University
209. Clarkson University
210. Ithaca College
211. Virginia State University
212. Indiana University Southeast
213. Mounmouth University
214. Clayton State University
215. Northern Iowa
216. Georgetown University
217. Indiana University Northwest
218. University of Wisconsin-Milwaukee
219. Washington University St Louis
220. Loyola University New Orleans
221. Marshall University
222. Manhattan College
223. Morehead State University
224. Clarke University

Appendix C
List of Programs

Northern Michigan	<u>BA Applied Workplace Leadership</u>
Tulsa	<u>BA in Organizational Studies</u>
University of South Carolina	<u>BA in Organizational Leadership</u>
Missouri Western State	<u>BS in PSY focus Org Leadership</u>
Stevens Institute of Technology	
Xavier University	<u>Ed.D in Leadership Studies</u>
	<u>MS in HROD (Adult Ed Curriculum)</u>
Black Hills State University	<u>MS in Strategic Leadership</u>
Penn State Behrend	
University of Tennessee Knoxville	<u>MBA Strategic Leadership</u>
University of Wisconsin Eu Claire	<u>BPS in Organizational Leadership</u>
Cal State Los Angeles	
The College of New Jersey	
Suffolk University	<u>Leadership Minor</u>
Pittsburgh State	<u>MS in HRD</u>
Idaho State	<u>MS in HRD</u>
University of Alabama Huntsville	<u>BA PS in Organizational Studies</u>
	<u>BS PS in Leadership Strategies and Dynamics</u>
	<u>Management and Leadership Minor</u>
William and Mary	<u>Mgmt and Org Leadership Minor</u>
Cornell University	
State U of NY Oswego	
Mercer University	<u>MS in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
Vanderbilt	<u>M.Ed. In Leadership and Org Performance</u>
	<u>Ed. D. in Leadership and Learning Organizations</u>
	<u>BS Human and Organizational Development</u>
University of West Georgia	<u>BS in Organizational Leadership</u>
Florida State	<u>Certificate Leadership Studies</u>
Southeastern Louisiana	
Belmont University	<u>M.Ed. Org Leadership and Communication</u>
Claremont Graduate College	
Boise State University	<u>MS Org Performance and Workplace Learning</u>
State University of New York Brockport	
Francis Marion University	
Willamette University	
North Dakota State University	

University of Nebraska Omaha	<u>BMS Organizational Studies Concentration</u>
	<u>MA CCT - Org Sci & Leadership Concentration</u>
U. of Washington Tacoma	<u>MCL Cybersecurity and Leadership</u>
University of Texas	<u>BA Human Dimensions of Organizations</u>
	<u>MA Human Dimensions of Organizations</u>
Missouri Uni of Science & Technology	<u>Psychology of Leadership Minor</u>
UMASS Dartmouth	<u>Leadership and Civic Engagement Minor</u>
	<u>Organizational Leadership Grad Certificate</u>
Western Washington University	
St. Mary's University, Texas	
Stephen F. Austin	
Creighton University	<u>BS in Leadership Studies</u>
	<u>MS in Organizational Leadership</u>
University of Pittsburgh	<u>Certificate of Organizational Leadership</u>
California Riverside	<u>Certificate in Leadership and Org Excellence</u>
Ohio State	<u>MBA Leadership and Org Behavior</u>
Rockhurst University	
Eastern Michigan	<u>MS Human Resources and Org Development</u>
	<u>Certificate in Organizational Development</u>
University of Houston	<u>BS in Organizational Leadership & Supervision</u>
	<u>Organizational Leadership & Supervision Minor</u>
	<u>BBA - Leadership Track</u>
	<u>Leadership Minor</u>
	<u>Leadership Studies Minor</u>
University of Pennsylvania	<u>MS in Organizational Dynamics</u>
Western New England University	<u>BS/MS Organizational Leadership</u>
	<u>BSBA Management and Leadership</u>
Saint Xavier University	
University of Wisconsin Oshkosh	<u>BAS Leadership and Organizational Studies</u>
	<u>Bachelor of Liberal Studies in Leadership Dev</u>
North Carolina Central University	
Yale University	
Loyola University Maryland	
Cal State San Bernadino	
Alfred University	
Illinois Urbana	<u>Leadership Studies Minor</u>
Lander University	
St. John Fisher College	<u>Ed.D. Executive Leadership</u>
UVA McIntire	
Pennsylvania State University	<u>BA in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>

	<u>BA in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
	<u>MPS Management and Organizational Leadership</u>
	<u>Organizational Leadership Concentration</u>
	<u>MLD Leadership Development</u>
Notre Dame	<u>Management and Organization Undergrad</u>
	<u>Management and Organization Grad Concentration</u>
Cal Poly Poma	
UAB	<u>Mentoring and Leadership Certificate</u>
UT Permian Basin	<u>BA in Leadership Studies</u>
La Salle University	<u>BA in Organizational Leadership</u>
Georgia Southern	
New Jersey Institute of Technology	
University of Colorado Denver	<u>MS in Management - Leadership</u>
Iowa State University	<u>Leadership Studies Certificate</u>
University of Wisconsin Whitewater	
Washington and Lee	
Cal State East Bay	
Sam Houston State	
Washburn	<u>Leadership Studies Minor and Certificate</u>
Cal State Northridge	
Brigham Young	
St. Joseph's University	<u>BBA Leadership, Ethics, Organizational Sustainability</u>
	<u>BLS Organizational Development and Leadership</u>
	<u>MS in Organizational Development and Leadership</u>
	<u>Pre MBA Leadership Certificate</u>
UM Dearborn	
Old Dominion	<u>BS Leadership (Interdisciplinary Studies)</u>
Texas A&M Corpus Christi	
College of Charleston	<u>Leadership, Change, and Social Responsibility Minor</u>
Rice University	<u>Graduate Leadership Certificate</u>
Southern Illinois Carbondale	
Louisiana State University	<u>BS in Leadership and HRD</u>
	<u>MS in Leadership and HRD</u>
University of Denver	<u>BA in Leadership and Organization Studies</u>
	<u>MS in Leadership and Organizations</u>
Fayetteville State University	

Marquette	<u>Master Leadership Studies</u>
	<u>Certificate in Leadership Studies</u>
Baylor University	<u>EdD in Learning and Organizational Change</u>
UNC Chapel Hill	
Colorado State University	<u>BS in Organizational Leadership</u>
	<u>MS in Organizational Leadership</u>
Illinois State	<u>Management - Org Leadership</u>
	<u>Certificate Mgmt, Quant, Org Lead</u>
Boston College	<u>Ph.D. Organizational Studies</u>
	<u>MS Leadership Administration</u>
University of New Hampshire	<u>Leadership Minor</u>
University of Rochester	
University of New Haven	
University of Arizona	<u>BAS in Organizational Leadership</u>
University of New Orleans	<u>BA in Organizational Leadership</u>
Babson College	<u>Leadership Concentration</u>
Kansas	<u>MS in Business and Organizational Leadership</u>
St. Louis University	<u>MA in Leadership and Org Development</u>
	<u>BS in Organizational Leadership</u>
	<u>Certificate in Organizational Studies</u>
University of California San Diego	
Michigan State	<u>MS in Management, Strategy, and Leadership</u>
Duquesne	<u>BS in Organizational Leadership</u>
Loyola Marymount	
UC Davis	<u>BA Organizational Studies</u>
Winona State University	<u>Graduate Certificate Organizational Leadership</u>
	<u>Graduate Certificate Training and Development</u>
	<u>MS Organizational Leadership</u>
	<u>MS Professional Leadership Studies</u>
The Citadel	<u>Minor in Leadership Studies</u>
	<u>MS in Leadership Studies</u>
	<u>Certificate in Leadership Studies</u>
Western Carolina University	<u>Master of Innovational Leadership & Entrepreneurship</u>
University of Nevada Reno	
Auburn University	<u>Organizational Leadership & Change Minor</u>
Iona College	
Bryant University	<u>Management: Leadership and Innovation</u>
	<u>Leadership Mastery Certificate</u>
UVA Darden	<u>Certificate of Leadership</u>
Stonehill College	
Purdue University NW	<u>BS in Organizational Leadership</u>

Kutztown University	<u>Leadership Minor</u>
Southern UNO (SUNO)	
University of Dayton	
St. Bonaventure University	<u>Master of Strategic Leadership</u>
Tuskegee University	
Appalachian State University	<u>Leadership Studies Minor</u>
Villanova University	<u>BIS Leadership Studies</u>
	<u>Organizational Leadership Certificate</u>
Binghamton University	<u>BS Leadership and Consulting</u>
	<u>PhD Organizational Studies/Leadership</u>
John Carroll University	<u>Leadership Development Minor</u>
Wisconsin La Crosse	<u>Leadership Development Minor</u>
Northwestern Louisiana State	
Emporia State University	
University of Evansville	<u>MS in Leadership</u>
	<u>BS in Organizational Leadership</u>
Jackson State University	
NYU	<u>BS in Leadership and Management Studies</u>
North Carolina A&T	<u>PhD in Leadership Studies</u>
Tulane University	
Cleveland State University	<u>BA in Organizational Leadership</u>
Susquehanna University	<u>Minor in Organizational Leadership</u>
Meredith College	
LSU Shreveport	<u>Ed.D. in Leadership Studies</u>
St. Cloud University	<u>BA Comm - Leadership and Org Comm</u>
Cal State Chico	<u>Professional Leadership Track</u>
Southern University A&M	
State Uni of NY New Platz	
Georgia College and State Uni	<u>Leadership Certificate Program</u>
University of Maine	<u>Leadership Studies Minor</u>
Morehouse College	
Elon University	<u>Leadership Studies Minor</u>
Central Washington University	<u>Leadership and Management Specialization</u>
Cal Poly San Luis Obispo	
Drexel University	<u>BSBA Organizational Management</u>
Worcester Polytechnic Institute	
Florida Gulf Coast University	
University of South Florida Sarasota	
St. Mary's College of California	<u>BA in Leadership and Organizational Studies</u>
	<u>MA in Leadership</u>
Mississippi College	

Frostburg State	<u>Leadership Studies Minor</u>
University of South Carolina Upstate	
University of North Dakota	<u>Leadership Minor</u>
Texas Wesleyan University	
Samford University	<u>BA in Organizational Leadership</u>
Valdosta State	<u>BS in Organizational Leadership</u>
Seattle Pacific University	
University of Southern California	<u>Ed.D. Organizational Change and Leadership</u>
Ouachita Baptist University	
Southern Methodist University	<u>Certificate in Leadership</u>
Sacred Heart University	
Drury University	<u>Bachelor Organizational and Leadership Comm</u>
University of Dallas	<u>Master of Leadership</u>
University of Idaho	<u>MS Adult Organizational Learning and Leadership</u>
	<u>PhD Adult Organizational Learning and Leadership</u>
University of Louisiana Monroe	<u>BA in Organizational Leadership</u>
Indiana University Bloomington	
UC Irvine	<u>Org Leadership and Communication Certificate</u>
King's College	
Rowan University	
University of San Francisco	
Utah State	<u>Leadership and Management Minor</u>
Gonzaga University	<u>MA Organizational Leadership</u>
Marist College	<u>BA/BS Professional Studies - Org Leadership</u>
Texas Tech University	<u>Organizational Leadership Concentration</u>
	<u>BAAS in Applied Leadership</u>
Middlebury Institute	
Butler University	<u>Bachelor Human Communication & Org Leadership</u>
	<u>Minor in Communication and Org Leadership</u>
Illinois Chicago	
Millsaps College	
Hult International Business School	
Central Michigan University	<u>BS Integrated Leadership Studies</u>
	<u>Leadership Minor</u>
Southern Mississippi	
University of Missouri	
San Diego State University	<u>Professional Certificate Management & Leadership</u>
	<u>Leadership Minor</u>

Sacramento State	
Governors State	<u>Ed.D. Interdisciplinary Leadership</u>
U of Houston Victoria	
Bradley University	<u>Bachelor Management and Leadership</u>
	<u>Leadership Studies Minor</u>
Union University	
Wisconsin Parkside	
University of Buffalo	
Minnesota Moorhead	<u>Leadership Studies Minor</u>
UA Little Rock	
Minnesota Mankato	<u>BS in Applied Organizational Studies</u>
Louisiana Lafayette	
University of Montana	<u>Global Leadership Certificate</u>
Michigan Tech	<u>Leadership Minor</u>
Southeastern OK State	<u>BA in Leadership</u>
Towson University	<u>MS HRD Leadership and Organization Development</u>
Simmons College	<u>Organizational Studies Minor</u>
	<u>Principled Leadership Minor</u>
Saginaw Valley State	<u>Leadership and Service Minor</u>
University of South Dakota	<u>MSA Organizational Leadership</u>
Bentley University	<u>Leadership Minor</u>
University of Rhode Island	<u>Leadership Studies Minor</u>
Baruch College	
Central Florida University	<u>Leadership Studies</u>
Savannah State University	
Clarkson University	
Ithaca College	
Virginia State University	
Indiana University Southeast	<u>Leadership Certificate</u>
	<u>MIS Organizational Leadership and Communication</u>
Mounmouth University	
Clayton State University	<u>BAS Administrative Mgmt Org Leadership</u>
Northern Iowa	<u>BA Organizational Leadership</u>
	<u>Organizational Leadership Minor</u>
Georgetown University	<u>EMBA Leadership</u>
Indiana University Northwest	
University of Wisconsin-Milwaukee	
Washington University St Louis	<u>MS in Leadership</u>
	<u>BS Global Leadership and Management</u>
Loyola University New Orleans	

Marshall University	<u>MA in Leadership Studies</u>
	<u>Ed.D. Leadership Studies</u>
Manhattan College	<u>MS in Organizational Leadership</u>
	<u>BS in Organizational Leadership</u>
Morehead State University	<u>Strategic Communication and Leadership Minor</u>
Clarke University	<u>Master of Organizational Leadership</u>

DEGREE AUDIT CHECK LIST

(BPS-PS-AB) Professional Studies - Agriculture Business

2018-19 - ~~2020-2021~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
		24
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
AGBU	2063 2073 3133 ³²³³ 4003 4013 4023	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS (6 hrs)	4143 4243 4343 4443 4543 4643 4743	24
*Must earn C or better		
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4243 4343	
	4443 4543 4643	
	4743 4843 4943	
	4953	39
TOTAL MAJOR HOURS		42
TOTAL HOURS		60

Final Check:

Min. hours required	120	Earned Hrs	_____
40 hours upper level	_____ thru _____	minus P/C HRS	_____
# of "D" hours	_____ thru _____	to be completed	_____
Max activity hours 4	_____	TOTAL	_____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Department of Professional Studies

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ² Elective	3	Mathematics ¹	3
Communication ¹	3	U.S. History/Government ¹	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agriculture Microeconomics	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar OL 3013	3
Elective ³	6 9	Elective ³	6
Total Hours	15	Total Hours	15

⊕ Junior

OL PS 3133 Applied Principles of Personnel Management	3	OL PS 3023 Professional Communications	3
AGBU 3233 International Agricultural Trade	3	OL PS 3143 Applied Professional Research	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
OL/PS 4143	3	OL/PS 4443	3
OL/PS 4343	3		

Professional Studies Professional	6	Elective³	3
Core⁴			
Total Hours	15	Total Hours	12

⊕ Senior		<i>OL/PS 4953</i>	<i>3</i>
<i>OL/PS 4943</i>	<i>3</i>	<i>OL/PS 4843</i>	<i>3</i>
PS 3003 Project Design	3	<i>OL/PS 4743</i>	<i>3</i>
<i>OK</i> AGBU 4023 Agricultural Finance	3	PS 4003 Capstone Project	3
<i>AGBU 4023</i>	<i>3</i>	Technical Courses²	9
Technical Courses²	6	Elective³	3
Elective³	3		
Total Hours	15	Total Hours	15
<i>OL/PS 4243</i>	<i>3</i>		
<i>OL/PS 4543</i>	<i>3</i>		
<i>OL/PS 4643</i>	<i>3</i>		

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

²Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

³At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁴Six hours from the following: ~~PS 4143 Nonprofit Governance, PS 4243 Adult Learning in Organizations, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.~~

Bachelor of Arts in Organizational Leadership

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I^{1*}</u>	3	<u>ENGL 1023 Composition II^{1*}</u>	3
<u>Science with Lab^{1*}</u>	4	<u>Science with Lab^{1*}</u>	4
<u>Social Sciences^{1*}</u>	3	<u>Social Sciences^{1*}</u>	3
Elective*	3	<u>Mathematics^{1*}</u>	3
<u>Communication^{1*}</u>	3	<u>U.S. History/Government^{1*}</u>	3
<u>TECH 1001 Orientation to the University*</u>	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>AGBU 2063 Principles of Agricultural Macroeconomics</u>	3	<u>AGBU 2073 Principles of Agriculture Microeconomics</u>	3
<u>Fine Arts & Humanities^{1*}</u>	3	<u>Fine Arts & Humanities^{1*}</u>	3
Electives ³	9	<u>OL 3013 Foundations of Organizational Leadership*</u>	3
		Elective ³	6
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
AGBU 3233 International Agricultural Trade	3	OL 3143 Applied Professional Research*	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12

- Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
<u>AGBU 4023 Agricultural Finance</u>	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3

Total Hours **15**

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4843 Training and Development*	3
OL 4743 Organizational Change*	3
Electives*	6

Total Hours **15**

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

Department of Professional Studies

Bachelor of Professional Studies

Professional Studies with specialty/concentrations in:

Agriculture Business
Applied Leadership
Child Development
Criminal Justice
Industrial/Organizational Psychology
Interdisciplinary Studies
Public Relations
Workforce Technology

The Bachelor of Professional Studies (BPS) is an online Accelerated Degree Program (ADP) offering a flexible degree completion path addressing the unique needs of particular target groups. The accelerated delivery format is designed to ease the financial, time, and geographic constraints adults face in completing a baccalaureate program. Students complete the necessary hours for the degree within a convenient yet directed scheduling format under the guidance of academic advisors who understand the unique needs of adult learners. The primary target groups include:

- Students graduating from community colleges
- Degree “stop-outs” who began but never completed a bachelor’s degree
- Individuals who have accumulated hours that cannot be applied toward a specific major.

The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications.

Learning Objectives for Professional Studies Degree

- Communication: Student will demonstrate competency in public presentation and written communication skills.
- Research: Student will apply empirical research to recommend relevant strategies for solving problems.
- Leadership/Critical Thinking: Student will assume a leadership role in identifying and addressing issues in a real-world environment.
- Project Management: Student will create, plan, and implement relevant strategies needed to develop a business proposal.

Students select one of the following concentration areas: agriculture business, applied leadership, child development, criminal justice, industrial/organizational psychology, interdisciplinary studies, public relations, or workforce technology. All bachelor's degrees at Arkansas Tech University require 35 hours of general education coursework and a minimum of 40 hours of upper division courses, and a 120 hours total. Additionally, at least 30 hours must be earned at Arkansas Tech University.

Program of Study (BPS)

General Education coursework: 35 hours

OL 3013 Foundation OL
OL/PS 4843 Train/Dev

Required Professional Core: ~~24 hours~~

- OL/ ⁴⁹⁴³ PS 3003 Project Design *Applied Leadership Project*
 PS 3013 Professional Studies Seminar
 OL/ PS 3023 Professional Communications
 OL/ PS 3133 Applied Principles of Personnel Management
 OL/ PS 3143 Applied Professional Research
 OL/ ⁴⁹⁵³ PS 4003 Capstone Project *Organizational Leadership Capstone*

Six hours of Professional Studies electives from the following list of courses:

- OL/ PS 4143 Nonprofit Governance
 OL/ PS 4243 ~~Adult Learning in Organizations~~ *Workplace Learning*
 OL/ PS 4343 Community Development
 OL/ PS 4443 Professional Leadership
 OL/ PS 4543 Workplace Supervision
 OL/ PS 4643 Occupational Globalization and Diversity
 OL/ PS 4743 Organizational Change

*Students enrolled in the Applied Leadership concentration must take PS 4543 and PS 4643 in order to meet the six (6) hours of electives requirement.

Selected Concentration: ~~18 hours~~ ~~24 hours~~

- Agriculture Business (all courses not available online) 18 hrs
~~Applied Leadership~~
 Child Development (Program does not lead directly to teacher licensure) 17 hrs
 Criminal Justice 18 hours
 Industrial/Organizational Psychology 18 hours
 Interdisciplinary Studies
 Public Relations 18 hours
 Workforce Technology 24 hours

Balance of electives: ~~Varies~~

*Hours needed to meet 40-hour upper division requirement
or balance of 120 hours*

Total : 120 hours

Prior Learning Assessment (PLA)

A Prior Learning Assessment (PLA) process is available that could award up to 12 hours of upper-division credit for relevant work experience, professional development, or military training. The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit. Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program.

Contact Information

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Tennille Lasker-Scott, Annette Stuckey

Instructor

Jennifer Saxton

For more information, please visit www.atu.edu/etech/online-prostudies.php

DEGREE AUDIT CHECK LIST

(BPS-PS-CD) Professional Studies - Child Development

~~2018-19~~ **2020-21**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
6		
9		
3		
1		
9		
TOTAL ELECTIVE HOURS		28
		43

Student's Name		
T#		
Major Requirements		Hrs
ECE	2113 2313	
EDMD	3013	
ENGL	4723	
PSY	3063	
SEED	3552	17
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4343 4443	
	4543 4643 4743	
	4843 4943 4953	36
TOTAL MAJOR HOURS		41
TOTAL HOURS		56

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

Department of Professional Studies

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Elective ³⁻	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Elective ³⁻	9	PS 3013 Professional Studies Seminar	3
		PSY 3063 Developmental Psychology I	3
		Elective ³⁻	3
Total Hours	15	Total Hours	15

⊕ Junior

		04/PS 4443	3
		04/PS 4543	3
04 PS 3133 Applied Principles of Personnel Management	3	04 PS 3023 Professional Communications	3
ECE 2313 Foundations and Theories in Early Childhood Education	3	04 PS 3143 Applied Professional Research	3
SEED 3552 Child and Adolescent Development	2	Elective³⁻	6

Professional Studies	Professional		
Core⁴	OL/PS 4143	6	
Electives³	OL/PS 4343	3	
Total Hours		3	
		15	Total Hours 12
<hr/>			
⊕ Senior	OL/PS 4943	3	
	OL/PS 4643	3	
	OL/PS 4743	3	
	OL/PS 4843	3	
	OL/PS 4953		
PS 3003 Project Design	3	PS 4003 Capstone Project	3
EDMD 3013 Integrating Instructional Technology	3	ENGL 4723 Teaching People of Other Cultures	3
Elective³	9	Electives ³	9
Total Hours	15	Total Hours	15

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

²~~Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.~~

³~~At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.~~

⁴~~Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Adult Learning in Organizations, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 and an upper division elective in order to meet the six (6) hours of electives requirement.~~

Bachelor of Arts in Organizational Leadership

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ^{1*}	3
Elective	6	<u>ECE 2113 Basic Child Growth and Development</u> [*]	3
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ¹	3	<u>U.S. History/Government</u> ¹	3
<u>Fine Arts & Humanities</u> ¹	3	<u>Fine Arts & Humanities</u> ¹	3
Elective	9	* <u>OL 3013 Foundations of Organizational Leadership</u> [*]	3
		PSY 3063 Developmental Psychology 1 [*]	3
		Elective	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
* <u>OL 3133 Applied Principles of Personnel Management</u> [*]	3	* <u>OL 3023 Professional Communications</u> [*]	3
<u>ECE 2313 Foundations and Theories in Early Childhood Education</u> [*]	3	* <u>OL 3143 Applied Professional Research</u> [*]	3
<u>SEED 3552 Child and Adolescent Development</u> [*]	2	* <u>OL 4443 Professional Leadership</u> [*]	3
* <u>OL 4143 Nonprofit Governance</u> [*]	3	* <u>OL 4543 Workplace Supervision</u> [*]	3
* <u>OL 4343 Community Development</u> [*]	3		

Fall		Spring	
Electives*	1		
Total Hours	15	Total Hours	12
<hr/>			
• Senior			
Fall		Spring	
• OL 4943 Applied Leadership Project*	3	• OL 4953 Organizational Leadership Capstone*	3
EDMD 3013 Integrating Instructional Technology*	3	ENGL 4723 Teaching People of Other Cultures*	3
• OL 4643 Organizational Globalization and Diversity*	3	Electives	9
• OL 4743 Organizational Change*	3		
• OL 4843 Training and Development*	3		
Total Hours	15	Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-CRJ) Professional Studies - Criminal Justice

~~2018-19~~ **2020-21**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
3		
9		
3		
3		
6 / 24		24
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
CJ	2003 2043	
CJ/POLS	3023	
CJ/SOC	3033 3083 3103	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4243 4343	
	4443 4543 4643	
	4743 4843 4943	
	4953	39
TOTAL MAJOR HOURS		42
TOTAL HOURS		60

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Department of Professional Studies

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ² Elective	3	Mathematics ¹	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	CJ/SOC 3083 Social Deviance	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

OL/PS 4143 OL/PS 4343		OL/PS 4443 OL/PS 4843	
OL/ PS 3133 Applied Principles of Personnel Management	3	OL/ PS 3023 Professional Communications	3
CJ/POLS 3023 Judicial Process	3	OL/ PS 3143 Applied Professional Research	3
CJ/PSY 3033 The Criminal Mind	3	Elective ³	6

Professional Studies Professional	6		
Core⁴			
Total Hours	15	Total Hours	12
		OL/PS 4743 - 3	3
		OL/PS 4643 -	3
<hr/>		OL/PS 4953 -	3
⊕ Senior			
OL/PS 4243	3		
OL/PS 4543	3		
OL/PS 4943			
PS 3003 Project Design	3	PS 4003 Capstone Project	3
CJ/SOC 3103 The Juvenile Justice System	3	Technical Courses²	9
Technical Courses²	6	Elective³	6
Elective³	3		
Total Hours	15	Total Hours	15

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

²~~Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.~~

³~~At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.~~

⁴~~Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Adult Learning in Organizations, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.~~

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Bachelor of Arts in Organizational Leadership

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
ENGL 1013 Composition I ^{1*}	3	ENGL 1023 Composition II ^{1*}	3
Science with Lab ^{1*}	4	Science with Lab ^{1,2*}	4
Social Sciences ^{1*}	3	Social Sciences ^{1*}	3
Elective*	3	Mathematics ^{1*}	3
CJ 2003 Introduction to Criminal Justice*	3	CJ 2043 Crime and Delinquency*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
Communication ^{1*}	3	U.S. History/Government ^{1*}	3
Fine Arts & Humanities ^{1*}	3	Fine Arts & Humanities ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		CJ/SOC 3083 Social Deviance*	3
		Elective*	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
CJ/POLS 3023 Judicial Process*	3	OL 3143 Applied Professional Research*	3
CJ/PSY 3033 The Criminal Mind*	3	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4843 Training & Development	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12
Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
CJ/SOC 3103 The Juvenile Justice System*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
Elective	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4643 Occupational Globalization and Diversity*	3
OL 4743 Organizational Change	3
Electives	6
Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-IOP) Professional Studies - Industrial/Organizational Psychology

~~2018-19~~ **2020-2021**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
		21
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
PSY	2003 2023 3063 3093 3163 4043	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4243 4343	
	4443 4543 4643	
	4743 4843 4943	
	4953	39
TOTAL MAJOR HOURS		42
TOTAL HOURS		60

Final Check: Min. hours required 120 Earned Hrs _____
 40 hours upper level _____ thru _____ minus P/C HRS _____
 # of "D" hours _____ thru _____ to be completed _____
 Max activity hours 4 _____ **TOTAL** _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Department of Professional Studies

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course² <i>Elective</i>	3	Mathematics ¹	3
PSY 2003 General Psychology	3	PSY 2023 Consumer Psychology	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course²	3	PS 3013 Professional Studies Seminar	3
<i>OL 3013</i>			
Elective³	6	PSY 3063 Developmental Psychology I	3
		Elective³	3
Total Hours	15	Total Hours	15

⊕ Junior

<i>OL/PS 4143</i>		<i>OL/PS 4243</i>	
<i>OL/PS 4343</i>		<i>OL/PS 4443</i>	
<i>OL/</i> PS 3133 Applied Principles of Personnel Management	3	<i>OL/</i> PS 3023 Professional Communications	3
PSY 3163 Developmental Psychology II	3	<i>OL/</i> PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives⁴	6	Elective³	6

Elective ³	3		
Total Hours	15	Total Hours	12
OL/PS 4543	3		
OL/PS 4843	3		
⊕ Senior OL/PS 4643	3	OL/PS 4743	3
OL/PS 4943	3	OL/PS 4953	3
PS 3003 Project Design	3	PS 4003 Capstone Project	3
PSY 3093 Industrial Psychology	3	PSY 4043 Social Psychology	3
Technical Courses²	6	Technical Courses²	9
Elective³	3	Electives	6
Total Hours	15	Total Hours	15

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

²~~Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.~~

³At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁴Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Adult Learners in Organizations, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.

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Bachelor of Arts in Organizational Leadership

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
Elective* Social Sciences ¹	3	<u>Social Sciences</u> ^{1*}	3
Elective*	3	<u>Mathematics</u> ^{1*}	3
<u>PSY 2003 General Psychology</u> *	3	<u>PSY 2023 Consumer Psychology</u> *	3
<u>TECH 1001 Orientation to the University</u> *	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	<u>OL 3013 Foundations of Organizational Leadership</u> *	3
		<u>PSY 3063 Developmental Psychology I</u> *	3
		Elective	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
<u>OL 3133 Applied Principles of Personnel Management</u> *	3	<u>OL 3023 Professional Communications</u> *	3
<u>PSY 3163 Developmental Psychology II</u> *	3	<u>OL 3143 Applied Professional Research</u> *	3
<u>OL 4143 Nonprofit Governance</u> *	3	<u>OL 4243 Workplace Learning</u>	3
<u>OL 4343 Community Development</u> *	3	<u>OL 4443 Professional Leadership</u>	3
Elective	3		
Total Hours	15	Total Hours	12
Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
PSY 3093 Industrial Psychology*	3
OL 4543 Workplace Supervision*	3
OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
PSY 4043 Social Psychology*	3
OL 4743 Organizational Change	3
Electives*	6
Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-ID) Professional Studies - Interdisciplinary Studies

~~2018-19~~ **2020-2021**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
3	6	
3	6	
3	6	
3	6	
6	/	42
TOTAL ELECTIVE HOURS		60 42

Student's Name		
T#		
Major Requirements		Hrs
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4243 4343	
	4443 4543 4643	
	4743 4843 4943	
	4953	39
TOTAL HOURS		24 42

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Department of Professional Studies

Interdisciplinary Studies Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Electives ²⁻	6	Electives ²⁻	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Electives ²⁻	9	PS 3013 Professional Studies Seminar	3
		Electives ²⁻	6
Total Hours	15	Total Hours	15

⊕ Junior	<i>OL/PS 4143</i>	<i>OL/PS 4243</i>	<i>3</i>
	<i>04/PS 4343</i>	<i>OL/PS 4443</i>	<i>3</i>
<i>OL/</i> PS 3133 Applied Principles of Personnel Management	3	<i>OL/</i> PS 3023 Professional Communications	3
Professional Studies Professional Core Electives³	6	<i>OL/</i> PS 3143 Applied Professional Research	3
Electives ²	6	Electives²⁻	6
Total Hours	15	Total Hours	12

	OL/PS 4943	3	OL/PS 4953	3
	OL/PS 4534	3	OL/PS 4753	3
⊕ Senior	OL/PS 4643	3	OL/PS 4843	3
	PS 3003 Project Design	3	PS 4003 Capstone Project	3
	Electives ²	6	Electives ²	12
	Total Hours	15	Total Hours	15

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

²At least 40 of the total hours required for graduation must be 3000-4000 level courses.

³Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Adult Learners in Organizations, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.

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Bachelor of Arts in Organizational Leadership

Inter-College Program Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ¹	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ¹	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ¹	3
Electives – Career Field 1 [*]	3	Electives – Career Field 1 [*]	3
Electives – Career Field 2 [*]	3		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives – Career Field 1 [*]	3	OL 3013 Foundations of Organizational Leadership [*]	3
Electives – Career Field 2 [*]	6	Electives 0 Career Field 2	6
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management [*]	3	OL 3023 Professional Communications [*]	3
OL 4143 Nonprofit Governance [*]	3	OL 3143 Applied Professional Research [*]	3
OL 4343 Community Development [*]	3	OL 4243 Workplace Learning [†]	3
Electives – Career Field 1	6	OL 4443 Professional Leadership [*]	
Total Hours	15	Total Hours	12
Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
OL 4534 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3
Electives – Career Field 1	6
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Electives – Career Field 2	6
Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-PBR) Professional Studies - Public Relations

~~2018-19~~ **2020-2021**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
6		
3		
9		
3		
3		24
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
JOUR	3173 4033 4083	
COMM	3033 3073 4153	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following: 4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4243 4343	
	4443 4543 4643	
	4743 4843 4943	
	4953	39
TOTAL MAJOR HOURS		42
TOTAL HOURS		

Final Check: Min. hours required 120 Earned Hrs _____
 40 hours upper level _____ thru _____ minus P/C HRS _____
 # of "D" hours _____ thru _____ to be completed _____
 Max activity hours 4 _____ **TOTAL** _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Department of Professional Studies

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course²	3	Technical Course²	3
Elective ³	3	Elective	
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course²	3	OL 3013 RS 3013 Professional Studies Seminar	3
Elective ³	3	JOUR 3173 Public Relations Principles	3
	9-6	Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

OL/PS 4143 OL PS 4343		OL/PS 4443	3
OL/PS 3133 Applied Principles of Personnel Management	3	OL/PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	OL/PS 3143 Applied Professional Research	3
COMM 4153 Persuasive Theory and Audience Analysis	3	JOUR 4083 Computer Mediated Communications	3

Professional Studies Professional	6	Elective³	3
Core Electives⁴			
Total Hours	15	Total Hours	12
OL/PS 4643	3	OL/PS 4943	3
OL/PS 4943	3	OL/PS 4743	3
OL/PS 4243	3	OL/PS 4843	3
GL/PS 4543	3		
PS 3003 Project Design	3	PS 4003 Capstone Project	3
JOUR 4033 Community Journalism	3	COMM 3073 Group Communication	3
Technical Courses²	6	Technical Courses²	6
Elective³	3	Elective³	3
Total Hours	15	Total Hours	15

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

²~~Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.~~

³~~At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.~~

⁴~~Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Adult Learners in Organizations, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 and an upper division elective in order to meet the six (6) hours of electives requirement.~~

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Bachelor of Arts in Organizational Leadership

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>Mathematics</u> ^{1*}	3
Electives*	6	Elective*	3
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		JOUR 3173 Public Relations Principles*	3
		Elective*	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
COMM 3033 Interviewing Principles and Practices*	3	OL 3143 Applied Professional Research*	3
COMM 4153 Persuasive Theory and Audience Analysis*	3	JOUR 4083 Computer Mediated Communications*	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*			
Total Hours	15	Total Hours	12

• **Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
JOUR 4033 Community Journalism*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	

Total Hours 15

Spring

<i>OL 4943 Organizational Leadership Capstone*</i>	3
COMM 3073 Group Communication*	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Elective*	3

Total Hours 15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-WT) Professional Studies - Workforce Technology

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
3		
6		
3		
3		
6		21
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
COMS	2003 ^{OK} 3053 1003 2223	6 ¹²
BDA	2003 2013	6
BUAD	3123	3
MGMT	4073	3
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013	3
OL/PS	3023 3133 3143	
	4143 4243 4343	
	4443 4543 4643	
	4743 4843 4943	
	TOTAL MAJOR HOURS 4953	42 ³⁶
TOTAL HOURS		42 ⁶³

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

Department of Professional Studies

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
COMS 1003 Technical Course²	3	COMS 2003 Microcomputer Applications	3
Elective ³⁻	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

		COMS 2223	3
Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Courses²	3	PS 3013 Professional Studies Seminar	3
BDA 2003 Business Problem Solving	3	BDA 2013 Business Spreadsheet Modeling	3
Elective ³⁻	3	Elective ³⁻	3
Total Hours	15	Total Hours	15

⊕ Junior

		OL/PS 4143	3
		OL/PS 4343	3
		OL/PS 4243	3
OL/PS 3133 Applied Principles of Personnel Management	3	PS/OL 4443	3
BUAD 3123 Management	3	OL PS 3023 Professional Communications	3
Professional Studies Professional Core Electives⁴	6	64 PS 3143 Applied Professional Research	3
		MGMT 4073 Special Topics in Management	3

Elective³	3	Elective³	3
Total Hours	15	Total Hours	12
<hr/>			
⊕ Senior	3	3	3
OL/PS 4943	3	OL/PS 4953	3
OL/PS 4543	3	OL/PS 4743	3
OL/PS 4643	3	OL/PS 4843	3
PS 3003 Project Design	3	PS 4003 Capstone Project	3
COMS 3053 Implications of Technology on Society	3	Technical Courses²	9
Technical Courses²	6	Elective³	6
Elective³	3		
Total Hours	15	Total Hours	15

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

²~~Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.~~

³~~At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.~~

⁴~~Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Organizational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.~~

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Bachelor of Arts in Organizational Leadership

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ¹	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>MATH 1113</u> [*]	3
COMS 1003	3	COMS 2003 Microcomputer Applications*	3
Elective	3		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
BDA 2003 Business Problem Solving*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives*	6	COMS 2223 Introduction to Databases*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
BUAD 3123 Management*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	MGMT 4073 Special Topics in Management*	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership*	3
OL 4243 Workplace Learning*	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
COMS 3053 Implications of Technology on Society*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3	Electives*	6
Elective*	3		
Total Hours	15	Total Hours	15

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

Professional Studies Course Descriptions

PS 3001: Portfolio Development for Prior Learning Assessment

Prerequisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree.

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit.

Note: Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

~~PS 3003: Project Design~~ ^(OL) / 4943 *Applied Leadership Project*

Prerequisites: Successful completion of general education English requirement, PS 3143, and permission of the program advisor. ^(OL)

This course will provide an opportunity for the student to facilitate a process for identifying a specific problem in an actual industry or business environment relevant to the student's specialty area. The student will outline a formal plan of action for identifying the problem through the development of a needs assessment which identifies deficiencies or areas of improvement needed within the business. At the conclusion, the student will develop a strategic recommended plan of action based on the findings from the empirical research. The student will demonstrate presentation ability, appropriate leadership styles, critical thinking, and communications skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.

Note: Student must earn a grade of C or higher to enroll in PS 4003 / ^(OL) 4953

PS 3013: Professional Studies Seminar

Prerequisite: Successful completion of general education English requirement or permission of instructor.

This course is designed to introduce students to the field of professional studies and to the Bachelor of Professional Studies degree. Topics include: overview of the professional studies degree; survey of current issues in the professions; professional competencies and skills; career and academic program planning; learning and communicating online; academic writing and APA.

~~PS 3023: Professional Communications~~ ^(OL)

Prerequisites: Successful completion of the general education English requirement.

This course supports career fields which require competencies in advanced professional communication. Course includes principles of effective professional communication using technology to generate professionally-prepared materials including formal correspondence, brochures, public relations materials, graphics, and technical documents.

~~PS 3133: Applied Principles of Personnel Management~~ ^(OL)

Prerequisite: Successful completion of the general education English requirement.

This course supports the needs of professionals whose career fields require competencies in the area of human resources/personnel management. The focus of the course is on the practical application, essential theories, and process of personnel management from the perspective of a generalist. Course content will include the essential aspects of recruitment, selection, training, legal rights and responsibilities, compensation and appraisal.

(OL)
PS 3143: Applied Professional Research

Prerequisite: Successful completion of the general education English requirement ~~and PS 3013~~, or permission of instructor.

This course provides an overview of professional research fundamentals, including instruction in applying citations and appropriate statistics in professional settings. Topics covered include, but are not limited to, different types of research, the research process, ethics in research, reference citation models, and statistical concepts.

OL 4943/

Note: This course must be taken as a prerequisite for PS 3003 unless waived upon advisor approval.

~~tot 4003/~~
PS 4003: Capstone Project OL 4953 **Organizational Leadership Capstone**

Prerequisite: ~~PS 3003~~, with a grade of C or higher.

PS (OL) 4943/ PS 3003

PS 4003 Capstone Project is the concluding course for the Professional Studies degree program. In PS 4003, students develop an ePortfolio highlighting various competencies learned as a BPS student. The course prepares the BPS student with the skills, knowledge, and ability to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, understanding personal leadership styles, researching career options related to his/her concentration or focused area of study, working collaboratively with other students on competency-based case studies, and engaging in critical inquiry of the role Higher Education plays in one's life.

Note: Student must earn a grade of C or higher

(OL)
PS 4143: Nonprofit Governance

Prerequisite: Successful completion of the general education English requirement.

This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit sector, 3) the distinctive characteristics of nonprofit organizations, 4) the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff, 5) the dynamic environment of the contemporary nonprofit organization, and 6) the current issues of importance to nonprofit decision makers.

PS 4201,4202,4203,4204,4205,4206,4207,4208,4209,4210,4211,4212: Prior Learning Assessment Credit

Prerequisite: PS 3001

Based on a recommendation from the BPS Director/instructor and reviewed by the dean of Community Education and the Registrar, the portfolio assessment completed in PS 3001 will determine the number of hours that can be awarded for prior learning. This variable-credit course provides the opportunity for the student to enroll in the number of hours that were approved through the portfolio up to a maximum of 12 hours. Regular tuition charges will be applied.

Note: Credit for PS 4201-12 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

(OL)
PS 4243: Planning for Adult Learners **Workplace Learning**

Prerequisite: Successful completion of the general education English requirement.

This course provides the steps and processes required to apply a practical guide to planning education and training programs for adults in a variety of settings. The program planning model presented captures and reconfigures classical and current descriptions of the program planning process. The course explores, and

applies, a comprehensive 12-component model, the Interactive Model of Program Planning, with a focus on the practicality and usefulness as a technical description of the planning process, the emphasis on people being the heart of the process, and the importance of context as a centering point for action.

(OL)

PS 4343: Community Development

Prerequisite: Successful completion of the general education English requirement.

This course covers the basic principles and issues in community development in the United States. Topics include: the definition of community; community assessment; methods of planning and problem solving; community needs; community assets; and community activism; and evaluating community based organizations. Students will work individually and in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization.

(OL)

PS 4443: Professional Leadership

Prerequisite: Successful completion of the general education English requirement.

This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

(OL)

PS 4543: Workplace Supervision

Prerequisite: Successful completion of the general education English requirement.

This course provides an overview of various entry-level leadership and supervisory skills practiced by professionals in the public and private sector. The leadership skills identified will focus on the following competency areas: communication, employee coaching, project management, business analysis, continuous improvement, and resource management and how they pertain to front-line supervisors within the workplace.

(OL)

PS 4643: Occupational Globalization and Diversity

This course will discuss cultural (racial, gender, ethnic, religious) and global diversity in the workplace and classroom. Topics include cultural self-awareness, the impact of demographic changes and projections, issues in cross/intercultural settings, and theoretical perspectives of multicultural education. Applied strategies from personal, leadership, and management prospective will be explored.

(OL)

PS 4743: Organizational Change

This course is designed to provide students with both the conceptual framework and the practical skills needed to design, implement and evaluate effective organizational change. Uncertainty, complexity and rapidly changing organizational environments create the necessity for organizations to adapt in order to survive in the 21st century. Students will work individually or in groups to engage in various activities intended to illustrate or practice the skills involved in planning and implementing organizational change.

PS 4951,4952,4953,4954: Undergraduate Research in Professional Studies

Offered: On demand

Prerequisites: Successful completion of the general education English requirement and departmental approval.

Advanced students carry out independent research activity relating to a significant problem in a major field of study. Supervised by faculty member. Formal report and presentation required.

Note: One to four credits depending on problem selected and effort made.

PS 4991,4992,4993,4994: Special Problems in Professional Studies

Prerequisite: Successful completion of the general education English requirement.

This course is designed to address current issues and topics relevant to professional disciplines in the workforce. Content will be determined by contemporary trends and timely issues.

DEGREE AUDIT CHECK LIST

(BPS-PS-AB) Professional Studies - Agriculture Business

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
3		
9		
6		
6		
6/24		
TOTAL ELECTIVE HOURS		42

Student's Name		
<i>Course deleted by Agri</i>		
T#		
Major Requirements		Hrs
AGBU	2063 2073 <u>3133</u> 4003 4013 4023	18
<i>3233</i>		
Professional Core		
PS *3003 3013 3023 3133 3143 *4003		
PS (6 hrs) 4143 4243 4343 4443 4543 4643 4743 24		
*Must earn C or better		
<i>OL</i>	<i>3013 4963</i>	<i>6</i>
<i>OL/PS</i>	<i>3133 4143 4343</i>	
	<i>3023 3143 4443</i>	
	<i>4243 4543 4643</i>	
	<i>4743</i>	<i>30</i>
	<i>(OL 4943 or PS 3003)</i>	<i>3</i>
	<i>(OL 4953 or PS 4003)</i>	<i>3</i>
TOTAL MAJOR HOURS		42 <i>60</i>
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

Bachelor of Arts in Organizational Leadership

Agriculture Business Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
Elective*	3	<u>Mathematics</u> ^{1*}	3
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> *	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>AGBU 2063 Principles of Agricultural Macroeconomics</u>	3	<u>AGBU 2073 Principles of Agriculture Microeconomics</u>	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives ³	9	<u>OL 3013 Foundations of Organizational Leadership</u> *	3
		Elective ³	6
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
<u>OL 3133 Applied Principles of Personnel Management</u> *	3	<u>OL 3023 Professional Communications</u> *	3
<u>AGBU 3133 Intermediate Agricultural Macroeconomics</u>	3	<u>OL 3143 Applied Professional Research</u> *	3
<u>AGBU 4013 Agricultural Marketing</u>	3	<u>AGBU 4003 Agri-Business Management</u>	3
<u>OL 4143 Nonprofit Governance</u> *	3	<u>OL 4443 Professional Leadership</u> *	3
<u>OL 4343 Community Development</u> *	3		
Total Hours	15	Total Hours	12

Add:
AGBU
3233

Agri deleting course

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
<u>AGBU 4023 Agricultural Finance</u>	3	OL 4843 Training and Development*	3
OL 4243 Workplace Learning*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	Electives*	6
OL 4643 Occupational Globalization and Diversity*	3		
Total Hours	15	Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-CD) Professional Studies - Child Development

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #	/	3
SCIENCE	/	4
SCIENCE	/	4
US HIST/GOVT	/	3
SOC SCI	/	3
SOC SCI	/	3
FINE ART/HUM	/	3
FINE ART/HUM	/	3
COMM	/	3
TECH 1001 ♦	/	1
TOTAL GEN ED HOURS		36
Electives		
6		
9		
3		
1		
9/28		
TOTAL ELECTIVE HOURS		43

Student's Name		
T#		
Major Requirements		Hrs
ECE	2113 2313	
EDMD	3013	
ENGL	4723	
PSY	3063	
SEED	3552	17
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better OK	
OL	3013 4843	6
OL/PS	3133 4143 4343	
	3023 3143 4443	
	4543 4643 4743	27
	(OL 4943 or PS 3003)	3
	(OL 4953 or PS 4003)	3
TOTAL MAJOR HOURS		41 56
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

36
28

64

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

17
6
27
3

3
56

Bachelor of Arts in Organizational Leadership

Child Development Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ^{1*}	3
Elective	6	<u>ECE 2113 Basic Child Growth and Development</u> [*]	3
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ¹	3	<u>U.S. History/Government</u> ¹	3
<u>Fine Arts & Humanities</u> ¹	3	<u>Fine Arts & Humanities</u> ¹	3
Elective	9	OL 3013 Foundations of Organizational Leadership [*]	3
		PSY 3063 Developmental Psychology I [*]	3
		Elective	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management [*]	3	OL 3023 Professional Communications [*]	3
ECE 2313 Foundations and Theories in Early Childhood Education [*]	3	OL 3143 Applied Professional Research [*]	3
SEED 3552 Child and Adolescent Development [*]	2	OL 4443 Professional Leadership [*]	3
OL 4143 Nonprofit Governance [*]	3	OL 4543 Workplace Supervision [*]	3
OL 4343 Community Development [*]	3		

Fall		Spring	
Electives*	1		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Captstone*</i>	3
EDMD 3013 Integrating Instructional Technology*	3	ENGL 4723 Teaching People of Other Cultures*	3
OL 4643 Organizational Globalization and Diversity*	3	Electives	9
OL 4743 Organizational Change*	3		
OL 4843 Training and Development*	3		
Total Hours	15	Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-CRJ) Professional Studies - Criminal Justice

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #	/	3
SCIENCE	/	4
SCIENCE	/	4
US HIST/GOVT	/	3
SOC SCI	/	3
SOC SCI	/	3
FINE ART/HUM	/	3
FINE ART/HUM	/	3
COMM	/	3
TECH 1001 ♦	/	1
TOTAL GEN ED HOURS		36
Electives		
3		
9		
3		
3		
6/24		
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
CJ	2003 2043	
CJ/POLS	3023	
CJ/SOC	3033 3083 3103	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following: 4143 4243 4343 4443 4543 4643 4743)	24
*Must earn C or better		
OL	3013 4843	6
OL/PS	3133 4143 4343 3023 3143 4443 4243 4543 4643 4743	30
(OL 4943 or PS 3003)		3
(OL 4953 or PS 4003)		3
TOTAL MAJOR HOURS		42 60
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

36
24

60

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

18
6
30
3
3

60

Bachelor of Arts in Organizational Leadership

Criminal Justice Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
ENGL 1013 Composition I ^{1*}	3	ENGL 1023 Composition II ^{1*}	3
Science with Lab ^{1*}	4	Science with Lab ^{1,2*}	4
Social Sciences ^{1*}	3	Social Sciences ^{1*}	3
Elective*	3	Mathematics ^{1*}	3
CJ 2003 Introduction to Criminal Justice*	3	CJ 2043 Crime and Delinquency*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16
<hr/>			
Sophomore			
Fall		Spring	
Communication ^{1*}	3	U.S. History/Government ^{1*}	3
Fine Arts & Humanities ^{1*}	3	Fine Arts & Humanities ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		CJ/SOC 3083 Social Deviance*	3
		Elective*	3
Total Hours	15	Total Hours	15
<hr/>			
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
CJ/POLS 3023 Judicial Process*	3	OL 3143 Applied Professional Research*	3
CJ/PSY 3033 The Criminal Mind*	3	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4843 Training & Development	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12
<hr/>			
Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
CJ/SOC 3103 The Juvenile Justice System*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
Elective	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4643 Occupational Globalization and Diversity*	3
OL 4743 Organizational Change	3
Electives	6
Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-ID) Professional Studies - Interdisciplinary Studies

2018-19 Inter-College

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #	/	3
SCIENCE	/	4
SCIENCE	/	4
US HIST/GOVT	/	3
SOC SCI	/	3
SOC SCI	/	3
FINE ART/HUM	/	3
FINE ART/HUM	/	3
COMM	/	3
TECH 1001 ♦	/	1
TOTAL GEN ED HOURS		36
Electives		
3	6	
3	6	
3	6	
3	6	
6	42	
TOTAL ELECTIVE HOURS		60

Student's Name		
T#		
Major Requirements		Hrs
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013 4843	6
OL/PS	3133 4143 4343	
	3023 3143 4243	
	4443 4543 4643	
	4743	30
	(OL4943 or PS3003)	3
	(OL4953 or PS4003)	3
TOTAL HOURS		24

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

36
42

78

6
30
3
3

42

42

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

Bachelor of Arts in Organizational Leadership

Inter-College Program Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ¹	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ¹	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ¹	3
Electives – Career Field 1 [*]	3	Electives – Career Field 1 [*]	3
Electives – Career Field 2 [*]	3		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives – Career Field 1 [*]	3	OL 3013 Foundations of Organizational Leadership [*]	3
Electives – Career Field 2 [*]	6	Electives – Career Field 2	6
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management [*]	3	OL 3023 Professional Communications [*]	3
OL 4143 Nonprofit Governance [*]	3	OL 3143 Applied Professional Research [*]	3
OL 4343 Community Development [*]	3	OL 4243 Workplace Learning [*]	3
Electives – Career Field 1	6	OL 4443 Professional Leadership [*]	
Total Hours	15	Total Hours	12

• **Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
OL 4534 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3
Electives – Career Field 1	6
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Electives – Career Field 2	6
Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-IOP) Professional Studies - Industrial/Organizational Psychology

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #	/	3
SCIENCE	/	4
SCIENCE	/	4
US HIST/GOVT	/	3
SOC SCI	/	3
SOC SCI		3
FINE ART/HUM	/	3
FINE ART/HUM	/	3
COMM	/	3
TECH 1001 ♦	/	1
		33
TOTAL GEN ED HOURS		36
Electives		
3		
3		
9		
3		
3 / 21		
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
PSY **	2003 2023 3063 3093 3163 4043	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following: 4143 4243 4343 4443 4543 4643 4743)	24
*Must earn C or better		
OL	3013 4843	6
OL/PS	3133 4143 4343	
	3023 3143 4243	
	4443 4543 4643	
	4743	30
	(OL4943 or PS3013)	3
	(OL4953 or PS4003)	3
TOTAL MAJOR HOURS		42 60
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

33
27

60

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

30
18
6
3
3

60

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

Bachelor of Arts in Organizational Leadership

Industrial/Organizational Psychology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I^{1*}</u>	3	<u>ENGL 1023 Composition II^{1*}</u>	3
<u>Science with Lab^{1*}</u>	4	<u>Science with Lab^{1*}</u>	4
Elective*	3	<u>Social Sciences^{1*}</u>	3
Elective*	3	<u>Mathematics^{1*}</u>	3
<u>PSY 2003 General Psychology*</u>	3	PSY 2023 Consumer Psychology*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication^{1*}</u>	3	<u>U.S. History/Government^{1*}</u>	3
<u>Fine Arts & Humanities^{1*}</u>	3	<u>Fine Arts & Humanities^{1*}</u>	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		PSY 3063 Developmental Psychology I*	3
		Elective	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
PSY 3163 Developmental Psychology II*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	OL 4243 Workplace Learning	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership	3
Elective	3		
Total Hours	15	Total Hours	12
Senior			

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
PSY 3093 Industrial Psychology*	3	PSY 4043 Social Psychology*	3
OL 4543 Workplace Supervision*	3	OL 4743 Organizational Change	3
OL 4843 Training & Development*	3	Electives*	6
OL 4643 Occupational Globalization and Diversity*	3		
Total Hours	15	Total Hours	15

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

DEGREE AUDIT CHECK LIST

(BPS-PS-PBR) Professional Studies - Public Relations

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #	/	3
SCIENCE	/	4
SCIENCE	/	4
US HIST/GOVT	/	3
SOC SCI	/	3
SOC SCI	/	3
FINE ART/HUM	/	3
FINE ART/HUM	/	3
COMM	/	3
TECH 1001 ♦	/	1
TOTAL GEN ED HOURS		36
Electives		
	6	
	3	
	9	
	3 /	
	3 / 24	
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
JOUR	3173 4033 4083	
COMM	3033 3073 4153	18
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following: 4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013 4843	6
OL/PS	3153 4143 4343	
	3023 3143 4443	
	4243 4543 4643	
	4743	30
	(OL 4943 or PS 3003)	3
	(OL 4953 or PS 4003)	3
TOTAL MAJOR HOURS		42
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

36
24

60

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

18
6
30
3
3

60

Bachelor of Arts in Organizational Leadership

Public Relations Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>Mathematics</u> ^{1*}	3
Electives*	6	Elective*	3
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		JOUR 3173 Public Relations Principles*	3
		Elective*	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
COMM 3033 Interviewing Principles and Practices*	3	OL 3143 Applied Professional Research*	3
COMM 4153 Persuasive Theory and Audience Analysis*	3	JOUR 4083 Computer Mediated Communications*	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*			
Total Hours	15	Total Hours	12

• **Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
JOUR 4033 Community Journalism*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	

Total Hours **15**

Spring

<i>OL 4943 Organizational Leadership Capstone*</i>	3
COMM 3073 Group Communication*	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Elective*	3

Total Hours **15**

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

DEGREE AUDIT CHECK LIST

(BPS-PS-WT) Professional Studies - Workforce Technology

2018-19

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
6		
3		
3		
6/1/18		
3 short should be 21		
TOTAL ELECTIVE HOURS		42

Student's Name		
T#		
Major Requirements		Hrs
COMS	2003 3053 1003 2223	6 12
BDA	2003 2013	6 3
BUAD	3123	3
MGMT	4073	3
Professional Core		
PS	*3003 3013 3023 3133 3143 *4003	
PS	(6 hrs from the following:	
	4143 4243 4343 4443 4543 4643 4743)	24
	*Must earn C or better	
OL	3013 4843	6
OL/PS	3133 4143 4343 4243	
	3023 3143 4443 4543	
	4643 4743	30
TOTAL MAJOR HOURS		42
TOTAL HOURS		

Final Check:

Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

(OL 4943 or PS 3003)
(OL 4953 or PS 4003)
 Earned Hrs _____ **33**
 minus P/C HRS _____
 to be completed _____
TOTAL _____ **63**

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

**3 hrs short
 need to plot in matrix**

3 hrs
Short

Bachelor of Arts in Organizational Leadership

Workforce Technology Concentration

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ¹	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>MATH 1113</u> [*]	3
COMS 1003 <i>Elective*</i>	3	COMS 2003 Microcomputer Applications*	3
Total Hours	17 17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
BDA 2003 Business Problem Solving*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives*	6	COMS 2223 Introduction to Databases*	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
BUAD 3123 Management*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	MGMT 4073 Special Topics in Management*	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership*	3
OL 4243 Workplace Learning*	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
COMS 3053 Implications of Technology on Society*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3	Electives*	6
Elective*	3		
Total Hours	15	Total Hours	15

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

Architects Named for Upcoming Projects

May 16, 2019

Architecture firms for a planned construction project and a planned renovation project at Arkansas Tech University were selected by the ATU Board of Trustees during its meeting at the Ross Pendergraft Library and Technology Center on Thursday, May 16.

Miller Boskus Lack of Fayetteville will be the lead architecture firm in the development of plans for a student union and recreation center. Personnel from the Dallas, Texas, location of SmithGroup will assist in planning the facility.

Trustees selected Little Rock-based firm WER Architects to plan a renovation of the former swimming pool area in the Hull Physical Education Building. Once complete, the renovated space will provide a multi-purpose area with lounge, event and recreation facilities for ATU students.

In other business on Thursday, the ATU Board of Trustees approved:

*the 2019-20 operating budget for the university, including tuition and fee rates on the Russellville and Ozark campuses (click to read more);

*approval to move forward with next steps for a new campus entrance project at the east corridor off North Arkansas Avenue near Tucker Coliseum, including continued conversations with the City of Russellville and the Arkansas Department of Transportation;

*a resolution expressing the willingness of ATU to utilize federal aid Transportation Alternatives Program (TAP) grant funds as part of its planned campus entrance project;

*a transfer of \$4.56 million from fund balances to cover the costs of renovations to the Hull Physical Education Building, Hughes Hall, Baswell Technology, lab vent hoods in McEver Hall and Chambers Cafeteria;

*closure of Lake Point Conference Center effective Sept. 30, 2019, and placement of the facility, as well as the adjacent Center for Leadership and Learning building, on the market for sale;

*a transfer of the remaining farm operations, technology and telecom unexpended funds from the current operating budget as of June 30 to reserve accounts;

*a proposal by the College of eTech and the Department of Professional Studies to reconfigure the Bachelor of Professional Studies degree into a new Bachelor of Arts degree in organizational leadership effective spring 2020;

*updates to the university course catalog and faculty handbook, as proposed by the Faculty Senate, regarding student class attendance policies and procedures;

*parking regulations on the ATU campus in Russellville for 2019-20;

*student affairs fees and fines for 2019-20;

*a 0.7 percent decrease in residence hall rates for 2019-20;

*a 4 percent increase in on-campus meal plan rates for 2019-20;

*the 2019-20 schedule of events for the ATU Department of Diversity and Inclusion;

*a university ethics policy drafted by faculty and staff representatives and consistent with accreditation standards set forth by The Higher Learning Commission;

*utilization of unappropriated funds from the Ozark campus bookstore to assist with annual operating costs for food service operations at the Ozark campus;

*and a transfer of \$154,084 from unappropriated educational and general funds to infrastructure reserve accounts on the Ozark campus.

Trustees voted unanimously to extend the rolling three-year contract of Dr. Robin E. Bowen, president, for an additional year. Tom Kennedy, vice chairman of the board, commented that trustees are "very pleased" with her performance in leading the institution.

The board offered to provide the raise stipulated in Bowen's contract, but she declined those terms and asked to receive a lower raise (1 percent) that is commensurate with the raise that all other ATU employees will receive in 2019-20. The board agreed to her request.

In other personnel matters, trustees approved hiring the following new, full-time employees:

*Dr. C. Soumia Amrine, assistant professor of chemistry, for the 2019-20 academic year; Drew Dickey, assistant director of facilities management, effective March 25, 2019; Dr. Barbara Johnson, vice president for academic affairs and professor of college student personnel, effective July 1, 2019; Tanya Martin, project/program administrator in the Office of Human Resources, effective April 15, 2019; Josh Lawson, assistant football coach and defensive coordinator, effective April 1, 2019; Dr. William Morelan, assistant professor of educational leadership, for the 2019-20 academic year; Dr. Azin Sanjari Pirmahaleh, assistant professor of mathematics, for the 2019-20 academic year; Frances Roberson, assistant professor of theatre and film and technical director of theatre, for the 2019-20 academic year; Dr. Xinli Xiao, assistant professor of mathematics, for the 2019-20 academic year; and Dr. Hye Sun You, assistant professor of physical science, for the 2019-20 academic year.

Two faculty members who have been serving in administrative roles on an interim basis received those appointments on a permanent basis. Dr. Tim Carter, professor of curriculum and instruction, will be associate dean for the College of Education and Dr. Aaric Williams, associate professor of college student personnel, will be head of the Department of College Student Personnel as of July 1, 2019.

Two administrators seeking a return to full-time teaching had those requests granted by the board. Dr. Jeff Woods, professor of history, will step down as dean of the College of Arts and Humanities and Dr. Jason Warnick, professor of psychology, will step down as assistant vice president for student success as of July 1, 2019.

The board accepted resignations from the following individuals:

*Dr. Xiang Chen, assistant professor of emergency management, effective Aug. 9, 2019; Dr. Dana Fox, incoming dean of the Graduate College, effective May 16, 2019; Dr. Deborah Leslie, assistant professor of geology, effective July 31, 2019; Clay Moore, coordinator of event and building management in the Department of Campus Life, effective May 18, 2019; Darla Sparacino, associate professor of health information management, effective May 11, 2019; and Holli Weiss, assistant dean for student wellness and Title IX deputy coordinator, effective June 30, 2019.

Trustees accepted retirement notices from Dr. Pamela Carr, professor of accounting, effective Dec. 31, 2019; and Dr. Kim Troboy, professor of management information systems and interim head of the Department of Management and Marketing, effective June 30, 2019.

Carr has served on the ATU faculty since 1991, while Troboy has taught at Arkansas Tech since 2002.

<https://www.arkansastechnews.com/architects-named-for-construction-renovation/>



Division of Higher Education

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Johnny Key
Secretary

Maria Markham, Ph.D.
Director

December 3, 2019

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 October 25, 2019, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Bachelor of Professional Studies in Professional Studies (DC 1871; CIP 30.9999) reconfigured to create the Bachelor of Arts in Organizational Leadership with concentrations in Agriculture Business; Child Development; Criminal Justice; Industrial/Organizational Psychology; Inter-College; Public Relations; Workforce Technology (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Spring 2020)

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

DC – Degree Code