Curriculum Committee
AGENDA
Monday, August 17, 2020
Virtual WebEx Meeting
Noon

I. Call to Order

II. New Business

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

2020-21 Curriculum Committee members include:

Completing Last Year of 2 Year Term:
Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young (NHS)

Newly Elected for 2 Year Term:
Dr. Ernest Enchelmayer (AH)
Dr. Nina Goza (BA)
Dr. Timothy Leggett (ED)
Dr. Dong Soo Lee (EAS)
Dr. Jeremy Schwehm (SN)
Dr. Jackie Bowman (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

1. College of Arts & Humanities – Department of Communication & Journalism

    a. Add the Certificate of Proficiency in Technical and Professional Communication.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3612: Manufacturing Laboratory; and
    b. Add the Associate of Science in Manufacturing.

3. College of eTech – Department of Professional Studies

    a. Add OL 4043: Ethical Leadership;
    b. Delete the Curriculum in Organizational Leadership Workforce Technology Concentration; and
    c. Add the Emergency Management Concentration to the Curriculum in Organizational Leadership.

C. Fall meetings will be held via WebEx at 3 p.m. on the following dates:

Tuesday, September 22, 2020
Tuesday, October 27, 2020
Tuesday, November 24, 2020

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 17, 2020, at noon via WebEx. The following are members of the committee:

2020-21 Curriculum Committee members include:

Completing Last Year of 2 Year Term:
Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young (NHS)

Newly Elected for 2 Year Term:
Dr. Ernest Enchelmayer (AH)
Dr. Nina Goza (BA)
Dr. Timothy Leggett (ED)
Dr. Dong Soo Lee (EAS)
Dr. Jeremy Schwehm (SN)
Dr. Jackie Bowman (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)

All committee members were present. The following were present to answer questions regarding curriculum proposals: Dr. Jeff Cass, Mr. Anthony Caton, Dr. Judy Cezeaux, Dr. John Krohn, and Dr. Jeff Aulgur. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

After the membership list was read, Dr. Young called the meeting to order and asked for nominations for the chair elect and secretary positions. Dr. Bowman agreed to serve as chair elect position. Dr. Schwehm agreed to serve in the secretary position. By acclamation, Dr. Bowman and Dr. Schwehm were approved as chair elect and secretary, respectively.

OLD BUSINESS: No old business

NEW BUSINESS:

CURRICULAR ITEMS

Motion by Dr. Schwehm, seconded by Ms. Saxton, to open discussion for the proposal from College of Arts and Humanities – Department of Communications. Motion approved. After discussion, motion by Dr. Leggett, seconded by Dr. Goza, to approve the below proposal. Motion approved.

1. College of Arts & Humanities – Department of Communication & Journalism

    a. Add the Certificate of Proficiency in Technical and Professional Communication.

Motion by Dr. Schwehm, seconded by Dr. Bowman, to open discussion for all proposals from College of Engineering and Applied Sciences – Department of Mechanical Engineering. The committee requested assessment information for the course addition and a signed department support form from the Department of Mathematics for the new program proposal. Motion by Dr. Schwehm, seconded by Dr. Bowman, to table the item until receiving the items. Because Curriculum Committee approval of new programs is required in August to make the ADHE approval deadline, it was determined an email vote could be taken to approve the proposals so the items could be placed on the September Faculty Senate agenda. Motion approved to table items.

2. College of Engineering and Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3612: Manufacturing Laboratory; and
    b. Add the Associate of Science in Manufacturing.

Motion by Dr. Goza, seconded by Dr. Schwehm, to consider all proposal from College of eTech – Department of Professional Studies. After discussion, motion by Dr. Goza, seconded by Dr. Schwehm, to approve the below proposals. It was noted the department support form was not scanned with the proposals. Ms. Weaver indicated she had the form and would scan the form prior to Faculty Senate review. Motion approved.

3. College of eTech – Department of Professional Studies

    a. Add OL 4043: Ethical Leadership;
    b. Delete the Curriculum in Organizational Leadership Workforce Technology Concentration; and
    c. Add the Emergency Management Concentration to the Curriculum in Organizational Leadership.

ANNOUNCEMENTS AND INFORMATION ITEMS

A. Ms. Weaver announced the Fall meetings would be held vis WebEx on the following dates and times:

Tuesday, September 22, 2020
Tuesday, October 27, 2020
Tuesday, November 24, 2020

B. Ms. Weaver explained proposals requiring ADHE approval were considered at this August meeting to ensure all committee approvals are received in time to meet the catalog deadline. August proposals approved by the Curriculum Committee would be submitted for approval to the September Faculty Senate and October Board of Trustees. After approval, the proposals would be sent to ADHE by their November 1 deadline. The ADHE Coordinating Board meets in January. The catalog goes live March 1. All other proposals would be submitted to the September Curriculum Committee except for teacher licensure proposals. The Teacher Education Council will consider proposals involving teacher licensure in September so the Curriculum Committee would consider the proposals for approval in October Curriculum Committee.

ADJOURNMENT

Adjourned at 12:41 p.m.

EMAIL VOTE:

On August 24, 2020, Ms. Weaver notified the Curriculum Committee that the assessment information and departmental support form from the Department of Mathematics was included with the proposals from College of Engineering and Applied Sciences – Department of Mechanical Engineering and the departmental support form from the Department of Emergency Management was included with the proposals from College of eTech – Department of Professional Studies. Approval was the tabled item was requested by an email vote. After receipt of emails from committee members, motion approved for the following proposals:

College of Engineering and Applied Sciences – Department of Mechanical Engineering

a. Add MCEG 3612: Manufacturing Laboratory; and
b. Add the Associate of Science in Manufacturing.

Tammy Weaver

From: Jason Ulsperger
Sent: Tuesday, August 25, 2020 10:23 AM
To: Tammy Weaver
Subject: Re: Curriculum Committee Meeting - Email Meeting

I approve.

Jason S. Ulsperger, Ph.D.
Region VI Representative, AKD
Advisor, Alpha Phi Sigma
Professor of Sociology
Department of Behavioral Sciences
Witherspoon Hall 355
Arkansas Tech University
Russellville, AR 72801
(479) 968-0464

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, August 24, 2020 4:31 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Anthony Caton <acaton@atu.edu>; Jeffrey Cass <jcass@atu.edu>; John Krohn <jkrohn@atu.edu>; Judy Cezeaux <jcezeaux@atu.edu>; Jeff Aulgur <jaulgur@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>; Nina Goza <ngoza@atu.edu>
Subject: Curriculum Committee Meeting - Email Meeting

Curriculum Committee

I have added the following information to the curriculum proposals as discussed during the August 17th meeting:

Items Tabled until Receipt of Assessment Information and Support Form:

1. MCEG 3612: Manufacturing Laboratory – assessment
2. Associate of Science in Manufacturing – assessment and signed support form

Item Amended to Approve at Receipt of Support Form

3. Bachelor of Arts Organizational Management Emergency Management – signed support form

ACTION ITEM: The committee tabled item #2 from the College of Engineering & Applied Sciences – Department of Mechanical Engineering to Add MCEG 3612: Manufacturing Laboratory; and Add the Associate of Science in Manufacturing. Please review assessment items and cast your electronic vote to approve or deny the proposals.

Tammy Weaver

From: Efosa C. Idemudia
Sent: Monday, August 31, 2020 10:28 AM
To: Mohamed Ibrahim; Nina Goza; Tammy Weaver
Cc: Brent Etzel; Christine Austin; David Hoelzeman; Dong Soo Lee; Ernest Enchelmayer; Jacqueline Bowman; Jason Ulsperger; Jeremy Schwehm; Jessica Young; Jordan Thibodeaux; Timothy Leggett; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Jennifer Saxton; Michelle McMinn; Pat Chronister; Sherry Tinerella
Subject: Re: Curriculum Committee - Proposal Approval Needed

Approved...

Thank you and have a fantastic day, every day.
Efosa

ARKANSAS TECH UNIVERSITY

Efosa C. Idemudia, MBA, Ph.D.
Fulbright Scholar & Carnegie Fellow
Associate Editor, The African Journal of Information Systems
Associate Editor, The International Journal of Semiotics and Visual Rhetoric (IJSVR)
Associate Editor, The International Journal of Risk and Contingency Management (IJRCM)
Member of the Editorial Board, Electronic Markets--The International Journal on Networked Business
Member of the Editorial Board, International Journal of Technology Diffusion
Member of the Editorial Board, Journal of Information Technology Management
Associate Editor, International Journal of Risk and Contingency Management
Member of the Editorial Board, Journal of the Southern Association for Information Systems

Tammy Weaver

From: Mohamed Ibrahim
Sent: Monday, August 31, 2020 10:07 AM
To: Nina Goza; Tammy Weaver
Cc: Brent Etzel; Christine Austin; David Hoelzeman; Dong Soo Lee; Efosa C. Idemudia; Ernest Enchelmayer; Jacqueline Bowman; Jason Ulsperger; Jeremy Schwehm; Jessica Young; Jordan Thibodeaux; Timothy Leggett; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Jennifer Saxton; Michelle McMinn; Pat Chronister; Sherry Tinerella
Subject: RE: Curriculum Committee - Proposal Approval Needed

I vote to approve the proposals.
Thank you
Mohamed

Mohamed Ibrahim, PhD
Director, Master of Education: Instructional Design & Technology
Associate Professor of Curriculum and Instruction
College of Education
Arkansas Tech University
(479) 964-0583 ext. 2452
mibrahim1@atu.edu
https://mohamedibrahi7.wixsite.com/dribrahim

From: Nina Goza <ngoza@atu.edu>
Sent: Monday, August 31, 2020 9:27 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>
Subject: RE: Curriculum Committee - Proposal Approval Needed

I vote to approve the addition of MCEG 3612 and approve the addition of the Associate of Science in Manufacturing.

From: Tammy Weaver
Sent: Friday, August 28, 2020 3:27 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Nina Goza <ngoza@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister

Tammy Weaver

From: David Hoelzeman <dhoelzeman@atu.edu>
Sent: Monday, August 31, 2020 11:50 AM
To: Tammy Weaver
Subject: Re: Curriculum Committee - Proposal Approval Needed

I also vote to approve the addition of MCEG 3612 and approve the addition of the Associate of Science in Manufacturing.

Dr. H

On 8/28/2020 3:27 PM, Tammy Weaver wrote:
> Curriculum Committee
>
> I have added the following information to the curriculum proposals as
> discussed during the August 17th meeting:
>
> Items Tabled until Receipt of Assessment Information and Support Form:
>
> 1. MCEG 3612: Manufacturing Laboratory – assessment 2. Associate of
> Science in Manufacturing – assessment and signed
> support form
>
> Item Amended to Approve at Receipt of Support Form
>
> 3. Bachelor of Arts Organizational Leadership Emergency Management –
> signed support form
>
> ACTION ITEM:The committee tabled item #2 from the College of
> Engineering & Applied Sciences – Department of Mechanical Engineering
> to Add MCEG
> 3612: Manufacturing Laboratory; and Add the Associate of Science in
> Manufacturing. Please review assessment items and cast your
> electronic vote to approve or deny the proposals.
>
> Curriculum proposals are located on the Curriculum web site at the
> following web
> address:https://nam02.safelinks.protection.outlook.com/?url=https%3A%2
> F%2Fwww.atu.edu%2Fregistrar%2F2021CatalogCurriculumProposals.php&d
> ata=02%7C01%7Ctweaver%40atu.edu%7Cf992a2bd54c74f79068008d84dcdeef8%7C7
> db7ffd2db6d4416bd6d71f1de7994d2%7C1%7C0%7C637344894167602900&sdata
> =tas2f1qQ5wjzI3G8HCEG6njtsmKZiQdWatARW%2Bex9pc%3D&reserved=0
> <https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww
> .atu.edu%2Fregistrar%2F2021CatalogCurriculumProposals.php&data=02%
> 7C01%7Ctweaver%40atu.edu%7Cf992a2bd54c74f79068008d84dcdeef8%7C7db7ffd2
> db6d4416bd6d71f1de7994d2%7C1%7C0%7C637344894167602900&sdata=tas2f1
> qQ5wjzI3G8HCEG6njtsmKZiQdWatARW%2Bex9pc%3D&reserved=0>
>
> Please note that bookmarks have been set up on the PDF file to help

Tammy Weaver

From: Jessica Young
Sent: Sunday, August 30, 2020 11:22 AM
To: Tammy Weaver
Subject: Re: Curriculum Committee - Proposal Approval Needed

I vote to approve.

Jessica Conry Young, PhD
Director, Arkansas Junior Science and Humanities Symposium
Associate Professor of Physics
Arkansas Tech University
Russellville, AR 72801

From: Tammy Weaver <tweaver@atu.edu>
Sent: Friday, August 28, 2020 3:27 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Nina Goza <ngoza@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Subject: Curriculum Committee - Proposal Approval Needed

Curriculum Committee

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ACTION ITEM: The committee tabled item #2 from the College of Engineering & Applied Sciences – Department of Mechanical Engineering to Add MCEG 3612: Manufacturing Laboratory; and Add the Associate of Science in Manufacturing. Please review assessment items and cast your electronic vote to approve or deny the proposals.

Curriculum proposals are located on the Curriculum web site at the following web address: https://www.atu.edu/registrar/2021CatalogCurriculumProposals.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.

Tammy Weaver

From: Nina Goza
Sent: Monday, August 31, 2020 9:27 AM
To: Tammy Weaver
Cc: Brent Etzel; Christine Austin; David Hoelzeman; Dong Soo Lee; Efosa C. Idemudia; Ernest Enchelmayer; Jacqueline Bowman; Jason Ulsperger; Jeremy Schwehm; Jessica Young; Jordan Thibodeaux; Mohamed Ibrahim; Timothy Leggett; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Jennifer Saxton; Michelle McMinn; Pat Chronister; Sherry Tinerella
Subject: RE: Curriculum Committee - Proposal Approval Needed

I vote to approve the addition of MCEG 3612 and approve the addition of the Associate of Science in Manufacturing.

From: Tammy Weaver
Sent: Friday, August 28, 2020 3:27 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Nina Goza <ngoza@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Subject: Curriculum Committee - Proposal Approval Needed

Curriculum Committee

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Item Amended to Approve at Receipt of Support Form

3. Bachelor of Arts Organizational Leadership Emergency Management – signed support form

ACTION ITEM: The committee tabled item #2 from the College of Engineering & Applied Sciences – Department of Mechanical Engineering to Add MCEG 3612: Manufacturing Laboratory; and Add the Associate of Science in Manufacturing. Please review assessment items and cast your electronic vote to approve or deny the proposals.

Tammy Weaver

From: Timothy Leggett
Sent: Monday, August 31, 2020 11:18 AM
To: Efosa C. Idemudia; Mohamed Ibrahim; Nina Goza; Tammy Weaver
Cc: Brent Etzel; Christine Austin; David Hoelzeman; Dong Soo Lee; Ernest Enchelmayer; Jacqueline Bowman; Jason Ulsperger; Jeremy Schwehm; Jessica Young; Jordan Thibodeaux; Karen Riddell; Alexis Scrimshire; Andrea Eubanks; Brandi Tripp; Jennifer Saxton; Michelle McMinn; Pat Chronister; Sherry Tinerella
Subject: RE: Curriculum Committee - Proposal Approval Needed

I also vote to approve the addition of MCEG 3612 and approve the addition of the Associate of Science in Manufacturing.

Dr. Timothy W. Leggett
Associate Professor of Curriculum and Instruction
Program Director, A.S. in Early Childhood Education Degree
Arkansas Tech University
College of Education
Department of Curriculum and Instruction
Room 131
Crabaugh Building
1310 North El Paso Avenue
Russellville, AR 72801-2222
tleggett@atu.edu
(479) 968-0425
(479) 964-0542 Fax
(479) 964-0811 Fax

From: Efosa C. Idemudia <eidemudia@atu.edu>
Sent: Monday, August 31, 2020 10:28 AM
To: Mohamed Ibrahim <mibrahim1@atu.edu>; Nina Goza <ngoza@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>
Subject: Re: Curriculum Committee - Proposal Approval Needed

Approved…

Thank you and have a fantastic day, every day.
Efosa

Tammy Weaver

From: Dong Soo Lee
Sent: Monday, August 31, 2020 1:40 PM
To: Tammy Weaver
Subject: Re: Curriculum Committee - Proposal Approval Needed

I vote to approve the proposals. 👍

Sincerely,

Dong-Soo Lee, Ph.D.

Associate Professor, Parks, Recreation and Hospitality Administration
Arkansas Tech University
Williamson Rm.102
1205 N. El Paso Ave. Russellville, AR 72801
Phone: 479-968-0607
Fax: 479-968-0600
Email: dlee13@atu.edu

From: Tammy Weaver <tweaver@atu.edu>
Sent: Friday, August 28, 2020 3:27 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Nina Goza <ngoza@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>; Tammy Weaver <tweaver@atu.edu>
Subject: Curriculum Committee - Proposal Approval Needed

Curriculum Committee

I have added the following information to the curriculum proposals as discussed during the August 17th meeting:

Items Tabled until Receipt of Assessment Information and Support Form:

1. MCEG 3612: Manufacturing Laboratory – assessment
2. Associate of Science in Manufacturing – assessment and signed support form

Item Amended to Approve at Receipt of Support Form

3. Bachelor of Arts Organizational Leadership Emergency Management – signed support form

ACTION ITEM: The committee tabled item #2 from the College of Engineering & Applied Sciences – Department of Mechanical Engineering to Add MCEG 3612: Manufacturing Laboratory; and Add the Associate of Science in Manufacturing. Please review assessment items and cast your electronic vote to approve or deny the proposals.

Tammy Weaver

From: Jeremy Schwehm
Sent: Tuesday, August 25, 2020 3:20 PM
To: Tammy Weaver
Subject: RE: Curriculum Committee Meeting - Email Meeting

Vote to approve both items.

From: Tammy Weaver <tweaver@atu.edu>
Sent: Monday, August 24, 2020 6:55 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Anthony Caton <acaton@atu.edu>; Jeffrey Cass <jcass@atu.edu>; John Krohn <jkrohn@atu.edu>; Judy Cezeaux <jcezeaux@atu.edu>; Jeff Aulgur <jaulgur@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Brent Etzel <betzel@atu.edu>; Christine Austin <caustin@atu.edu>; David Hoelzeman <dhoelzeman@atu.edu>; Dong Soo Lee <dlee13@atu.edu>; Efosa C. Idemudia <eidemudia@atu.edu>; Ernest Enchelmayer <eenchelmayer@atu.edu>; Jacqueline Bowman <jbowman@atu.edu>; Jason Ulsperger <julsperger@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; Jessica Young <jyoung35@atu.edu>; Jordan Thibodeaux <jthibodeaux@atu.edu>; Mohamed Ibrahim <mibrahim1@atu.edu>; Timothy Leggett <tleggett@atu.edu>; Jennifer Saxton <jsaxton@atu.edu>; Karen Riddell <kriddell@atu.edu>; Alexis Scrimshire <ascrimshire@atu.edu>; Andrea Eubanks <aeubanks3@atu.edu>; Brandi Tripp <btripp@atu.edu>; Michelle McMinn <mmcminn@atu.edu>; Pat Chronister <pchronister@atu.edu>; Sherry Tinerella <stinerella@atu.edu>; Nina Goza <ngoza@atu.edu>
Subject: RE: Curriculum Committee Meeting - Email Meeting

Please see the correction below. The degree should be Bachelor of Organizational Leadership Emergency Management.

Curriculum Committee

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1. MCEG 3612: Manufacturing Laboratory – assessment
2. Associate of Science in Manufacturing – assessment and signed support form

Item Amended to Approve at Receipt of Support Form

3. Bachelor of Arts Organizational Leadership ~~Management~~ Emergency Management – signed support form

ACTION ITEM: The committee tabled item #2 from the College of Engineering & Applied Sciences – Department of Mechanical Engineering to Add MCEG 3612: Manufacturing Laboratory; and Add the Associate of Science in Manufacturing. Please review assessment items and cast your electronic vote to approve or deny the proposals.

Curriculum proposals are located on the Curriculum web site at the following web address:
https://www.atu.edu/registrar/2021CatalogCurriculumProposals.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.

AGENDA
FACULTY SENATE
SEPTEMBER 8, 2020
3:00 p.m.

I. Call to Order
   A. Approval of the minutes of the August 18, 2020 meeting

II. New Business

   A. Curricular Items
      https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php
   B. General Education Committee Memo (see attached)
   C. Certificate of completion for student evals (Laffoon)
   D. Professional Development Grant policy revisions (Reed/Schwem)
   E. Popular Vote for Chair of Senate (Eshelman)
   F. Faculty/Board of Trustees Communication Opportunities
   G. Faculty Senate Choice Award (Eshelmann)

III. Old Business
   A. VPAA update
   B. Handbook revisions (Schwehm/Huss)
   C. Tuition Waiver Policy (Eshelman)
   D. Concerns related to the primacy of academics / Provost (Eshelman)
   E. Evaluation of deans and department heads (Hilliard)

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2020-2021 Faculty Senate was held at 3:00 p.m. on Tuesday, September 8, 2020 on WebEx. The following members were present:

Dr. Alejandra Carballo
Dr. Jon Clements
Dr. Michael Davis
Dr. Pam Dixon
Dr. David Eshelman
Dr. V. Carole Smith
Dr. Shellie Hanna
Dr. Newt Hilliard
Dr. Efosa Idemudia
Dr. Cynthia Jacobs
Dr. Sean Huss
Dr. Scott Jordan
Dr. Randy Kelley
Dr. Sean Reed
Dr. Jeremy Schwehm
Dr. Asim Shrestha
Dr. Jamie Stacy
Mr. Steven Junker
Dr. Brendan Toner
Dr. Masanori Kuroki
Dr. Carey Ellis Laffoon

Guests: Dr. Barbara Johnson, Mr. Bobby Sewell, Ms. Pat Chronister, Dr. Erin Clair

I. CALL TO ORDER Dr. Clements called the meeting to order.

A. Minutes August

Dr. Clements requested a motion to approve the meeting minutes for the 18, 2020 meeting.

Motion by V. Carole Smith, seconded by Dr. Jamie Stacy to approve the August 18, 2020 minutes. Motion carried.

B. Dr. Clements welcomed Mr. Steven Junker as a new voting member of the senate, representing the Adjunct Faculty

II. New Business

A. Curricular Items

The following Curriculum proposals were considered:
https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php

Motion by David Eschelman to accept them together, seconded my Jamie Stacy. Motion carried.

B. General Education Committee Memo

The Senate received a memo and update from the General Education committee. This update outlined the committee's rewording of the fifth general education goal to make it better match the recommendation from the Arkansas Department of Higher Education. Dr. Erin Clair explained that a program review led to a recommendation that we change the catalogue to better reflect Bloom's taxonomy. GEC met and approved changes. The goals haven't changed – just the wording.

C. Certificate of completion for student evaluations (Laffoon)

Dr. Ellis Laffoon indicated this came about at the end of last semester by a nursing faculty member. A faculty member discovered that there is a certificate of completion that could be used by faculty members in order to ensure completion. Options could include withholding final grades. Dr. Laffoon volunteered to follow up on this issue to find more information.

D. Professional Development Grant policy revisions (Reed/Schwem)

This agenda item is being moved to a future meeting by request of Dr. Treadway, Chair.

E. Popular Vote for Chair of Senate (Eshelman)

David Eshelman said that the shared government committee last year came back with feedback from the faculty at large, indicating that they might feel more enfranchised if the faculty senate chair was elected by a popular vote of the faculty.

Newt Hilliard moved to approve as presented by Dr. Eshelman, Alejandra Carballo Seconded.

Discussion: Jamie Stacy sought to clarify that we were not including a two-year term for the senate chair, and that was confirmed. Jon Clements discussed reasons that a two-year senate term would be difficult. A vice-chair would also, presumably, be a two year commitment, leading to four years. David Eschelman indicated that no other universities in the area have two-year senate chairs. Jamie Stacy inquired about construction of a ballot. If a senate member wants to let the senate know that he/she does not want to be a candidate, that could happen before the ballot is created. Jamie Stacy also asked what would happen if everyone opted out.

Jon Clements called for a vote. The motion was carried.

David Eshelman indicated that a special election is needed because it is a change to the constitution in order to go forward before the spring general election.

David Eschelman makes the motion to hold a special election. Sean Huss Seconded the motion.

Jeremy Schwehm volunteered to work on this and Jamie Stacy volunteered to help (create a Blackboard shell, etc.).

A vote was called. The motion carried.

Jamie Stacy asked who would be allowed to vote. Pat Chronister indicated that full-time faculty and instructors would be allowed to vote. She requested that the timing is also a critical issue as the BOT needs to see it asap.

F. Faculty/Board of Trustees Communication Opportunities

David Eshelman indicated that there was a groundswell of support from the faculty to have an open line of communication with the Board of Trustees. David Eshelman believes that we have the right to contact the BOT in an open and transparent communication, and that we would need to rely on administration to help open these lines of communication. Jon Clements would craft the letter and run it by the Senate Advisory Board. He underscored that this would be an invitation for BOT members to attend meetings.

Jeremy Schwehm so moved. Dr. Huss seconded. No discussion. Motion carried.

G. Faculty Senate Choice Award (Eshelmann)

David Eshelman submitted a proposal. He indicated that he would like to have academics be a priority at ATU. This proposal creates an opportunity to reward administrators who we believe are supporting academics.

Newt Hilliard moved to approve. Sean Huss seconded.

Sean Huss asked what the award would be. David Eshelman indicated that there would be a plaque.

Vote called. Motion carried.

II. Old Business

A. VPAA update

1. Dr. Barbara Johnson, Vice President for Academic Affairs, reminded the senate that the faculty handbook acknowledgement page is due and asked the senate to pass that information on, along with a reminder that the Syllabus Repository is not complete yet as well.

2. Dr. Johnson stated that there is a committee developing to help us to identify basic parameters to identify students who need resources in the case that we go fully virtual.

3. Dr. Johnson says thank you for those who took the time to read the HLC draft. We will have a moch interview with faculty in October to make sure we are prepared.

4. Dr. Johnson stated that the Shared Governance Committee will meet on October 5.

5. Dr. Johnson indicated that Academic Affairs will be running a list of faculty who have not been active in Blackboard since August 28 and contacting faculty who are on the list to find out how they are communicating with students. They will *not* be looking specifically at what faculty are doing in Blackboard.

6. The Strategic Plan – Dr. Bowen has asked Dr. Johnson to ask the senate to consider a swing year, or an extension of one year in consideration of the pandemic. Dr. Jon Clements indicated that working on the strategic plan takes an amazing amount of time, as does the normal teaching we are doing during the pandemic. He indicated support for a delay, as did several senators.

7. Dr. Johnson asked how we can better support faculty and staff if the university has to shift to remote learning again. Dr. Jeremy Schwehm indicated that information is helpful. He requested a steady flow and consistency of information. Dr. Carey Ellis Laffoon indicated time would be helpful. V. Carole Smith indicated that more access to an instructional design person to help develop classes. Dr. Shellie Hanna indicated class size and room capacity needs to be considered. Several Senators agreed that class size is an issue. Dr. Sean Huss indicated we could use support with degree audits and other bureaucratic issues. Dr. Johnson asked what type of paperwork did not to relate to teaching. Jamie Stacy emphasized advising duties. Dr. Shellie Hanna mentioned forms from different offices on campus. Dr. Newt Hilliard mentioned bandwidth.

8. Dr. Johnson indicated that members of the Board of Trustees have requested tours and/or meetings while on campus for meetings. More information will be forthcoming.

9. Dr. Johnson indicated that, in conjunction with HLC, one of the things we haven't done well is linking assessment of student learning with the budget. Nor have we done that with program review or specialized accreditation.

10. Dr. Johnson indicated that Dr. Jeff Robertson worked with the faculty on program performance metrics. They are also using an outside firm to analyze this. Dr. Huss requested copies of the items/measures and Dr. Johnson indicated that she would have that sent to Dr. Sean Reed. Dr. Johnson indicated that this would help in making decisions where new positions will receive priority. Dr. Johnson calls this an 'academic master plan', and given that money will be short, these discussions will need to be made with the faculty.

B. Handbook revisions (Schwehm/Huss)

Dr. Jeremy Schwehm indicated that the group will meet again in the next week or two and will have something for the October senate meeting.

C. Tuition Waiver Policy (Eshelman)

Dr. David Eshelman indicated that the policy is quite punitive right now. If someone fails a class, they have to pay back the tuition – other solutions may be possible.

D. Concerns related to the primacy of academics / Provost (Eshelman)

The senate acted on this last year. Last year there was a strong movement to convert the VPAA position into a Provost position, elevating this position above the other Vice Presidents. President Bowen declined. The senate asked Dr. Bowen to consider other ideas regarding this issue, then Covid-19 delayed this. Dr. Jon Clements will meet with Dr. Bowen and will bring this up. Dr. Jeremy Schwehm indicated that we should indicate what we think *does* have primacy at the institution if we think that academics does not. He indicated that we should know where money is being spent elsewhere in order to be able to make that case.

E. Evaluation of deans and department heads (Hilliard)

Dr. Newt Hilliard indicated that this came up at the end of last year. He would like to propose that the senate form a working group with some faculty who have and have not held administrative positions. He indicated that the senate should ask Dr. Johnson to appoint a dean and department head, and that have a Q&A session with this group and faculty at a professional development session. He proposes that we hold off on this until after the HLC visit. Dr. Hilliard will work to finalize a working group. Dr. Sean Huss volunteered to help.

III. Open Forum

Dr. Jamie Stacy indicated last semester the fact that our instructors have representation issues. She started a working group with Sean Huss. Dr. Jeremy Schwehm volunteered to help. Dr. Carey Ellis Laffoon also volunteered.

Dr. Jamie Stacy – Covid task force for academics: the task force requests that we consider what changes we need to make to our Covid-19 response? She has been asked to share that we are not hiding Covid cases at the university.

Dr. Michael Davis – can grading deadlines be extended for non-seniors? Dr. Johnson indicted that she still has this issue in mind.

Dr. Johnson: The Honors program – we will be looking at having a more inclusive honors program. We will be getting a group together to represent different aspects of the institution. Dr. Jamie Stacy indicated that the group would revamp this program.

IV. Announcements and Informational Items

Dr. Jamie Stacy indicated the Green and Gold Cupboard is taking donations again. There is a dropbox outside of the pantry, but you can also coordinate a food drive in your area. Items like shampoo, conditioner, pasta sauces, hamburger-helper type meals, are items that are always in need.

V. Adjournment

Michael Davis – motion to adjourn. Huss seconded. Meeting adjourned.

Respectfully Submitted,

Jon Clements, D.M. President

Sean Reed, D.M.A. Secretary

Curriculum Committee
AGENDA
Tuesday, September 22, 2020
Virtual WebEx Meeting, 3:00 p.m.

I. Call to Order

A. Approval of minutes from August 17, 2020, meeting

II. New Business

A. Curricular Items

1. College of Engineering & Applied Sciences – Department of Emergency Management

a. Add the following courses to the course descriptions:
(1) EAM 3073: Safety Standards for Emergency Managers;
(2) EAM 3903: Public Health Emergency Management; and
(3) EAM 4103: Critical Infrastructure;

b. Modify the Curriculum in Emergency Management, as follows:
(1) delete COMS 2003: Microcomputer Applications, or Equivalent;
(2) add a 3-hour Technology Course requirement which can include the following in footnote 3:
BUAD 1023: Keyboarding;
BUAD 2003: Business Information Systems;
any course with the course subjects COMS, CSEC, BST, or CIS; or
GEOG/FW 2833: Introduction to Geographic Information Systems; and
(3) add the following courses to the list of approved Emergency Management electives to footnote 2:
EAM 2413: UAVs in Emergency Management;
EAM 2881, 2882, 2883: Special Topics;
EAM 2991, 2992, 2993: Special Problems;
EAM 4093: Grants;
EAM 4881, 4882, 4883: Advanced Special Topics;
EAM 4951, 4952, 4953, 4954: Undergraduate Research in Emergency Administration and Management; and
EAM 3073: Safety Standards for Emergency Managers;
EAM 3903: Public Health Emergency Management; and
EAM 4103: Critical Infrastructure.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3663: Engineering Internship, to the course descriptions.

3. College of eTech – Department of Professional Studies

    a. Add BAS 4363: Project Risk Analysis and Mitigation, to the course descriptions;
    b. Add OL 4053: Philanthropy and Fundraising, to the course descriptions;
    c. Modify the Curriculum in Bachelor of Applied Science, as follows: (1) Delete COMM 3073 Group Communication, and BUAD 3123 Management; and (2) Add OL 4043: Ethical Leadership, and BAS 4363: Project Risk Analysis and Mitigation;
    d. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Child Development Concentration, as follows: (1) Add OL 4043: Ethical Leadership; (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development; (3) Delete the following courses: EDMD 3013: Integrating Instructional Technology, ENGL 4723: Teaching People of Other Cultures, PSY 3063: Developmental Psychology I, SEED 3552: Child and Adolescent Development, and one hours Elective; and (4) Add the following courses: ECE 2513: Curriculum for Early Childhood Education, ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, ELED 3113 (2113 proposed new course number): Human Development and Learning Theories, NUR 2303: Nutrition, and HA 2813: Basic Human Nutrition in Hospitality Administration; and
    e. Modify the Curriculum in Bachelor of Arts in Organizational Leadership – Agriculture Business Concentration, Criminal Justice Concentration, Industrial/Organizational Psychology Concentration, Inter-College Concentration, and Public Relations Concentration, as follows: (1) Add OL 4043: Ethical Leadership; and (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development.

4. College of Natural & Health Sciences – Department of Biological Sciences

    a. Add BIOL 3033: Bioinformatics, to the course descriptions;
    b. Add BIOL 4043: Conservation Genetics, to the course descriptions;
    c. Modify the Curriculum in Biology Biomedical Option, as follows: add BIOL 3033: Bioinformatics, or COMS 2003: Microcomputer Applications;
    d. Modify the Curriculum in Biology General Option, as follows: add BIOL 3033: Bioinformatics, or Any COMS course;
    e. Modify the Curriculum in Environmental Science, as follows: add BIOL 3033: Bioinformatics, to the list of courses allowed to satisfy the GIS or research requirement; and add BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Life Science Electives; and
    f. Modify the Curriculum in Fisheries & Wildlife Sciences, as follows: add BIOL 3033: Bioinformatics, and BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Biology Group.

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, September 22, 2020, at 3 p.m. via WebEx. The following are members of the committee:

2020-21 Curriculum Committee members include:

Completing Last Year of 2 Year Term:
Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young (NHS)

Newly Elected for 2 Year Term:
Dr. Ernest Enchelmayer (AH)
Dr. Nina Goza (BA)
Dr. Timothy Leggett (ED)
Dr. Dong Soo Lee (EAS)
Dr. Jeremy Schwehm (SN)
Dr. Jackie Bowman (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)

The following member were absent: Dr. David Hoelzeman, Dr. Ernest Enchelmayer, Dr. Jeremy Schwehm, and Dr. Jordan Thibodeaux.

Motion by Dr. Young, seconded by Dr. Goza, to table all proposals listed in New Business. Motion approved.

NEW BUSINESS:

CURRICULAR ITEMS:

1. College of Engineering & Applied Sciences – Department of Emergency Management

   a. Add the following courses to the course descriptions:
      (1) EAM 3073: Safety Standards for Emergency Managers;
      (2) EAM 3903: Public Health Emergency Management; and
      (3) EAM 4103: Critical Infrastructure;
   b. Modify the Curriculum in Emergency Management, as follows:
      (1) delete COMS 2003: Microcomputer Applications, or Equivalent;
      (2) add a 3-hour Technology Course requirement which can include the following in footnote 3:
         BUAD 1023: Keyboarding;
         BUAD 2003: Business Information Systems;
         any course with the course subjects COMS, CSEC, BST, or CIS; or
         GEOG/FW 2833: Introduction to Geographic Information Systems; and
      (3) add the following courses to the list of approved Emergency Management electives to footnote 2:
         EAM 2413: UAVs in Emergency Management;
         EAM 2881, 2882, 2883: Special Topics;
         EAM 2991, 2992, 2993: Special Problems;
         EAM 4093: Grants;
         EAM 4881, 4882, 4883: Advanced Special Topics;
         EAM 4951, 4952, 4953, 4954: Undergraduate Research in Emergency Administration and Management; and
         EAM 3073: Safety Standards for Emergency Managers;
         EAM 3903: Public Health Emergency Management; and
         EAM 4103: Critical Infrastructure.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

   a. Add MCEG 3663: Engineering Internship, to the course descriptions.

3. College of eTech – Department of Professional Studies

   a. Add BAS 4363: Project Risk Analysis and Mitigation, to the course descriptions;
   b. Add OL 4053: Philanthropy and Fundraising, to the course descriptions;
   c. Modify the Curriculum in Bachelor of Applied Science, as follows: (1) Delete COMM 3073 Group Communication, and BUAD 3123 Management; and (2) Add OL 4043: Ethical Leadership, and BAS 4363: Project Risk Analysis and Mitigation;
   d. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Child Development Concentration, as follows: (1) Add OL 4043: Ethical Leadership; (2) Allow

selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development; (3) Delete the following courses: EDMD 3013: Integrating Instructional Technology, ENGL 4723: Teaching People of Other Cultures, PSY 3063: Developmental Psychology I, SEED 3552: Child and Adolescent Development, and one hours Elective; and (4) Add the following courses: ECE 2513: Curriculum for Early Childhood Education, ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, ELED 3113 (2113 proposed new course number): Human Development and Learning Theories, NUR 2303: Nutrition, and HA 2813: Basic Human Nutrition in Hospitality Administration; and

e. Modify the Curriculum in Bachelor of Arts in Organizational Leadership – Agriculture Business Concentration, Criminal Justice Concentration, Industrial/Organizational Psychology Concentration, Inter-College Concentration, and Public Relations Concentration, as follows: (1) Add OL 4043: Ethical Leadership; and (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development.

4. College of Natural & Health Sciences – Department of Biological Sciences

   a. Add BIOL 3033: Bioinformatics, to the course descriptions;
   b. Add BIOL 4043: Conservation Genetics, to the course descriptions;
   c. Modify the Curriculum in Biology Biomedical Option, as follows: add BIOL 3033: Bioinformatics, or COMS 2003: Microcomputer Applications;
   d. Modify the Curriculum in Biology General Option, as follows: add BIOL 3033: Bioinformatics, or Any COMS course;
   e. Modify the Curriculum in Environmental Science, as follows: add BIOL 3033: Bioinformatics, to the list of courses allowed to satisfy the GIS or research requirement; and add BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Life Science Electives; and
   f. Modify the Curriculum in Fisheries & Wildlife Sciences, as follows: add BIOL 3033: Bioinformatics, and BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Biology Group.

Curriculum Committee
AGENDA
Tuesday, October 27, 2020
Virtual WebEx Meeting, 3:00 p.m.

I. Call to Order

A. Approval of minutes from August 17, 2020, and September 22, 2020 meetings

II. Old Business

A. Tabled Curricular Items

1. College of Engineering & Applied Sciences – Department of Emergency Management

a. Add the following courses to the course descriptions:
(1) EAM 3073: Safety Standards for Emergency Managers;
(2) EAM 3903: Public Health Emergency Management; and
(3) EAM 4103: Critical Infrastructure;

b. Modify the Curriculum in Emergency Management, as follows:
(1) delete COMS 2003: Microcomputer Applications, or Equivalent;
(2) add a 3-hour Technology Course requirement which can include the following in footnote 3:

BUAD 1023: Keyboarding;
BUAD 2003: Business Information Systems;
any course with the course subjects COMS, CSEC, BST, or CIS; or
GEOG/FW 2833: Introduction to Geographic Information Systems; and

(3) add the following courses to the list of approved Emergency Management electives to footnote 2:

EAM 2413: UAVs in Emergency Management;
EAM 2881, 2882, 2883: Special Topics;
EAM 2991, 2992, 2993: Special Problems;
EAM 4093: Grants;
EAM 4881, 4882, 4883: Advanced Special Topics;
EAM 4951, 4952, 4953, 4954: Undergraduate Research in Emergency Administration and Management; and
EAM 3073: Safety Standards for Emergency Managers;
EAM 3903: Public Health Emergency Management; and
EAM 4103: Critical Infrastructure.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3663: Engineering Internship, to the course descriptions.

3. College of eTech – Department of Professional Studies

    a. Add BAS 4363: Project Risk Analysis and Mitigation, to the course descriptions;
    b. Add OL 4053: Philanthropy and Fundraising, to the course descriptions;
    c. Modify the Curriculum in Bachelor of Applied Science, as follows: (1) Delete COMM 3073 Group Communication, and BUAD 3123 Management; and (2) Add OL 4043: Ethical Leadership, and BAS 4363: Project Risk Analysis and Mitigation;
    d. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Child Development Concentration, as follows: (1) Add OL 4043: Ethical Leadership; (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development; (3) Delete the following courses: EDMD 3013: Integrating Instructional Technology, ENGL 4723: Teaching People of Other Cultures, PSY 3063: Developmental Psychology I, SEED 3552: Child and Adolescent Development, and one hours Elective; and (4) Add the following courses: ECE 2513: Curriculum for Early Childhood Education, ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, ELED 3113 (2113 proposed new course number): Human Development and Learning Theories, NUR 2303: Nutrition, and HA 2813: Basic Human Nutrition in Hospitality Administration; and
    e. Modify the Curriculum in Bachelor of Arts in Organizational Leadership – Agriculture Business Concentration, Criminal Justice Concentration, Industrial/Organizational Psychology Concentration, Inter-College Concentration, and Public Relations Concentration, as follows: (1) Add OL 4043: Ethical Leadership; and (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development.

4. College of Natural & Health Sciences – Department of Biological Sciences

    a. Add BIOL 3033: Bioinformatics, to the course descriptions;
    b. Add BIOL 4043: Conservation Genetics, to the course descriptions;
    c. Modify the Curriculum in Biology Biomedical Option, as follows: add BIOL 3033: Bioinformatics, or COMS 2003: Microcomputer Applications;
    d. Modify the Curriculum in Biology General Option, as follows: add BIOL 3033: Bioinformatics, or Any COMS course;
    e. Modify the Curriculum in Environmental Science, as follows: add BIOL 3033: Bioinformatics, to the list of courses allowed to satisfy the GIS or research requirement; and add BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Life Science Electives; and
    f. Modify the Curriculum in Fisheries & Wildlife Sciences, as follows: add BIOL 3033: Bioinformatics, and BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Biology Group.

III. New Business

A. Curricular Items

1. College of Arts & Humanities – Department of Communication & Journalism

   a. Add TH 3263: Narrative Film Production, to the course descriptions;
   b. Modify the Curriculum in Drama and Speech Education for Teacher Licensure, as follows: (1) delete the following courses: TH 4313: Theatre History I: Antiquity to Romanticism, TH 4323: Theatre History II: Late 18th Century to the Present, and 3 hours of Fine Arts and Humanities; and (2) add the following courses: COMM 3163: Writing for Performance, TH 2273: Introduction to Theatre, and TH 3263: Narrative Film Production;
   c. Modify the Curriculum in Communication with the Theatre Option, as follows: (1) delete the following courses: COMM2013: Voice and Diction, TH 2203: Play Analysis, TH 2513: Introduction to Theatrical Design and Production, 3 hours of Theatre history; and (2) add the following courses: COMM 3163: Writing for Performance, TH 3263: Narrative Film Production, TH 3803: Directing Theories and Techniques, 3 hours of Theatre Electives (3000-4000 level); and
   d. Modify the Minor in Theatre, as follows: (1) delete the following courses: TH 2203: Play Analysis, TH 2513: Introduction to Theatrical Design and Production, TH 3513 Stagecraft Techniques, 3 hours of Theatre history; and (2) add the following courses: 12 hours of Theatre Electives or theatre related courses such as COMM 2013: Voice and Diction, COMM 3063: Oral Interpretation, COMM 3163: Writing for Performance, or course approved by Theatre advisor.

2. College of Arts & Humanities – Department of Music

   a. Add the following courses to the course descriptions:
      (1) MUS 1400: Piano Proficiency;
      (2) MUS 2000: Sophomore Barrier;
      (3) MUS 3723: Electronic Music Creation; and
      (4) MUS 4983: Sound Design Seminar;
   b. (1) Change the course number for MUS 4001: Senior Recital, to 4000; (2) change the title to Capstone Recital; (3) modify the Prerequisite FROM: Prerequisite: Six semesters of major applied study; TO: Six semesters of major applied study, permission of instructor, and required of all music education majors; (4) add the Corequisite: 3000-level applied instruction on major performance instrument or voice of 1, 2, or 3 hours credit; (5) modify the course description FROM: Required of all music education majors; TO: a cumulation of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area; and (6) change the grading;
   c. (1) Change the title for MUS 4701: Special Methods in Music, TO: Teaching Music in the Elementary and Secondary School; (2) modify the Prerequisites FROM: Prerequisites: Admission to Stage II of the Teacher Education program; TO: Admission to Stage II and Student Teaching; (3) add the Corequisite: SEED 4809; and (4) modify the course

description FROM: Intensive on campus exploration of the principles of curriculum construction, teaching methods, use of community resources, evaluation as related to teaching music, and dealing with diversity in the classroom; TO: Supervised student teaching in the music classroom exploring the principles of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.

d. Modify the Curriculum in Music Education for Teacher Licensure - Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;

e. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - , Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;

f. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Vocal Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) Add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments; and

g. Modify Music Education for Teacher Licensure - Vocal Music Option, as follows: : (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments.

3. College of Business – Department of Management and Marketing

   a. Modify the Minor in Business and Entrepreneurship, as follows: add BUAD 2003: Business Information Systems; and delete 3 hours of directed electives.

4. College of Education – Department of Curriculum & Instruction

   a. Delete ELED 3113: Human Development and Learning Theories, from the course descriptions;

b. Delete SPED 3023: Development and Characteristics of Diverse Learners, from the course descriptions;
c. Add ELED 2113: Human Development and Learning Theories, from the course descriptions;
d. Add SPED 2023: Development and Characteristics of Diverse Learners, from the course descriptions; and
e. Modify the Curriculum in Elementary Education, as follows: (1) delete ELED 3113: Human Development and Learning, and SPED 3023: Development and Characteristics of Diverse Learners; and (2) add ELED 2113: Human Development and Learning Theories, and SPED 2023: Development and Characteristics of Diverse Learners.

5. College of Engineering & Applied Sciences – Department of Electrical Engineering

a. Modify the Curriculum in Computer Engineering, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; and (2) add STAT 3153: Applied Statistics I;
b. Modify the Curriculum in Electrical Engineering, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; (2) add STAT 3153: Applied Statistics I; (3) delete 3 hours of Mathematics Elective; (4) add COMS 2903: Discrete Structures for Technical Majors, OR MATH 2703: Discrete Mathematics; and (5) delete footnote 3; and
c. Modify the Curriculum in Electrical Engineering with Biomedical Option, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; (2) add STAT 3153: Applied Statistics I; (3) delete COMS 2203: Foundations of Computer Programming II; and (4) add COMS 2903: Discrete Structures for Technical Majors, OR MATH 2703: Discrete Mathematics.

IV. Adjournment

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, October 27, 2020, at 3 p.m. via WebEx. The following are members of the committee:

2020-21 Curriculum Committee members include:

Completing Last Year of 2 Year Term:
Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young (NHS)

Newly Elected for 2 Year Term:
Dr. Ernest Enchelmayer (AH)
Dr. Nina Goza (BA)
Dr. Timothy Leggett (ED)
Dr. Dong Soo Lee (EAS)
Dr. Jeremy Schwehm (SN)
Dr. Jackie Bowman (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)
Ms. Emily Lisenbey, SGA members (ex officio)
Vacant SGA members (ex officio)

The following member were absent: Dr. Jason Ulsperger, Dr. Ernest Enchelmayer, and Ms. Emily Lisenbey. Dr. Sandy Smith, Dr. John Krohn, Dr. John Jackson, Dr. David Eshleman, Dr. Jeff Bright, Dr. Matt Brown, Dr. Theresa Cullen, and Dr. Muhammad Kahn were guests.

Motion by Dr. Schwehm, seconded by Dr. Bowman, to approve the minutes from August 17, 2020, and September 22, 2020, meetings. Motion approved.

OLD BUSINESS:

Tabled Curricular Items:

Motion by Dr. Schwehm, seconded by Dr. Bowman, to approve all proposals from the College of Engineering & Applied Sciences – Department of Emergency Management. Motion approved.

1. College of Engineering & Applied Sciences – Department of Emergency Management

    a. Add the following courses to the course descriptions:
        (1) EAM 3073: Safety Standards for Emergency Managers;
        (2) EAM 3903: Public Health Emergency Management; and
        (3) EAM 4103: Critical Infrastructure;
    b. Modify the Curriculum in Emergency Management, as follows:
        (1) delete COMS 2003: Microcomputer Applications, or Equivalent;
        (2) add a 3-hour Technology Course requirement which can include the following in footnote 3:
            BUAD 1023: Keyboarding;
            BUAD 2003: Business Information Systems;
            any course with the course subjects COMS, CSEC, BST, or CIS; or
            GEOG/FW 2833: Introduction to Geographic Information Systems; and
        (3) add the following courses to the list of approved Emergency Management electives to footnote 2:
            EAM 2413: UAVs in Emergency Management;
            EAM 2881, 2882, 2883: Special Topics;
            EAM 2991, 2992, 2993: Special Problems;
            EAM 4093: Grants;
            EAM 4881, 4882, 4883: Advanced Special Topics;
            EAM 4951, 4952, 4953, 4954: Undergraduate Research in Emergency Administration and Management; and
            EAM 3073: Safety Standards for Emergency Managers;
            EAM 3903: Public Health Emergency Management; and
            EAM 4103: Critical Infrastructure.

Motion by Dr. Schwehm, seconded by Dr. Goza, to approve the proposal from the College of Engineering & Applied Sciences – Department of Mechanical Engineering. Motion approved.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3663: Engineering Internship, to the course descriptions.

Motion by Ms. Saxton, seconded by Dr. Hoelzeman, to approve all proposals from the College of eTech – Department of Professional Studies. Motion approved.

3. College of eTech – Department of Professional Studies

    a. Add BAS 4363: Project Risk Analysis and Mitigation, to the course descriptions;
    b. Add OL 4053: Philanthropy and Fundraising, to the course descriptions;
    c. Modify the Curriculum in Bachelor of Applied Science, as follows: (1) Delete COMM 3073 Group Communication, and BUAD 3123 Management; and (2) Add OL 4043: Ethical Leadership, and BAS 4363: Project Risk Analysis and Mitigation;

d. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Child Development Concentration, as follows: (1) Add OL 4043: Ethical Leadership; (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development; (3) Delete the following courses: EDMD 3013: Integrating Instructional Technology, ENGL 4723: Teaching People of Other Cultures, PSY 3063: Developmental Psychology I, SEED 3552: Child and Adolescent Development, and one hours Elective; and (4) Add the following courses: ECE 2513: Curriculum for Early Childhood Education, ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, ELED 3113 (2113 proposed new course number): Human Development and Learning Theories, NUR 2303: Nutrition, and HA 2813: Basic Human Nutrition in Hospitality Administration; and
e. Modify the Curriculum in Bachelor of Arts in Organizational Leadership – Agriculture Business Concentration, Criminal Justice Concentration, Industrial/Organizational Psychology Concentration, Inter-College Concentration, and Public Relations Concentration, as follows: (1) Add OL 4043: Ethical Leadership; and (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development.

Motion by Dr. Bowman, seconded by Dr. Schwehm, to approve all proposals from the College of Natural & Health Sciences – Department of Biological Sciences. Motion approved.

4. College of Natural & Health Sciences – Department of Biological Sciences

   a. Add BIOL 3033: Bioinformatics, to the course descriptions;
   b. Add BIOL 4043: Conservation Genetics, to the course descriptions;
   c. Modify the Curriculum in Biology Biomedical Option, as follows: add BIOL 3033: Bioinformatics, or COMS 2003: Microcomputer Applications;
   d. Modify the Curriculum in Biology General Option, as follows: add BIOL 3033: Bioinformatics, or Any COMS course;
   e. Modify the Curriculum in Environmental Science, as follows: add BIOL 3033: Bioinformatics, to the list of courses allowed to satisfy the GIS or research requirement; and add BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Life Science Electives; and
   f. Modify the Curriculum in Fisheries & Wildlife Sciences, as follows: add BIOL 3033: Bioinformatics, and BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Biology Group.

NEW BUSINESS:

Curricular Items

Motion by Dr. Schwehm, seconded by Ms. Saxton, to approve all proposals from the College of Arts & Humanities – Department of Communication & Journalism. Motion approved.

1. College of Arts & Humanities – Department of Communication & Journalism

a. Add TH 3263: Narrative Film Production, to the course descriptions;
b. Modify the Curriculum in Drama and Speech Education for Teacher Licensure, as follows: (1) delete the following courses: TH 4313: Theatre History I: Antiquity to Romanticism, TH 4323: Theatre History II: Late 18th Century to the Present, and 3 hours of Fine Arts and Humanities; and (2) add the following courses: COMM 3163: Writing for Performance, TH 2273: Introduction to Theatre, and TH 3263: Narrative Film Production;
c. Modify the Curriculum in Communication with the Theatre Option, as follows: (1) delete the following courses: COMM2013: Voice and Diction, TH 2203: Play Analysis, TH 2513: Introduction to Theatrical Design and Production, 3 hours of Theatre history; and (2) add the following courses: COMM 3163: Writing for Performance, TH 3263: Narrative Film Production, TH 3803: Directing Theories and Techniques, 3 hours of Theatre Electives (3000-4000 level); and
d. Modify the Minor in Theatre, as follows: (1) delete the following courses: TH 2203: Play Analysis, TH 2513: Introduction to Theatrical Design and Production, TH 3513 Stagecraft Techniques, 3 hours of Theatre history; and (2) add the following courses: 12 hours of Theatre Electives or theatre related courses such as COMM 2013: Voice and Diction, COMM 3063: Oral Interpretation, COMM 3163: Writing for Performance, or course approved by Theatre advisor.

Motion by Dr. Bowman, seconded by Ms. Saxton, to approve all proposals from the College of Arts & Humanities – Department of Music. Motion approved.

2. College of Arts & Humanities – Department of Music

a. Add the following courses to the course descriptions:
   (1) MUS 1440: Piano Proficiency;
   (2) MUS 2000: Sophomore Barrier;
   (3) MUS 3723: Electronic Music Creation; and
   (4) MUS 4983: Sound Design Seminar;
b. (1) Change the course number for MUS 4001: Senior Recital, to 4000; (2) change the title to Capstone Recital; (3) modify the Prerequisite FROM: Prerequisite: Six semesters of major applied study; TO: Six semesters of major applied study, permission of instructor, and required of all music education majors; (4) add the Corequisite: 3000-level applied instruction on major performance instrument or voice of 1, 2, or 3 hours credit; (5) modify the course description FROM: Required of all music education majors; TO: a cumulation of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area; and (6) change the grading;
c. (1) Change the title for MUS 4701: Special Methods in Music, TO: Teaching Music in the Elementary and Secondary School; (2) modify the Prerequisites FROM: Prerequisites: Admission to Stage II of the Teacher Education program; TO: Admission to Stage II and Student Teaching; (3) add the Corequisite: SEED 4809; and (4) modify the course description FROM: Intensive on campus exploration of the principles of curriculum construction, teaching methods, use of community resources, evaluation as related to

teaching music, and dealing with diversity in the classroom; TO: Supervised student teaching in the music classroom exploring the principles of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.

d. Modify the Curriculum in Music Education for Teacher Licensure - Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
e. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - , Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
f. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Vocal Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) Add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments; and
g. Modify Music Education for Teacher Licensure - Vocal Music Option, as follows: : (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments.

Motion by Dr. Bowman, seconded by Dr. Leggett, to approve the proposal from the College of Business – Department of Management and Marketing. Motion approved.

3. College of Business – Department of Management and Marketing

    a. Modify the Minor in Business and Entrepreneurship, as follows: add BUAD 2003: Business Information Systems; and delete 3 hours of directed electives.

Motion by Dr. Bowman, seconded by Dr. Leggett, to approve all proposals from the College of Education – Department of Curriculum & Instruction. Motion approved.

4. College of Education – Department of Curriculum & Instruction

    a. Delete ELED 3113: Human Development and Learning Theories, from the course descriptions;
    b. Delete SPED 3023: Development and Characteristics of Diverse Learners, from the course descriptions;
    c. Add ELED 2113: Human Development and Learning Theories, from the course descriptions;
    d. Add SPED 2023: Development and Characteristics of Diverse Learners, from the course descriptions; and
    e. Modify the Curriculum in Elementary Education, as follows: (1) delete ELED 3113: Human Development and Learning, and SPED 3023: Development and Characteristics of Diverse Learners; and (2) add ELED 2113: Human Development and Learning Theories, and SPED 2023: Development and Characteristics of Diverse Learners.

Motion by Dr. Schwehm, seconded by Dr. Bowman, to approve all proposals from the College of Engineering & Applied Sciences – Department of Electrical Engineering. Motion approved.

5. College of Engineering & Applied Sciences – Department of Electrical Engineering

    a. Modify the Curriculum in Computer Engineering, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; and (2) add STAT 3153: Applied Statistics I;
    b. Modify the Curriculum in Electrical Engineering, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; (2) add STAT 3153: Applied Statistics I; (3) delete 3 hours of Mathematics Elective; (4) add COMS 2903: Discrete Structures for Technical Majors, OR MATH 2703: Discrete Mathematics; and (5) delete footnote 3; and
    c. Modify the Curriculum in Electrical Engineering with Biomedical Option, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; (2) add STAT 3153: Applied Statistics I; (3) delete COMS 2203: Foundations of Computer Programming II; and (4) add COMS 2903: Discrete Structures for Technical Majors, OR MATH 2703: Discrete Mathematics.

Adjournment

Alexis Scrimshire

From: Tammy Weaver
Sent: Tuesday, September 22, 2020 7:58 AM
To: Alexis Scrimshire
Subject: FW: Teacher Education Council Results

Importance: High

FYI

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: Linda Bean
Sent: Monday, September 21, 2020 4:51 PM
To: Tammy Weaver <tweaver@atu.edu>
Subject: Teacher Education Council Results
Importance: High

Tammy

It is my pleasure to provide you with information that **all four** items for consideration in today's meeting **Passed.**

Arts and Humanities: Department of Music and Department of Communication and Journalism

College of Education: Curriculum and Instruction and Center for Leadership and Learning

Let me know if you need anything further!

Linda Bean

Dr. Linda Bean, Dean
College of Education

AGENDA
NOVEMBER 10, 2020
3:00 p.m.

I. Call to Order
   A. Approval of the minutes from the October 13, 2020 meeting

II. New Business
   A. Curricular Items
      https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php
   B. Faculty Senate Budget Sub-committee update (Huss)
   C. Shared Governance Standing Committee Update(Eshelman)
   D. HLC Update
   E. IRB Updates (Gordon)

III. Old Business
   A. VPAA update
   B. Intellectual Property Policy Proposal (Hilliard)
   C. Faculty/Board of Trustees Communication (Clements)
   D. Certificate of completion for student evals (Laffoon)
   E. Handbook revisions (Schwehm/Huss)
   F. Tuition Waiver Policy (Eshelman)
   G. Concerns related to the primacy of academics / Provost (Eshelman)

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2020-2021 Faculty Senate was held at 3:00 p.m. on Tuesday, November 10, 2020 on WebEx. The following members were present:

Dr. Alejandra Carballo
Dr. Jon Clements
Dr. Michael Davis
Dr. Pam Dixon
Dr. David Eshelman
Dr. V. Carole Smith
Dr. Shellie Hanna
Dr. Newt Hilliard
Dr. Efosa Idemudia
Dr. Cynthia Jacobs
Dr. Sean Huss
Dr. Sean Reed
Dr. Scott Jordan
Dr. Randy Kelley
Dr. Jeremy Schwehm
Dr. Asim Shrestha
Dr. Jamie Stacy
Mr. Steven Junker
Dr. Brendan Toner
Dr. Masanori Kuroki
Dr. Carey Ellis Laffoon

Guests: Dr. Barbara Johnson, Ms. Pat Chronister, Dr. Sarah Gordon, Dr. Tennille Lasker-Scott, Dr. Melissa Darnell, Mrs. Sara Bailey, Dr. Rebecca Goldstein

I. Call to Order

A. Approval of the minutes - from the October 13 meeting. Dr. Jeremy Schwehm moved. Dr. Newt Hilliard seconded. Motion Carried.

II. New Business

A. Curricular Items -

https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php

Dr. Jeremy Schwehm moves to accept in a block. Dr. Sean Huss seconds. Emergency Management, Engineering, Prof. Studies, Biological Sciences, Dept. of Communication and Journalism, Dept. of Music, Dept. of Management and Marketing, Dept. of Curriculum and Instruction and Dept. of Electrical Engineering. No Discussion. Motion carried.

B. Faculty Senate Budget Sub-committee update (Dr. Sean Huss)

Dr. Sean Huss indicated that the committee has a lot of data gathered, internal data, survey info. The committee met with Dr. Bowen, Mr. Branson, Dr. Johnson, and Dr. Bedsole. The committee indicated that it wanted to stop the bucket process. The discussion included scholarships and concurrent students. A more formal report is forthcoming, and will deal with perceived discrepancies. The committee is meeting with Dr.

Johnson and the Deans on Friday. More data has been shared between the senate budget subcommittee, Mr. Branson, Dr. Bedsole, etc.

C. Shared Governance Standing Committee (Dr. David Eshelman)

Dr. David Eshelman asked Dr. Johnson whether or not we heard back from the EC about that. Dr. Johnson indicated that she remembered they might have another suggestion, and that this is still in process. This will continue on Old Business.

D. HLC Update

Dr. Johnson, just prior to the senate meeting, finished with the reviewers. She thanked everyone for attending the forums and being candid. The reviewers have asked for additional information, and we are working on compiling that information. We will receive a preliminary draft report in the next few weeks and will have the opportunity to prepare a response if necessary. We don't anticipate any major concerns except for one or two areas where we were expecting to have issues. The final decision is expected in March.

E. IRB Updates (Dr. Sarah Gordon)

Dr. Sarah Gordon is in The Center for Leadership and Learning and the new Chair of the Institutional Review Board. She indicated that one of the things she is working on in the IRB area is shoring things up and making the process more efficient. We are working with IRBs in Arkansas and adjacent states to get a sense for their policies, procedures, etc. A couple of the issues facing Arkansas Tech are 1. How people get on the IRB, and 2. how long they can stay. She reminded senate that there is a federal law that outlines how institutions handle research with human subjects. This isn't just in academia – hospitals and other institutions that deal with research featuring human subjects have IRB's. It takes about 30 modules of training (intensive) to qualify to be an IRB member. Knowledge of federal guidelines and the research processes are necessary, and sometimes, even knowledge in a particular field. Currently, the structure of the ATU IRB is outlined in the Faculty Handbook and contains members from both the faculty and the research office. Dr. Gordon is suggesting that we remove descriptions of federal guidelines from the Faculty Handbook because they frequently change. Federal guidelines stipulate that an IRB must have at least 5 members, ATU currently has 7. The IRB wants the power to expand or shrink the numbers beyond or below 7 to ensure representation from every college and create needed flexibility. The IRB wants the Dean of the Graduate College and Research to work with the deans of each college to help identify potential IRB members. Dr. Gordon suggested the language in the handbook that describes term limits be removed in order to preserve the institutional knowledge of the IRB. Dr. Clements asked whether the IRB's timeframe

would allow Senate to review the proposed changes and vote at the November 30 meeting. Dr. Gordon indicated that would be acceptable.

III. Old Business

A. VPAA update

Dr. Barbara Johnson presented some updates and informational items:

a. Dept Head/Dean evaluations are closing at midnight on November 12th. There currently is still a low response rate.
b. Final Exams will occur Dec 1-4 and they *will* be virtual.
c. MT49 and MT99 – hopefully your Deans have talked about these delivery modes. If we say that ½ of the class will be in person (MT49), it is very important that we really do that. We have received complaints from parents that students have come back to campus, but the classes ended up being entirely online. Some of the confusion came from the students, but we need to make sure that faculty don't add to the confusion.
d. Spring 2021: classes start **January 11**. Prof. Development is **Jan. 6.** We plan to start January 11. Whichever modality you have chosen is going to be the anticipated delivery method, but whatever happens with Covid-19 over the semester break may dictate necessary changes.
e. Spring 2021 Final Exams: the schedule has been amended – they are now April 26-30. We will have to wait and see whether not they are virtual.
f. Dr. Shellie Hannah indicated that some groups of students have an issue with the virtual final exams. Traditionally, professors of online classes have the ability to schedule finals whenever they choose during finals week. At this point, many faculty have assigned the due date on the first day of finals, forcing students to take multiple finals early. Dr. Johnson indicated that she will speak with the deans tomorrow and ask that faculty try to avoid this. Dr. David Eshelman reminded that students can petition to have exams moved if they have too many in one day.
g. Spring Break is set, possibly subject to change.
h. Spring Commencement: Dr. Johnson has asked that we prepare for two possibilities, 1. On the football field socially distanced, 2. In Tucker Coliseum socially distanced. (The Coliseum is to be the back-up plan.) A survey will be sent out to all 2020 graduates to determine if they would like to come back for their own special graduation ceremony in May. That ceremony would take place on Friday the day before the Spring 2021 ceremonies.

At this time it is uncertain of the faculty's role in the graduation ceremonies.

i. December Commencement – Dec. 12, 10am live/virtual. We are looking into ways to enhance this. The Deans are going to the television studio and recording their parts and anticipate being able to call the name of each student.
j. Dr. Bowen wanted Dr. Johnson to let us know that today the governor stated that higher ed funding for Budget year 20-21 will be fully restored. This is Category D. Tech didn't expect to get D at all. This equates to about $1.6M, and will be used to replenish the reserves.
k. HLC: The syllabi repository is good. When reviewers asked for certain syllabi, Dr. Johnson was able to go straight to the repository and access the syllabi in 30 minutes. The reviewers were impressed that this happened so quickly.
l. Hull Hall – the new student union. The union is scheduled to be opened to students soon. The capacity will be limited similarly as BazTech is now. The final product is well done.
m. Health and Wellness received tests for the rapid testing machine. There are now 700 tests for people who are symptomatic.
n. The Deans are doing a good job of advocating for faculty in regards to the current Bucket restructuring exercise.

B. Intellectual Property Policy Proposal (Dr. Newt Hilliard)

Dr. Newt Hilliard indicated that Dr. David Eschelman and other artists were concerned about the original policy and sent feedback to university council. The new policy ensures that the university will not claim ownership unless significant resources are used. Motion to pass from Dr. Shellie Hannah and second from Dr. Sean Reed. Motion Carries.

C. Faculty/Board of Trustees Communication (Dr. Jon Clements)

Dr. Bowen would like for Faculty Senate to submit a document to the Board of Trustees at their December board meeting. The document should highlight senate's achievements and future goals. David Eshelman, Sean Reed and Sean Huss indicated that they would be willing to serve on the committee that drafts the letter. Dr. Clements indicated that we should attempt to have the letter completed by our next meeting, and that we should keep the letter brief.

D. Certificate of completion for student evals (Dr. Carey Ellis Laffoon)

Dr. Carey Ellis Laffoon has communicated with Wyatt Watson and confirmed that the current Evaluation Kit sends an e-mail to students

thanking them for completing the evaluation when they finish. This question was posed by faculty looking for a way to offer students extra credit for completing the survey and raising the class response rate to semester end surveys. Wyatt Watson indicated that asking a student to send this e-mail as proof of completion might pose a problem with anonymity, especially in small classes.

E. Handbook revisions (Dr. Jeremy Schwehm/Dr. Sean Huss)

The first phase of Handbook changes was presented for adoption. Dr. David Eshelman moved that we pass the motion as a whole. Dr. Sean Huss seconded. Dr. Jeremy Schwehm indicated that most of the revisions were procedural, and that they included small changes in wording for clarity. In some cases, things were moved around a bit for those same reasons. The changes were discussed and agreed upon at the subcommittee level. Dr. Barbara Johnson indicated that she has reviewed them all and did not have any changes. Motion Carried.

F. Tuition Waiver Policy (Dr. David Eshelman)

Dr. David Eshelman reminded everyone that elements of the policy seems to be a bit Draconian. If you switch to a 'w', for example, you have to pay back the money for the class. This is part of the ongoing restructuring discussion, and will remain in Old Business for the time-being.

G. Concerns related to the primacy of academics / Provost (Dr. David Eshelman)

Dr. David Eshelman has made a little progress with the Shared Governance ad hoc Committee. They have a list of things that they would like to see in the future. There are some things that will not happen in the near future. One of them is the elevation of the VPAA to the title of Provost. The members believe that the committee should keep these ideas, along with the general primacy of academics, on the backburner – as sort of a strategic plan for this group. In this way, they hope to keep the ideas we hold as important, in the case that there might be a time to realize them in the future.

IV. Open Forum

Dr. Sean Huss asked a question to Dr. Johnson. We received a request for information about Critical Race Theory and 1619 Project. What is the purpose of this? Isn't this far afield from pending legislation that is really supposed to address K-12? Dr. Johnson has collected the information as requested. She has asked our governmental liaison when they need this. Dr. Huss indicated that this is big concern for a lot of people and Dr. Johnson acknowledged this.

David Eshelman – Dr. Eshelman reminded us that the new Faculty Choice award that was recently approved, needs nominees to be selected in the fall. He suggested that we ask senators to speak with their constituents and determine possible nominees to be determined at the Nov. 30th senate meeting. These are awards for administrators that show support for the primacy of academics.

Dr. Jeremy Schwehm – He wants to continue to advocate for more ARGOS access for faculty. Running numbers to determine retention, graduation rates, etc. Handbook changes: The majority of Tech's peer institutions have standing committees for this. ATU has been doing this on an ad hoc basis. Senate may want to determine the need for a standing committee to determine ARGOS access.

Dr. Randy Kelley asked about acceptance letters from admissions. Is there a problem with this?

Dr. Jeremy Schwehm inquired about the status of the sale of Lakepoint. What is happening with the money generated from that sale? Dr. Johnson doesn't know at this point.

Professional Development in January will be virtual.

Dr. Jon Clements asked whether or not there is any discussion of changing our Covid phase status? **Dr. Jamie Stacy** indicated that there isn't any talk of that at this point.

Responding to a chat question, **Dr. Carey Ellis Laffoon** indicated that there is mental health/counseling provided within our insurance. We have been working with St. Mary's to help people with Covid related PTSD. There are counselors in town who currently have reduced fees for Tech people with Covid related mental issues. There is currently a list being put together. **Dr. Alejandra Carballo** indicated that there is still CARES Act money available as well.

V. Announcements and Information Items

Next meeting is Nov. 30 – 1pm (Reading Day)

VI. Adjournment

Motion to adjourn by Dr. Shellie Hannah, seconded by Dr. Jamie Stacy seconded. Motion Carried.

Respectfully Submitted,

Jon Clements, D.M. President

Sean Reed, D.M.A. Secretary

Curriculum Committee
AGENDA
Tuesday, November 24, 2020
Virtual WebEx Meeting, 3:00 p.m.

I. Call to Order

A. Approval of minutes from October 27, 2020 meetings

II. New Business

A. Curricular Items

1. College of Arts & Humanities – Department of English and World Languages

   a. Accelerated Bachelor of Fine Arts in Creative Writing to Master of Arts in English
   b. Accelerated Bachelor of Arts in English to Master of Arts in English

2. College of Arts & Humanities – Department of History and Political Science

   a. Accelerated Bachelor of Arts in History to Master of Arts in History

3. College of eTech – Department of Professional Studies

   a. Modify the Curriculum in Bachelor of Professional Studies, as follows:
      (1) delete PS3013: Professional Studies Seminar, OL/PS 3143: Applied Professional Research, OL/PS 4943: Applied Leadership Project, six hours of Professional Studies Professional Core Electives, and Footnote 3; and
      (2) add OL/PS 4443: Professional Leadership, OL/PS 4543: Workplace Supervision, OL/PS 4643: Organizational Globalization and Diversity, and six hours of electives.

III. Adjournment

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, November 24, 2020, at 3 p.m. via WebEx. The following are members of the committee:

2020-21 Curriculum Committee members include:

Completing Last Year of 2 Year Term:
Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young (NHS)

Newly Elected for 2 Year Term:
Dr. Ernest Enchelmayer (AH)
Dr. Nina Goza (BA)
Dr. Timothy Leggett (ED)
Dr. Dong Soo Lee (EAS)
Dr. Jeremy Schwehm (SN)
Dr. Jackie Bowman (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)
Ms. Emily Lisenbey, SGA members (ex officio)
Vacant SGA members (ex officio)

The following member were absent: Dr. Jason Ulsperger, Dr. Christine Austin, and Ms. Emily Lisenbey. The following were present to answer questions regarding curriculum proposals: Dr. Donna White and Dr. David Blanks. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

Motion by Dr. Enchelmayer, seconded by Dr. Schwehm, to approve the minutes from October 27, 2020 meeting. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

Curricular Items

Motion by Dr. Schwehm, seconded by Dr. Enchelmayer, to approve the proposals from the College of Arts & Humanities – Department of English and World Languages. Motion approved.

1. College of Arts & Humanities – Department of English and World Languages

    a. Add the Accelerated Bachelor of Fine Arts in Creative Writing to Master of Arts in English option;
    b. Add the Accelerated Bachelor of Arts in English to Master of Arts in English option.

Motion by Dr. Enchelmayer, seconded by Dr. Goza, to approve the proposal from the College of Arts & Humanities – Department of History and Political Science. Motion approved.

2. College of Arts & Humanities – Department of History and Political Science

    a. Add the Accelerated Bachelor of Arts in History to Master of Arts in History option.

Motion by Dr. Enchelmayer, seconded by Dr. Goza, to approve the proposals from the College of eTech – Department of Professional Studies. Motion approved.

3. College of eTech – Department of Professional Studies

    a. Modify the Curriculum in Bachelor of Professional Studies, as follows:
        i. delete PS3013: Professional Studies Seminar, OL/PS 3143: Applied Professional Research, OL/PS 4943: Applied Leadership Project, six hours of Professional Studies Professional Core Electives, and Footnote 3; and
        ii. add OL/PS 4443: Professional Leadership, OL/PS 4543: Workplace Supervision, OL/PS 4643: Organizational Globalization and Diversity, and six hours of electives.

Adjournment.

AGENDA
NOVEMBER 30, 2020
1:00 p.m.

I. Call to Order
   A. Approval of the minutes from the November 10, 2020 meeting

II. New Business
   A. Curricular Items
      https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php
   B. Faculty Senate Budget Sub-committee update (Huss)
   C. Election for Senate Restructuring Committee Representative

III. Old Business
   A. VPAA update
   B. IRB Updates (Hilliard)
   C. Shared Governance Standing Committee Update(Eshelman)
   D. Faculty/Board of Trustees Communication (Clements)
   E. Concerns related to the primacy of academics / Provost (Eshelman)

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

ARKANSAS TECH UNIVERSITY | Faculty Senate

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2020-2021 Faculty Senate was held at 3:00 p.m. on Tuesday, November 30, 2020 on WebEx. The following members were present:

Dr. Alejandra Carballo
Dr. Jon Clements
Dr. Michael Davis
Dr. Pam Dixon
Dr. David Eshelman
Dr. V. Carole Smith
Dr. Shellie Hanna
Dr. Newt Hilliard
Dr. Efosa Idemudia
Dr. Cynthia Jacobs
Dr. Sean Huss
Dr. Sean Reed
Dr. Scott Jordan
Dr. Randy Kelley
Dr. Jeremy Schwehm
Dr. Asim Shrestha
Dr. Jamie Stacy
Mr. Steven Junker
Dr. Brendan Toner
Dr. Masanori Kuroki
Dr. Carey Ellis Laffoon

Guests: Dr. Barbara Johnson, Mrs. Pat Chronister, Mrs. Alice Batch

I. Call to Order

A. Approval of the minutes - from the November 10 meeting. Motion to approve from Dr. Jeremy Schwehm. Seconded by Dr. Sean Huss Motion Carried.

II. New Business

A. Curricular Items

https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php
Motion to *consider* all items together from Dr. Jamie Stacy. Seconded by Dr. Jeremy Schwehm. Motion Carried. Motion to *Approve* as a whole by Dr. Shellie Hanna, seconded by Dr. Michael Davis Motion carried.

B. Faculty Senate Budget Sub-committee update (Dr. Sean Huss)

Dr. Sean Huss described the Statement from the Ad Hoc Faculty Senate Budget Advisory Subcommittee, citing underfunding of academics, overspending on scholarships, and overloads on faculty, pointing out that the

position of the committee is that the faculty have the responsibility of stewardship over the environment at ATU. The Faculty Satisfaction Survey reflected significant dissatisfaction of the faculty with respect to the budget restructuring plan. The report will be attached with the minutes of this meeting. Motion to *endorse* the report by Dr. Shellie Hanna, seconded by Mr. Steven Junker. Motion carried.

C. Election for Senate Restructuring Committee Representative

Dr. Jon Clements indicated that Mr. Brent Etzel was elected to serve as a representative of the faculty. The Senate needs to elect a representative as well. Dr. Sean Huss nominated Dr. Newton Hilliard. Dr. David Eshelman seconded. Motion to close nominations by Dr. Jeremy Schwehm, seconded by Dr. Shellie Hanna. Motion carried by acclimation.

III. Old Business

A. VPAA update (Johnson)

1. There will be an **Orientation for new students** on Friday, January 8 from 9-9:45. Deans will let us know if they need our help with this.

2. Feb. 11, 12 and 13 (Feb. 13th is a Saturday) will be the dates for **Time out for Tech**. This will be in person.

3. January 6 will be **Professional Development Day.** The hope is that departmental meetings will happen in the morning. **The President and VPAA updates** will take place on January 7. Dr. Johnson requests that faculty try to keep their schedules open on January 7 with the hope that we can begin to form some working groups to discuss academic planning. She is requesting help pulling this together, especially with respect to forming Breakout Sessions virtually.

4. **Some good news:**

   i. Student Support Services received a grant for teacher education majors – 140 students, low income, first gen., etc. will benefit from this.
   ii. We started an **Academic Coaching** initiative for students who were conditionally admitted.

iii. **ReUp** – A third party provider, is contacting students who have dropped out in recent years, trying to get them to come back and finish their degrees.
iv. We have another initiative via **Student Success**, assisting with an effort to encourage readmission for students who withdrew this fall.

5. The VP for Advancement needs a representative for the **Search for a VP for Administration and Finance**. Dr. Clements volunteered to help find a representative for this committee.

6. With respect to **Spring classes** – depending on what is happening with Covid-19, it is possible that we may start the semester online. We should be vigilant with communication during the holiday.

7. Dr. Johnson thanked the **Ad Hoc Senate Budget Committee** for its work regarding the restructure. Dr. Johnson indicated that she has met with the Deans. They have categorized Bucket 5 items into 3 categories. She now has to continue to prioritize those categories based on info. supplied by the VP of Admin and Finance.

B. IRB Updates (Hilliard)

Dr. Newton Hilliard indicated that this is ATU's response to comply with Federal Guidelines and it looks good. Motion to approve the proposal as presented by Dr. Shellie Hanna, seconded by Dr. Jeremy Schwehm. Motion Carried

C. Shared Governance Standing Committee Update (Eshelman)

Nothing to report at this time

D. Faculty/Board of Trustees Communication (Clements)

Dr. Clements reminded that this communication is designed to help the BOT understand Senate past, present and planned activities. Dr. Eshelman reminded that the document shares policy initiatives, curricular innovation, the Senate response to Covid-19, and a hope for further communication. Motion to accept document for BOT from Dr. Sean Huss, seconded by Dr. Newton Hilliard. Motion Carried

E. Concerns related to the primacy of academics / Provost (Eshelman)

Nominations were requested for the **Faculty Choice Award**. This is award will be selected for an administrator who has shown great support for academic issues.

Dr. Shellie Hanna nominated Dr. Barbara Johnson. Dr. Sean Huss seconded. Dr. Jon Clements nominated Mrs. Pat Chronister. Dr. Carey Ellis Laffoon seconded. The Senate will vote on this during the next meeting.

IV. Open Forum

A. Student Evaluations Process (Reed)

1. Enrollment isn't accurately configured at the time of student evaluations because it does not reflect the number of students who have dropped the class. This affects the response rate generated.
2. The evaluation e-mail goes out to students just prior to the final drop date for the course.

Dr. Clements indicated that the Senate will request that Dr. Wyatt Watson attend a meeting and speak to this issue. Dr. Efosa Idemudia indicated that a faculty member has contacted Dr. Watson, and he referred that person to the Senate. Dr. Jeremy Schwehm indicated that he believes this issue may have been settled in the past. Dr. Clements asked Dr. Schwehm to follow up on this.

B. Budget Restructuring

Dr. David Eshelman suggested that we might want to push for a formal communication by the President with the faculty between the time that the Executive Council has approved the budget restructure plan going forward and when that plan goes to the Board of Trustees. Dr. Sean Huss made a motion to move from Open Forum back into General Session and Dr. Jamie Stacy seconded. Motion Carried. Dr. David Eshelman made a motion that *the Senate would empower a committee to write a letter to Dr. Bowen asking for a presentation from her to the campus community at large explaining the restructure. This presentation should take place after the President, with her Executive Council, has approved the restructure, and before it goes to the Board of Trustees*. Dr. Sean Huss offered an amendment suggesting that the current **Ad Hoc Senate Budget Committee** would be an appropriate committee for this charge. Dr. Eshelman concurred with the amendment. Dr. Jeremy Schwehm seconded the motion. Motion Carried.

C. Dr. Erica Wondolowski

Dr. Wondolowski asked whether or not there has been any discussion of adjusting scholarship and/or service expectations for tenure-track faculty due to covid-19 and the

significant increase in teaching prep. She indicated that, in the faculty handbook, the Essential Functions of faculty are not explicitly listed, and that this is very important re: ADA and workplace accommodations. Dr. Wondolowski asked where or not there a list somewhere, and if so, whether or not this list might be added to the handbook for consistency and transparency. Dr. Sean Huss and Dr. Jeremy Schwehm described that DPTC's are now charged to account for Covid issues, and Dr. Huss indicated a willingness to follow up with ADA issues.

V. Announcements and Information Items

The next faculty senate meeting will be Tuesday, February 9, 2021 at 3 PM.

VI. Adjournment

Motion to adjourn by Dr. Michael Davis, seconded by Dr. Jeremy Schwehm Motion Carried.

Respectfully Submitted,

Jon Clements, D.M. President

Sean Reed

Sean Reed, D.M.A. Secretary

ATU General Education Committee
January 21, 2021

Minutes

Woods, Clair, Austin, Post, Schwem, Cole , Wei Ward,
Choudhury, Elkassagbi, Taylor, Enchelmeyer, Saxton, Schluterman, Bain
Colvin, Gordan, Malone, Scott, Taylor

I. Approve November 2020 meeting minutes

– Woods move and Ward second approval; aproved

II. Courses Submitted for Consideration as Part of the General Education Curriculum

A. BLAW 1033: Law for Life: Understanding the Law and Personal Legal Issues
-Moved to table Ward, second Colvin – no assessment attached to committee
-Tabled

B. FIN 2013: Personal Finance
-Woods comment: Most courses will be eligible – need to be aware of how affect departments
- Motion by Wei; Post seconds
-Approved

C. PS/OL 4343: Community Development
-Ward comment: question gen ed purpose of courses vs. serving majors
-Clair comment: UL Gen Ed not done before
-Woods comment: No implication of prerequisites is ideal
-Woods move to table; Bain second
-Tabled

D. LEAD 1003: Introduction to Leadership
-Ward comment: his objections go away if own dept gen ed classes don't count toward gen ed; need students taking classes across university; procedure for new gen ed need to consider how create that diversity
-Motion by Taylor; Post Second
-Approved

III. General Education Program Review, Phase 2: Revised General Education Goals
A. Plans for Spring 2021: Report from Subcommittee: General Education Program Review
-will synthesize goals and submit for approval from committee, senate and ac affairs
B. Department Feedback Forms
C. Overall project timeline:
- Phase 2: Spring 2021: Determine Revised General Education Goals and Rationale, Policies and Procedures
- Phase 3: Fall 2021-Spring 2022: Realign Gen Ed Curriculum Based on Revised Goals

- Phase 4: Fall 2022: Revised Gen Ed Program Presented to University and Stakeholders for Implementation
- Phase 5: Spring 2023-Fall 2023: Phase in Revised Gen Ed Program and Curriculum

IV. Incorporation of Civic Engagement Goal
A. Plans for Spring 2021: Report from Subcommittee: Civic Engagement in Gen Ed Curriculum
-fac a bit confused
-revise with tech talk and wrokshop to re-attempt pilot classes in fall
B. Approval of Civic Engagement Assessment Rubric
-Woods comment: understanding it an initial rubric and will change
-Ward move, Woods second
-approved
C. Goal: Workshop date by next subcommittee meeting

V. Incorporation of Diversity and Equity Goal
A. Plans for Spring 2021: Report from Subcommittee: Diversity and Equity in Gen Ed Curriculum
-fac again a bit confused
-creating resources to communicate what need
-better comms?
B. Diversity Resource Submissions
C. Approval of Diversity and Equity Assessment Rubric
-Taylor move, Mikles S second
-approved

VI. Assessment: Report from Subcommittee: General Education Assessment
A. Results from Fall 2020 assessment of Goal 2: Apply Scientific and Quantitative Reasoning
B. Plans for Spring 2021 Assessment of Goal 3: Apply the Value of the Arts and Humanities
-report language in process – will be out by next gen ed mtg.

VII. Open Forum

VIII. Upcoming:
A. HLC Workshop for Subcommittee Chairs: Jan. 28, Jan. 29, Feb. 4, and Feb. 5
B. Next Subcommittee Meeting: February 11
C. Next Full Committee Meeting: February 25

Post move to adjourn

ARKANSAS TECH UNIVERSITY | Faculty Senate

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2020-2021 Faculty Senate was held at 3:00 p.m. on Tuesday, February 9, 2021 on WebEx. The following members were present:

Dr. Alejandra Carballo
Dr. Jon Clements
Dr. Michael Davis
Dr. Pam Dixon
Dr. David Eshelman
Dr. V. Carole Smith
Dr. Newt Hilliard
Dr. Efosa Idemudia
Dr. Cynthia Jacobs
Dr. Sean Huss
Dr. Sean Reed
Dr. Scott Jordan
Dr. Randy Kelley
Dr. Jeremy Schwehm
Dr. Asim Shrestha
Dr. Jamie Stacy
Mr. Steven Junker
Dr. Brendan Toner
Dr. Masanori Kuroki
Dr. Carey Ellis Laffoon

Absent: Dr. Shellie Hanna

Guests: Dr. Barbara Johnson, Mrs. Pat Chronister, Dr. Erin Clair

I. Call to Order

A. Approval of the minutes - from the November 30 meeting. Motion to approve from Dr. David Eshelman Seconded by Dr. Newt Hilliard Motion Carried.

II. New Business

A. Curricular Items
https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php - Dr. Clements indicated there wasn't anything on the website at this time, so there is nothing to discuss.

Dr. V. Carole Smith made a motion to amend the agenda to include the **Gen-Ed Committee** discussion, seconded by Dr. Jamie Stacy Motion Carried. Dr. Erin Clair indicated that the Gen-Ed Committee voted, on January 21st, to add two courses to the General Education Curriculum: LEAD 1003 – *Introduction to Leadership*, and Finance 2013 – *Personal Finance*. Motion to approve these changes by Dr. V. Carole Smith, Seconded by Dr. Jeremy Schwehm. Motion Carried.

B. Registration Waiting List (Davis)

Dr. Michael Davis indicated that students sometimes inquire about the existence of registration waiting lists at ATU. It is his understanding that we have a waiting list, but it has not been activated. Dr. Jamie Stacy indicated in the back of Banner, under 'course creation', waiting lists can be set up. She suggested communication with Tammy Weaver (Registrar) might be in order to enable this in Banner. Dr. Jon Clements indicated that he would reach out to Tammy.

C. Student Evaluations Process (Reed/Schwehm)

Dr. Jeremy Schwehm indicated that his communications with Wyatt Watson gleaned that the two issues with course evaluations involve when they are deployed, and who can complete them and when. The issue stems from the question of whether or not students who drop the course can still complete evaluations. Both of those things fall under the purview of Academic Affairs. (*Communication with Wyatt Watson is included at the end of these minutes, and his opinions on use of Evaluation Kit may be of interest*). If the Senate wants to make recommendations to Academic Affairs regarding this, Senators can communicate with Dr. Sean Reed or Dr. Jeremy Schwehm regarding this for inclusion as a possible recommendation to Academic Affairs for the next Senate Meeting.

II. Old Business

A. VPAA update

Dr. Johnson is not feeling well today, and will not be giving the usual update, but Dr. Johnson is here in case we need important questions asked.

B. Faculty Handbook Edits (Huss/Schwehm)

Dr. Jeremy Schwehm will have these materials to the Senate in advance of the March meeting.

C. Budget Process/Letter to Dr. Bowen (Clements)

Dr. Jon Clements indicated that Dr. Bowen has written a letter to the Senate in response to the Senate's request that she communicate budget restructuring plans to the Senate between meetings with the Executive Council and the Board of Trustees. She has indicated that she is unable to meet with the Senate as requested. Dr. Jon Clements sent the letter, written by the Senate Budget Advisory Committee to Dr. Bowen, requesting that meeting. Dr. Bowen sent a letter back last week (Dated January 29). Dr. Clements summarized the letter (* This letter is included in these minutes*).

D. Shared Governance Standing Committee Update (Eshelman)
Dr. David Eshelman indicated that he has nothing to report at this time.

E. Concerns related to the primacy of academics / Provost (Eshelman)
- **Vote on Faculty Choice Award**

The Senate voted to present the inaugural Faculty Choice Award to Dr. Barbara Johnson. **Motion Carried.**

IV. Open Forum

A. Input from anonymous emails

Dr. Jon Clements read a few anonymous e-mails.

These e-mails reflected opinions about various levels of leadership, the promotion and tenure process, course scheduling, restructuring and other themes.

Dr. Jamie Stacy indicated that the *Covid taskforce* for the university has asked what the Senate might recommend in order to support students who experience side-effects of Covid Vaccines. After some discussion, Dr. Clements indicated that he would mention vaccination, possible side-effects, and possible ramifications on student attendance in the Faculty Senate Snapshot, with an emphasis on compassion on the part of faculty with respect to attendance and accountability.

Dr. Jamie Stacy indicated the anyone who has had the vaccine administered elsewhere should let the university to know that so their name can be taken off of the list.

Dr. Jon Clements inquired about events including summer camps. Dr. Stacy indicated that, at this time, the Office of Events is still handling that. A memo has been drafted, the Covid Taskforce is recommending that we go forward with camps and conferences this summer, but it is going to recommend day camps, but not overnight camps and events. That will be reevaluated in March, then again in April. As far as on-campus, internal events, that would follow the campus guidelines (less than 30, social distance, room, etc.). Dr. Clements asked about special events, citing student recitals as an example. Dr. Stacy indicated that approval for something on-campus would start with the Office of Events, and that it would have to follow ADH guidance. She emphasized that the taskforce does not see itself as a deciding body, and referred events to ADH guidelines and the Office of Events.

ARKANSAS TECH UNIVERSITY | Faculty Senate

Dr. Jamie Stacy indicated that she has received several letters from students, outlining different levels of experience with faculty and classes as they have adjusted for the pandemic. Dr. Stacy wants to explore **support for faculty** who may need encouragement and resources as they attempt to be supportive of students. Mixed technology or F2F classes that have had to make adjustments for quarantine. She emphasized the there are resources (i.e. Health and Wellness group counseling for Covid many may not be aware of). Dr. Stacy cited the importance of finding support for students, and helping students who have been forced into virtual learning environments, but have not been prepared for that.

Dr. Clements indicated that he has also heard from students who want to request a **retroactive change in the grading policy** for fall 2020. He indicated that he met with the SGA mid-semester, and encouraged them to work through the SGA.

Dr. Newt Hilliard gave an update from his participation on the restructuring committees. He indicated that subscription to some automatic workflow applications might not be renewed, so those processes might have to be done manually, making things work a little slower in some offices. On the academic side, there was a feeling that academics have been cut a lot in previous year, and that cuts will have many unintended consequences.

V. Announcements and Information Items

Dr. David Eshelman CETL Presentation (March 2) *Improving the Full Professor Experience.*

VI. Adjournment

Motion to adjourn by Dr. Michael Davis, seconded by Dr. Jamie Stacy Motion Carried.

Respectfully Submitted,

Jon Clements, D.M. President

Sean Reed, D.M.A. Secretary

ARKANSAS TECH UNIVERSITY | Faculty Senate

No problem, please share as you feel appropriate.
Thanks,
Wyatt

John "Wyatt" Watson
Director of Institutional Research and Effectiveness
Arkansas Tech University
Admin. Bldg. #208
Russellville, AR 72801
(479) 964-3213

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From: Jeremy Schwehm
Sent: Monday, February 8, 2021 5:09 PM
To: John Wyatt Watson <wwatson@atu.edu>
Subject: RE: End-of-Course Evaluations

Thanks for this additional information Wyatt. Do you mind if I share this email with Senate?

Thanks again,

Jeremy

From: John Wyatt Watson <wwatson@atu.edu>
Sent: Monday, February 8, 2021 4:56 PM
To: Jeremy Schwehm <jschwehm@atu.edu>
Subject: RE: End-of-Course Evaluations

Dr. Schwehm,

ARKANSAS TECH UNIVERSITY | Faculty Senate

We have found out a little bit more about the capabilities of our current version of EvaluationKit.

1. We could turn on a feature that would send 'Certificates of Completion' to students as soon as they complete an evaluation. This email can only go to students – not faculty though. This could be used if a faculty wanted a student to prove they completed the evaluation for extra credit for example. This feature is either on or off for the entire University. I have no recommendation either way on certificates of completion.
2. We have available version 2.0 of report builder. The current report builder used by faculty, department heads, and deans is very clunky. The new version is more user friendly and seems to flow better with more initiative features than version 1.0 which we are on currently. I do recommend that we move towards report builder version 2.0.
3. This next one would take a bit more investigation. We should be able to implement BlackBoard notifications if we choose. This feature shows a student an immediate pop-up window if the student has outstanding evaluations. This pop-up shows every time they log into BlackBoard for any reason. I would highly recommend this to help with our response rates. We even have the ability to force an evaluation before a student can proceed in BlackBoard but I think that is going too far. I do recommend that we further investigate this and if no problems are found that we implement BlackBoard notifications.
4. This would take considerable more investigation but it is our current belief that we can integrate Banner and EvaluationKit to synchronize which students get to evaluate which classes. This system would link course registrations in Banner to their surveys in EvaluationKit. The big change here would be once a student dropped a class then they are no longer eligible to evaluate it. Currently, if a student drops a class late enough then they still might have the ability to evaluate the class. This would need to be investigated more to make sure that we can implement it but I believe that we should be able to do this with our current system if the policy changed to align registrations with evaluations. I do recommend more investigation on this but I did not want to invest too much time in this until I could hear back from Faculty Senate.

Please let me know if you have any questions.
Thanks,
Wyatt

John "Wyatt" Watson
Director of Institutional Research and Effectiveness
Arkansas Tech University

ARKANSAS TECH UNIVERSITY
Faculty Senate

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From: John Wyatt Watson
Sent: Thursday, February 4, 2021 11:45 AM
To: Jeremy Schwehm <jschwehm@atu.edu>
Subject: RE: End-of-Course Evaluations

Dr. Schwehm,

We are currently investigating new features of EvaluationKit and we plan on presenting what we find to Academic Affairs. We hope to be able to integrate more with Banner or at least BlackBoard to remove a lot of the manual process that we have now. Hopefully we can use some of the new features to assist with any change in policy. With that said, the course evaluation policy/procedure is owned by Academic Affairs, IR&E just helps to implement it. Any changes would need to be recommended to Academic Affairs. I do also want to point out that what you describe below is actually two separate but related issues. First, we have when the survey physically opens and secondly we have who is allowed to participate in the survey. For example, we can open the survey days after last day to drop but we could allow dropped students to participate. Each time frame would need to be determined separately. The two time frames could be the same but they do not have to be the same.

Depending on what we find and what any changes may be, I might recommend that we change software and move away from EvaluationKit. I have not been well pleased with this software

compared to what their sales team told us it could do. I do wonder sometimes if we would be better off building our own evaluation system internally than purchasing a package to do it.

Did this address your issues for now?
Thanks,
Wyatt

ATU | Faculty Senate

ARK
UN

ATU ARKANSAS TECH UNIVERSITY

PRESIDENT'S OFFICE

1509 North Boulder Ave
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Russellville, AR 72801

479-968-0228
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January 29, 2021

Dear ATU Faculty Senate members,

Thank you for your communication dated January 20, 2021.

I cannot adequately express my gratitude for the time, thorough deliberations and thoughtful feedback provided by both our ATU faculty and staff as they have participated at different points throughout our restructuring process. The budget advisory committee has been involved from the beginning. Faculty and staff have engaged in open forums hosted by Mr. Walter Branson. We have met with the senates representing faculty, staff and the students to gain their input. Each of these opportunities for dialogue has provided valuable insight and input.

Members of the executive council solicited information from their departments and colleges through conversations held to discuss possible efficiencies and reallocations as well as opportunities for enhancement and innovation. Faculty and staff are currently involved in reviews of budget proposals so we can obtain the perspective of each operating area at the university through the representatives they have provided to the academic committee and the university support committee. I too have worked to keep ATU faculty and staff informed about the status of our progress through weekly e-mail communications and our fall 2020 and spring 2021 start-of-semester university updates.

I recognize the restructuring initiative is a challenge. Knowing that cuts are forthcoming is disheartening. Please know that no one wants to have to endure a restructuring process, yet given the current state of higher education in the nation and our own financial projections, we must.

The ATU Board of Trustee members are fully aware of our restructuring process, have been briefed on actions to date and plans for decision making moving forward. The Board applauds the transparent manner in which we have operated. They have asked that I communicate their appreciation of your input and participation throughout the process. The Board members have also communicated that they prefer to be the first ones to receive the restructuring recommendations, given the position that they hold and their responsibilities.

Although I am not able to provide the presentations you have requested prior to the March Board of Trustees meeting, please know I will take all of the information I have received into consideration when developing my recommendations and that those recommendations will reflect the best interests of our students and our mission.

It is important to note that March 18 is not the end of the process. There will be more than two months between that meeting and the May 20, 2021, meeting when the ATU Board of Trustees will review the final budget proposal for fiscal year 2022. Decisions will need to be made regarding enhancements and innovations the university should employ moving forward. Executive council members will be meeting with their respective areas and the budget advisory committee will continue to meet during that period between board meetings. As you have these past months, please continue to provide your insights regarding these areas as well. And know that I will be working to carry out the will of our board, prioritizing our mission of student access and success.

I appreciate your continued support as we work together for the future of Arkansas Tech University.

Sincerely,

Robin E. Bowen

Dr. Robin E. Bowen
President
Arkansas Tech University

Curriculum Committee
AGENDA
March, 2021
WebEx Meeting

I. Call to Order

A. Approval of minutes from November 24, 2020 meeting

II. New Business

A. Curricular Items

1. College of Arts & Humanities – Department of Behavioral Sciences

   a. Delete AS Ozark-Ouachita Studies.

2. College of Arts & Humanities – Department of Communication & Journalism

   a. Delete BA Drama and Speech Education for Teacher Licensure.

3. College of Arts & Humanities – Department of English & World Languages

   a. Delete BFA Creative Writing Education for Teacher Licensure; and
   b. Delete BA Foreign Language with Concentration in Spanish Education for Teacher Licensure.

4. College of Business – Department of Management & Marketing

   a. Delete BSBA Management Major with Track in Entrepreneurship;
   b. Delete BSBA Management Major with Track in Human Resource Management;
   c. Delete BSBA Marketing Major with Track in Marketing Strategy; and
   d. Delete BS Business Education for Teacher Licensure.

5. College of Engineering & Applied Sciences – Department of Agriculture

   a. Delete BS Agriculture Business Feed Mill Management Option; and
   b. Delete BS Agriculture Business Public Relations Option.

6. College of Engineering & Applied Sciences – Department of Computer & Information Science

   a. Delete BS Information Systems; and
   b. Delete BS Computer Science Education for Teacher Licensure.

7. College of Natural & Health Sciences – Department of Physical Sciences

    a. Delete BS Nuclear Physics; and
    b. Delete BS Physical Science.

III. Adjournment

Curriculum Committee Minutes

The Curriculum Committee met on Wednesday, March 31, 2021, at 3 p.m. via WebEx. The following are members of the committee:

2020-21 Curriculum Committee members include:

Completing Last Year of 2 Year Term:
Dr. Jason Ulsperger (AH)
Dr. Efosa Idemudia (BA)
Dr. Mohamed Ibrahim (ED)
Dr. David Hoelzeman (EAS)
Ms. Jennifer Saxton (SN)
Dr. Jessica Young (NHS)

Newly Elected for 2 Year Term:
Dr. Ernest Enchelmayer (AH)
Dr. Nina Goza (BA)
Dr. Timothy Leggett (ED)
Dr. Dong Soo Lee (EAS)
Dr. Jeremy Schwehm (SN)
Dr. Jackie Bowman (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)
Ms. Emily Lisenbey, SGA members (ex officio)
Vacant SGA members (ex officio)

The following member were absent: Dr. Thibodeaux, Dr. Schwehm, Dr. Hoelzeman, and Ms. Emily Lisenbey. The following were present to answer questions regarding curriculum proposals: Dr. Cass, Dr. Cezeaux, and Dr. Jones. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present to assist with technology.

Motion by Dr. Goza, seconded by Dr. Leggett, to approve the minutes from November 24, 2020 meeting. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

Curricular Items

Motion by Dr. Goza, seconded by Dr. Bowman, to approve all the below proposals requesting deletion of programs. It was noted that the deans would review the end dates to ensure all students could finish the programs. Any modification of end date would be provided to Academic Affairs for update. Motion approved.

1. College of Arts & Humanities – Department of Behavioral Sciences

    a. Delete AS Ozark-Ouachita Studies.

2. College of Arts & Humanities – Department of Communication & Journalism

    a. Delete BA Drama and Speech Education for Teacher Licensure.

3. College of Arts & Humanities – Department of English & World Languages

    a. Delete BFA Creative Writing Education for Teacher Licensure; and
    b. Delete BA Foreign Language with Concentration in Spanish Education for Teacher Licensure.

4. College of Business – Department of Management & Marketing

    a. Delete BSBA Management Major with Track in Entrepreneurship;
    b. Delete BSBA Management Major with Track in Human Resource Management;
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5. College of Engineering & Applied Sciences – Department of Agriculture

    a. Delete BS Agriculture Business Feed Mill Management Option; and
    b. Delete BS Agriculture Business Public Relations Option.

6. College of Engineering & Applied Sciences – Department of Computer & Information Science

    a. Delete BS Information Systems; and
    b. Delete BS Computer Science Education for Teacher Licensure.

7. College of Natural & Health Sciences – Department of Physical Sciences

    a. Delete BS Nuclear Physics; and
    b. Delete BS Physical Science.

Adjournment.

AGENDA
April 13, 2021
3:00 p.m.

I. Call to Order
   A. Approval of the minutes from the March 9, 2021 meeting

II. New Business
   A. Curricular Items
      https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php
   B. Standing Committee Elections (Schwehm)
   C. Dr. Bowen and Mr. Branson Q/A

III. Old Business
   A. VPAA update
   B. Faculty Satisfaction Survey and Results (Schwehm)
   C. Time period between Sabbatical assignments (Barron)
   D. Faculty Handbook edits/survey updates (Huss/Schwehm)
   E. Registration Waiting List (Davis)
   F. BFSO Request
   G. Concerns related to the primacy of academics / Provost (Eshelman)

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

ARKANSAS TECH UNIVERSITY | Faculty Senate

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2020-2021 Faculty Senate was held at 3:00 p.m. on Tuesday, April 13, 2021 on WebEx. The following members were present:

Dr. Alejandra Carballo
Dr. Jon Clements
Dr. Michael Davis
Dr. Pam Dixon
Dr. David Eshelman
Dr. V. Carole Smith
Dr. Newt Hilliard
Dr. Efosa Idemudia
Dr. Cynthia Jacobs
Dr. Sean Huss
Dr. Shellie Hanna
Dr. Sean Reed
Dr. Scott Jordan
Dr. Randy Kelley
Dr. Jeremy Schwehm
Dr. Asim Shrestha
Mr. Steven Junker
Dr. Brendan Toner
Dr. Masanori Kuroki
Dr. Carey Ellis Laffoon

Guests: Dr. Robin Bowen, Mr. Walter Branson, Dr. Barbara Johnson, Mrs. Pat Chronister

I. Call to Order

A. Approval of the minutes - from the March 9 meeting. Motion to approve from Dr. Sean Reed Seconded by Dr. Sean Huss Motion Carried.

II. New Business

A. Curricular Items

https://www.atu.edu/registrar/2021CatalogCurriculumProposals.php

Motion to consider them as a block by Dr. Sean Huss, Seconded by Dr. Jeremy Schwehm. Motion Carried. Motion to approve by Dr. Sean Huss, Seconded by Dr. Newton Hilliard. Motion Carried.

B. Standing Committee Elections (Schwehm)

Dr. Jeremy Schwehm indicated that an e-mail will go out April 14 and run until April 30. Dr. Sean Huss reminded everyone that this is the first time the full faculty will have an opportunity to vote for the new Vice-Chair who will become Chair.

C. Dr. Bowen and Mr. Branson Q/A

Dr. Jon Clements asked the following questions:

Question 1: The Faculty Senate believes that the satisfaction survey and the anonymous comments represent the voices of those who believe they are not heard in any way. Many of the comments are thought out and well written. By and large, they represent a deep commitment to Arkansas Tech University as an institution. During a time of restructure, it can be tempting to become demoralized and to give up. Instead, the faculty are showing their conviction. We hope that you will take these responses for what we believe them to be: an earnest desire to communicate. The results of the faculty satisfaction survey have been consistent over the last three years in showing faculty dissatisfaction with the president, with the president's decision-making, and the president's vision. Regarding the survey and anonymous feedback, the first question is for Dr. Bowen in particular. When you read over the responses, what trends did you notice? What stood out to you? What actions might you take to address the concerns that were raised?

Answer 1: Dr. Bowen acknowledged that this has been a difficult year because of the pandemic. She indicated that she has always been impressed by faculty dedication and commitment to students. She indicated that she shares that commitment. No one wants to do restructuring, but they did this in order to ensure the financial stability of the university. The board gave us the resolution to restructure and we did so. They approved our processes and they also approved the outcome. Throughout all of that, we had faculty and staff involvement on all of the different things. We had faculty and staff representation.

- **Dr. Bowen's** general impression of the concerns in the survey included **communication and transparency**. She reminded the senate that there is a President's Communications committee. She has been sending weekly communications to the campus, but understands that communication is still a concern. *Dr. Bowen would like to have some more conversations with the Faculty and Staff Senates regarding what the senates are looking for by way of information.* She illustrated the issue that information is cascaded down from the VPAA to Deans, then Chairs, then the full Faculty, sometimes resulting in something akin to a game of 'Telephone'.

- In terms of **shared governance,** there is a committee that is working on shared governance and shared definitions. **Dr. Bowen's** administration has also established a budget advisory committee. They wanted to have faculty, staff and student voices on those issues. ***Dr. Bowen*** *indicated a desire to entertain a (at least) quarterly, Executive Council meeting that would include Faculty, Staff and Student Senate representatives who could provide agenda items that they want included.* She believes this would help the faculty have

more say with respect to some administrative decisions that are made, and to have access to the 'flavor' of what happens in the EC and how it works.

- Another item **Dr. Bowen** noticed as an area of concern from the survey was **Pay**. Dr. Bowen reminded the committee of the $6M added to faculty salaries as part of her initial push to raise salaries to CUPA levels. Unfortunately, we have gone back to where we were because there have been no raises for the past couple of years. She intends to remain committed to increasing faculty salaries.

- **Dr. Bowen** indicated that another thread she noticed in the survey was consternation related to **non-disclosure agreements** signed during the restructuring process. She indicated that the intent was to protect people's privacy. If there were positions that were named in meetings with the Senior University Support Committee and the Academic Affairs Committee. In hindsight, Dr. Bowen believes more clarity regarding what committee members could and could not talk about might have been more beneficial. This might have enabled committee members to interact with their constituents.

Question 2: Based on the faculty survey results and anonymous comments from staff to the faculty senate, it appears that claims of transparency and shared governance are not trusted. Indeed, we have heard a great deal about shared governance and transparency without seeing the substance of it. What are you going to do moving forward to regain the trust of the faculty and staff? When will the Faculty Senate and Staff Senate have official seats on the Executive Council? When will the Faculty Senate and Staff Senate have direct access to the Board of Trustees? We, as a faculty and a staff, need to see action. We need to see concrete examples of trust, transparency, and shared governance. While we are restructuring, would this be the best time to increase faculty and staff participation and align your rhetoric with substantive policy?

Answer 2: Dr. Bowen indicated that the communication committee and the shared governance committees are attempts to do that, but *again emphasized a desire to have more regular meetings with the Faculty and Staff Senates.* Board of Trustee communications: this past year, the BoT was amenable to have communications from the Faculty and Staff Senates, *and will be willing to continue.* These are usually submitted in the form of reports or agenda items in advance of BoT meetings. In addition, the BoT indicated that, once the pandemic is over, *they would like to come to ATU in the morning on days when they have board meetings, when possible, and visit departments and units across the university.* They would like to visit with staff, faculty and students about what is working and what is not. They can see the space, the labs, the classes, etc.

Question 3: We understand a percentage of current and future CARES funding must go toward aid. We also understand there are restrictions in how current and future CARES funding can be spent. With that in mind, will you commit to using eligible CARES funding to freeze tuition for a period of no less than two years and to slow the pace of layoffs before any additional CARES money is placed in the University reserve? Also, will you commit to full transparency to show that any eligible CARES funding is going toward freezing tuition, reducing layoffs, and replenishing budgets before any additional funds go into the University reserve?

Answer 3: Dr. Bowen indicated that the CARES funding has some limitations. Before the money had to go to items related to COVID. More recently, there has been for flex in that. We are not sure exactly what those differences are. We may be able to use some of that money to recoup for expenses and losses. We may be able to use them without the parameters that they be used for COVID.

- With respect to monies that have been used that are related to COVID: HVAC systems were purchased in Witherspoon, Crabaugh, and Dean. We wanted to specifically address academic buildings with those CARES funds.
- Big items have to go through the BoT, so **Dr. Bowen** can not commit to what they will approve.
- If we freeze tuition, there is a longer implication. We will not get the CARES fund money again, so we can't use it for recurring issues like salaries for example.
- **Dr. Clements** indicated that it is his understanding that the CARES money is there to make us 'whole' so we should be where we were before after COVID. **Dr. Bowen** indicated that this won't help us with recurring costs. We might be able to get through this year, but in another year or two we will be in the same position because we won't continue to have the CARES money.

Question 4: At the Staff Senate meeting last week, a reduction in executive compensation was discussed in the budgeting process, but the decision was made that it wasn't the right move because executive pay needed to remain competitive. The Governor just signed a pay raise for public school teachers. This makes our pay even less competitive than it already was in our field. We have faculty making less than school teachers with lesser degrees...that goes along with the discussion people had in the comments from the survey about competitive salaries. Why does EC get to have a competitive salary when staff and faculty are below what our competitors are? Our competition is public school. This is why we have had an unfilled position for years now. Would you please elaborate on the decision-making process with respect to executive compensation?

Answer 4: Dr. Bowen indicated they explored all of the different options. Task Force B group checked on ramifications of cutting the salary of various groups.

- Because we are already in the situation that we are in, and are NOT offering competitive salaries, we didn't want to lose more ground. These salary changes would be for 5 years. This keeps strong candidates from accepting positions, dropping from a search, because they are making more money elsewhere. We have the same problem at the executive level that we have at the faculty level in this regard. We had two candidates for the position of VP of Admin and Finance who dropped from searches because they are making far more in their current positions than they would at ATU.

- Comparing salaries of public teachers is apples and oranges. The Governor provides monies in different ways. The disparity between public schools and higher ed distresses her.

    - **Dr. Bowen** is happy for the teachers and agrees that they should be paid more, but believes we should be receiving more money for higher ed. so we can raise our salaries.

    - CUPA jumps are to continue to be included in future *promotions*, but faculty have to wait six or seven years for those increases.

- **Dr. Clements** indicated that he has looked at the executive salaries compared to other universities in the state, and we rank *second* in the state for executive packages. Partly this is because there are two new positions (Chief of Staff and Director of Enrollment Management) that have been added since **Dr. Bowen** came to ATU. The concern amongst faculty is that there are more administrators and that they are making more money.

- **Dr. Bowen** reminded what she calls the Chief of Staff position was Julie Morgan's position in the previous administration. She indicated that she did not believe that she has any more VP's than the previous administration. In the previous administration, there was a Vice President for Government Relations, and **Dr. Bowen** chose to use that position for Enrollment Management. Given our financial situation, she has chosen to move this position, or tuck it under another unit for savings. This also makes sense structurally in light of the plan to create a One Stop Shop.

- With respect to salaries, we are very overt. Pretty much all of what **Dr. Bowen** is paid is shown in the budget. A lot of other presidents have big components of what they are paid out of the foundations so you don't see those packages there. **Mr. Branson** indicated that many universities do parse out salaries from other sources like foundations. Some universities include a housing allowance, while others provide housing. This is the same with vehicles. Deferred Compensation – many other presidents have those, and if you factor that into a salary, it is higher. **Dr. Branson** expressed interest in seeing the data source for the numbers we are looking at, and **Dr. Clements** agreed to send him that information.

Question 5: Two initiatives that we've heard about are the one-stop-shop and the reorganization of enrollment management. It was stated that the one-stop-shop will cost an additional $200K. Outside of a potential reduction in salary for the VP of Enrollment Management, how are these changes saving the University money and how much is being saved? Also, why haven't we heard details about how the one-stop-shop will work and why it will cost $200K?

Answer 5: Dr. Bowen indicated that the One-Stop Shop was not something that we created to save money. It is more of a change in philosophy regarding how we deal with students. Research indicates that it is more effective for students to have one place to go to have 95% of their questions answered.

- NASPA, AASCU have looked at student experiences, and have indicated that Career Counselling is a key component that is often missing, so we are adding that in.

- We are combining some things. Admissions, Advising, Career Services, Student Accounts, and the Registrar (at some point) for example. These areas will have the most common questions coming to them. The people who are running the one-stop shop will be able to answer those questions.

- **Dr. Clements** asked whether or not we believe, as the world is more online and Internet-driven, that it will be necessary to have a place where people can go versus doing everything from their computers. **Dr. Bowen** indicated that there will be that option, but ATU will remain committed to providing a traditional college experience. Students are hungry for that interaction. **Dr. Nichols** will have a meeting with the Senate to talk about this.

- **Dr. Bowen** indicated that students, GA's, Professional Staff, and More Advisors are all reasons why this will cost around $200K. Students often drop out for reasons that we can help them with (day care, flat tire – other reasons for which a student shouldn't have to drop out). Professional Studies has done a beautiful job with this sort of problem. We want to adopt some of their policies.

Question 6: Why can the staff being fired/relocated in May not be informed now, so they can more accurately prepare for the situation.

Answer 6: Dr. Bowen indicated that she has heard, loudly and clearly this concern, and has heard this from the Staff Senate as well. They want to lay off as few people as possible. The longer we wait, the more jobs we can save. ADHE requires that we give them a list with the names of the people who need to be laid off. Had we done that two weeks ago, more people would have been on the list than if we did that today. If someone leaves for another reason, then people can be added back on. We want to wait as long as we can in order to make sure we have the fewest people impacted as possible. We started out with 77 positions (RIF - reduction in force list) 16 were faculty lines. 61 were staff lines.

- With the *faculty lines*, there were a number of retirements that were not filled (Academic Affairs did not feel the need to refill at this time given the situation). There were several vacancies. There was one tenure-track faculty member who is moving to a different college. Once we had some faculty resignations and retirements, we were able to move people from the RIF list into No Action. At this time, there are no further actions with respect to *full-time* faculty members.

- With respect to the *staff* side of the question, there were 61 lines that were identified. 36 were *vacancies* (it was felt that these could continue), leaving 25 as of several weeks ago. Today, we are down to 18. By not giving ADHE a list several weeks ago, seven people's jobs have been saved. We are holding 7 positions that are vacant. These are positions that people who are laid off can apply for. That will happen before their contract runs out, hoping there will be continuity of pay and benefits. We have 887 employees. There are 18 staff positions in limbo (about 2% of our employees). Even one person losing their job is too many and none of us want to do this. Some other universities in Arkansas have waited too long for the restructuring.

Dr. Clements indicated that there is a lot angst on campus regarding this.

Question 7: There is a deep frustration about the tuition waiver being decreased. You have indicated that we classify our waivers as *scholarships*, so it counts against the university in some way. However, it is our understanding that the university chooses to classify the waiver as a scholarship. Other state institutions do not classify the waiver as a scholarship (see HSU) and instead write off the tuition similar to how out-of-state tuition might be waived. Are there any possible alternative solutions to restore it to the original waiver amount, or at least allow a "grandfather" period for staff and faculty already in the program so they can finish their degree as they'd expected when they signed up? Can you also discuss the benefits of classifying the waiver as a *scholarship* versus a *reduction of revenue?*

Answer 7: Dr. Bowen indicated that when we go through restructuring, sometimes there are two possible avenues and neither is desirable. About 10% of the faculty and staff participate in the program. So, while this had a big impact on those people, this didn't impact a lot of people across the university. The cost was equivalent to two to four positions. Part of the logic was to save those positions and keep people employed. If we find the new policy is not working, this may be revisited.

Mr. Branson indicated that we have to budget the revenue, even though we are waving it, so we budget revenue and then an offsetting expense. He indicated that we have to count it as scholarships. He has not looked at other institutions in Arkansas, but at other institutions where he has been, this is how it is done. Even if there is something called a 'staff rate' behind the scenes, it is still budgeted as revenue, then with an offsetting expense. In our case, by reducing the waiver, we still have the revenue budgeted, but we've reduced the expense, and that helps create a positive bottom line.

Dr. Clements indicated that this was a benefit for the people who made the least amount of money. This was evident in the Faculty Satisfaction Survey. $600 in fees was a large chunk of money. By eliminating the waiver, we have said that 10% of you don't really matter to us as much. We tout that we bring people at lower socio-economic classes and elevate them. A lot of people believe that that small amount of money won't save the university enough. People will just drop out and leave. He believes there may be an opportunity for us to find the money elsewhere and stop this in two months instead of two years.

Dr. Bowen indicated this has already gone to the BoT. They did take this to the Academic Committee and the University Support Committee. In hindsight, she wishes that more input had been sought on this issue. They did not look at the salaries of the people who would be impacted.

Question 8: What data is being used to support the move of Academic Advising and Career Services to Student Affairs? Are there performance issues of which we are not aware? What research data or best practices point to Academic Advising and Career Services being more effective when moved outside of Academic Affairs? If these decisions are truly data-driven, then there must be some data to support the decision.

Answer 8: Dr. Bowen reminded that we talked a little bit earlier about the One-Stop Shop. That is the backbone of this evolution. AASCU is one place they looked. They have an Academic Affairs unit and look at advising. They also looked to NASPA and other sources. Different colleges and universities do things differently. She isn't aware that there is research regarding combining these units. **Dr. Nichols** is coming to speak to the senate to describe her vision for the model. We put this model together in order to provide the best experience for students. Upper division advising will continue to go through Academic Affairs and the faculty. This mentor relationship is vital. We have always had to work across lines, but we put this model together (wrap around service) in the best interest of the students.

Dr. Bowen doesn't want to get into personnel issues regarding performance issues.

Question 9: Given the bleakness of our current outlook, have we explored joining a more successful university system such as the U of A or ASU?

Answer 9: Dr. Bowen indicated that is a BoT decision. Dr. Bowen does not believe that the board is looking at that at this time. When Dr. Bowen has been to meetings with schools that have merged, she has encountered some things she would like to share. The first time she went to a university president's meeting she encountered that a person who is the head of a system basically veto any discussion on an issue. When you join a system, you lose your autonomy, your voice, and you do not get more money. Salaries don't go up. There is no more money in the budget. The one advantage is that you can borrow more money, but that can cause even more financial trouble.

Mr. Branson indicated that he has been part of systems, and smaller campuses are largely ignored.

Question 10: We sometimes hear about the "Futures" model, which our administration believes will ensure our university's success in upcoming years. I have two related questions about the "Futures" model. First, can you tell us more about the "Futures" model? What is it exactly? Second, if we are understanding the bucket exercise correctly, Bucket 1 is to be funded with money saved from Bucket 5. But, in our case, all savings from Bucket 5 are being applied to a shortfall. In that case, how is the "Futures" model going to be funded? Again, two questions---what is the "Futures" model and how are we paying for it?

Answer 10: Dr. Bowen indicated that one bucket was not intended to pay for the other. One was meant to meet the cuts that we needed to make to adjust our budget to a level that put us within our means moving forward. We asked for some money for innovation that can be used as a *cushion* if, for example, we do not meet our tuition numbers. If we do meet our tuition numbers, we can use some money for innovation. Dr. Bowen indicated that she has some graphics and visuals she usually uses to explain this.

- Part of the base of this is the *stack-ability* of *credentials* that students can earn along the way. Certificates, for example, will generate more money. ADHE will determine whether or not certificates will serve a need. Micro-credentials – surveys of perspective students (Pugh, Lumina foundation) indicate that they want something they can get quickly and start making more than minimum wage right away. As they mature in a position, they may need a Bachelor's degree. **Ted Abernathy** was invited, by the Chamber of Commerce, to speak to the chamber and economic alliance. He is talking about this. He is coming back this summer and next fall to work with the region, studying business and industry jobs. He has already written one *report*, which has been shared with the Deans. There are at least 10 different goals in there, and civic leaders want to get started on this. The idea is that we need to attract more white-collar jobs in the area. Mr. Abernathy calls this the Collective Impact Model. This includes: Business/Industry, the Community, P-12 Schools, and Higher Ed. The Futures model is the ATU part. This is a growing market – students who want what they want quickly. We are going to continue to serve our traditional students, but we may also need to find faculty who will prefer this newer model.

III. Old Business

A. VPAA update

a. May 5 is Professional Development Day
b. Commencement – there is still a need for volunteers for the Friday evening ceremony. There is an inclement weather plan. If there is inclement weather, faculty will NOT be expected to attend. This will just be a walk-through for students and parents. People should not wear high heels because faculty will be walking out on the football field.

B. Faculty Satisfaction Survey and Results (Schwehm)

Everyone should have received the full packet.

C. Time period between Sabbatical assignments (Barron)

Dr. Clements indicated that we should table this until our next meeting or next fall. Dr. Alejandra Carballo and Dr. Carey Ellis Laffoon agreed that we should table this.

D. Faculty Handbook edits/survey updates (Huss/Schwehm)

After our last meeting, a survey was sent out. Something will be forthcoming at the next senate meeting.

E. Registration Waiting List (Davis)

A committee is being formed. Dr. Jamie Stacy, Dr. Michael Davis, have both volunteered. Dr. Stacy asked whether or not people who are not faculty could be on that committee (i.e. Advising Center). John Jackson also volunteered.

F. BFSO Request

Dr. Sean Huss indicated that this is a request from the BFSO in the fall. This has been postponed. A committee needs to be formed that will address and improve the circumstances of faculty of color. Dr. Sean Huss and Dr. V. Carole Smith and Dr. Alejandra Carballo, Dr. David Eshelman, Dr. Carey Ellis Laffoon and Dr. Sean Reed have volunteered to be on this committee. Dr. Alejandra made the observation that Asian groups often get left out of discussions regarding people of color.

ARKANSAS TECH UNIVERSITY | Faculty Senate

G. Concerns related to the primacy of academics / Provost (Eshelman)

Dr. Eshelman put forth a motion, seconded by Dr. Sean Huss "The Faculty Senate believes that the restructure is being used as an excuse to enhance the Student Affairs division at the expense of Academics. To counter this trend, we renew our call for ATU to elevate the VPAA immediately to provost and to halt the migration of any academic service divisions—e.g., academic advising and career services—-to Student Affairs." Motion Carried

IV. Open Forum

Dr. Jon Clements indicated a desire for senators to talk to all of their constituents regarding a debate on whether or not the Faculty Senate has confidence in the President of Arkansas Tech University. This debate and a vote will take place on the next Faculty Senate meeting. The vote will be taken anonymously.

V. Announcements and Information Items

VI. Adjournment

Motion to adjourn by Dr. Sean Huss, seconded by Dr. Michael Davis Motion Carried.

Respectfully Submitted,

Jon Clements, D.M. President

Sean Reed, D.M.A. Secretary

Curricular Items

1. College of Arts & Humanities – Department of Communication & Journalism

    a. Add the Certificate of Proficiency in Technical and Professional Communication.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3612: Manufacturing Laboratory; and
    b. Add the Associate of Science in Manufacturing.

3. College of eTech – Department of Professional Studies

    a. Add OL 4043: Ethical Leadership;
    b. Delete the Curriculum in Organizational Leadership Workforce Technology Concentration; and
    c. Add the Emergency Management Concentration to the Curriculum in Organizational Leadership.

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Departments Initiating Proposal	Date
English and World Languages Communication and Journalism	June 30, 2020

Title	Signature	Date
Department Heads		June 30, 2020 7.1.20
Dean	Jeffrey Cass	07/02/2020
Assessment Christine Austin	Christi Austin	7/13/20
Registrar	Tammy Leeaun	7/13/2020
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	8/17/2020
Faculty Senate (Undergraduate Proposals Only)	9/8/2020

Program Title:
Certificate of Proficiency in Technical and Professional Communication

Information required by ADHE, an assessment plan, and the departmental support form from Computer and Information Science are appended.

Certificate of Proficiency in Technical and Professional Communication
Arkansas Tech University

a. Curriculum outline – list of ~~curses~~ courses in new program – underline required courses

COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking
COMM 3003 Interpersonal Communication or COMM 4063 Organizational Communication
ENGL 2053 Technical Writing

And 12 credit hours from the following:

COMM 3013 Intercultural Communication
COMM 3033 Interviewing Principles and Practices
COMM 3073 Group Communication
COMS 2003 Microcomputer Applications
ENGL 3013 Systems of Grammar
ENGL 3023 Introduction to Linguistics (Comm, FR, GER, and SPAN)
ENGL 4053 Seminar in Technical Communication

b. Total semester credit hours required for proposed program

21 semester credit hours

c. New courses and new course descriptions'

The program requires no new courses.

d. Program goals and objectives

- Strengthen students' oral and written communication skills
- Prepare students for the communication requirements they will face in the workplace
- Increase students' understanding of communication theory

e. Expected student learning outcomes

- Ability to present information to diverse audiences
- Ability to communicate correctly, persuasively, and efficiently.
- Awareness of the formats and methods used in workplace communication
- Awareness of the cultural aspects of workplace communication
- Awareness of ethical concerns related to workplace communication

f. documentation that program meets employer needs

Employers in all fields seek employees who can communicate effectively.

Good communication can increase productivity, improve client relationships, mitigate internal conflict, increase employee engagement, and spark innovation.

g. student demand (projected enrollment) for proposed program

Initial interest will come from English and Communications majors who are already taking some of these courses. Over time students from diverse majors will recognize the benefit of adding this certificate.

In the initial two or three years we may have a total of 5-10 students earn the certificate. Once established, the certificate program could attract 5-10 students annually.

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

There is no licensure or certification entity connected to this certificate.

i. schedule program review date

January 2027

Assessment Plan Template

Academic Cycle: New Program Proposal
Program: Certificate of Proficiency in Technical and Professional Communication

Program Objectives	Learning Outcomes	Course(s) Tracking Outcome	Measurement Tool	Target for Success
1. Strong oral and written communication skills	a. Ability to present information to diverse audiences	COMM 2003, COMM 2173. ENGL 2053	Presentation CPGE based on Posttests in COMM 2003 and COMM 2173	100% receive Pass (70 or higher).
	b. Ability to communicate correctly, persuasively, and efficiently	COMM 2003, COMM 2173. ENGL 2053	Communication skill CPGE based on ENGL 2053 research report	80% are scored as high-acceptable or target
2. Preparation of students for the communication requirements they will face in the workplace	a. Awareness of the formats and methods used in workplace communication	COMM 2173. ENGL 2053	Formats CPGE based on series of ENGL 2053 reports using different formats	80% are scored as high-acceptable or target
3. Increase students' understanding of communication theory	a. Awareness of the cultural aspects of workplace communication	COMM 2003, COMM 2173 ENGL 2053 ENGL 3023	Cultural CPGE based on Posttests in COMM 2003 and COMM 2173	100% receive Pass (70 or higher).
			Cultural CPGE in ENGL 3023	80% are scored as high-acceptable or target
	b. Awareness of ethical concerns related to workplace communication	COMM 2003, COMM 2173 ENGL 2053	Ethics CPGE based on Posttests in COMM 2003 and COMM 2173	100% receive Pass (70 or higher).
			Ethics CPGE based on appropriate use of sources on ENGL 2053 research report	80% are scored as high-acceptable or target

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department ☒ supports ☐ does not support the change.
Comments: Including COMS 2003 as one possible elective in the certificate of proficiency in technical and professional communication curriculum.	

Department Head Signature: Lindy Wakefield

Date: 6/29/2020

DEGREE AUDIT CHECK LIST
(CP-TPC Technical and Professional Communcation)

2021-22

Date	
Grade Point	Graduation Date

Student's Name	
T#	

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)		

Minor Requirements		Hrs
COMM	2003 OR 2173	3
	3003 OR 4063	3
ENGL	2053	3
12 HRS FROM:	COMM 3013 3033 3073	
	COMS 2003	
	ENGL 3013 3023 4053	12
	TOTAL MINOR HOURS (21)	
	TOTAL HOURS	21

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

ARKANSAS TECH UNIVERSITY

Agenda Item Details

Meeting	Oct 15, 2020 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.1 New Degree Program: CP in Technical and Professional Communication
Type	Action
Recommended Action	Motion to approve the Certificate of Proficiency in Technical and Professional Communication effective spring, 2021.

TO: Dr. Robin E. Bowen
President

FROM: Dr. Barbara J. Johnson
Vice President for Academic Affairs

RE: New Degree Program: C.P. in Technical and Professional Communication

DATE: October 1, 2020

The College of Arts and Humanities and the Departments of English and World Languages and Communication and Journalism are jointly proposing the addition of a Certificate of Proficiency in Technical and Professional Communication. This program will provide students with an opportunity to document their study in and skill with oral and written communication, which all employers value. This sort of documentation might become particularly attractive to students whose undergraduate major does not seem to directly address these skills. As noted in the attached curriculum outline, specific skills relating to presenting information to diverse audiences, communicating correctly, persuasively, and efficiently, and instruction in different communication formats and methods will be taught.

With an effective date of spring, 2021, I support this request and present to you and the Board of Trustees for consideration.

BJ:pc

Attachment

TPC Certificate Information for LON.pdf (100 KB)

Motion & Voting

Motion to approve the Certificate of Proficiency in Technical and Professional Communication effective spring, 2021.

Motion by Stephanie Duffield, second by Eric Burnett.
Final Resolution: Motion Passed
Aye: Tom Kennedy, Eric Burnett, Stephanie Duffield, Jim Smith, Len Cotton

Alexis Scrimshire

From: Tammy Weaver
Sent: Wednesday, September 15, 2021 9:30 AM
To: Alexis Scrimshire
Subject: FW: ATU Program Approval Letter- January 29, 2021
Attachments: ATU AAS in Manufacturing 1-29-21.pdf

Alexis

Wyatt indicated we didn't get an ADHE letter for the CP. We can use this email for the archives.

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: Pat Chronister
Sent: Monday, February 8, 2021 4:00 PM
To: Tammy Weaver <tweaver@atu.edu>; Christine Austin <caustin@atu.edu>; John Wyatt Watson <wwatson@atu.edu>
Subject: FW: ATU Program Approval Letter- January 29, 2021

At the January 29, 2021, AHECB meeting, the following was approved:

Add new program: AS in Manufacturing, CIP 15.0613 effective fall 2021 Degree code: (ADHE site not updated yet)

Change existing program: BSBA in Management, CIP 52.0201 online effective spring 2021 Degree code: 3530

Change existing program: BA in Organizational Leadership, CIP 52.0213, delete Workforce Technology concentration effective spring 2021 (just the concentration) Degree code: 5335

Change existing program: BA in Organizational Leadership, CIP 52.0213, add Emergency Administration and Management concentration effective spring 2021 Degree code: 5335

Add new program: CP in Technical and Professional Communication, CIP 09.0101, effective spring 2021 Degree code: (ADHE site not updated yet)

Change existing program: Change name of M.S. in Electrical Engineering, CIP 14.1001, to Master of Engineering in Electrical Engineering effective spring 2021 Degree code 4235

I believe they were also supposed to change the M.S. in Mechanical Engineering to a Master of Engineering in Mechanical Engineering. I will have to find out what happened there.

Pat

From: Barbara Johnson <bjohnson@atu.edu>
Sent: Monday, February 8, 2021 11:16 AM
To: Pat Chronister <pchronister@atu.edu>
Subject: Fw: ATU Program Approval Letter- January 29, 2021

Barbara J. Johnson, Ph.D.
Vice President for Academic Affairs and
Professor of College Student Personnel
Arkansas Tech University
200 Administration Building
1509 North Boulder Avenue
Russellville, AR 72801
bjohnson@atu.edu
479-964-0583 x4350

From: Jessie Walker <Jessie.Walker@adhe.edu>
Sent: Monday, February 8, 2021 9:53 AM
To: Dr. Robin Bowen <rbowen@atu.edu>
Cc: Cortez Henderson <Cortez.Henderson@adhe.edu>; Barbara Johnson <bjohnson@atu.edu>
Subject: ATU Program Approval Letter- January 29, 2021

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

Good Morning Dr. Bowen,
Attached is the program approval letter from the January 29, 2021 Arkansas Higher Education Coordinating Board meeting. Please forward the attached letter to your Board of Trustees Chair.

Jessie J Walker, Ph.D.
Associate Director for Academic Affairs
Department of Education Division of Higher Education
(office)501-682-1602 | Jessie.Walker@adhe.edu | ADHE

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Mechanical Engineering	06/15/2020

Title	Signature	Date
Department Head	John L. Krohn	8/21/2020
Dean	Judy L. Cypert	8/21/2020
Assessment Christine Austin	Christie Austin	8/24/2020
Registrar	Tammy Pearman	8/24/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	n/a
Teacher Education Committee (Graduate or Undergraduate Proposals)	n/a
Curriculum Committee (Undergraduate Proposals Only)	8/17/2020
Faculty Senate (Undergraduate Proposals Only)	9/9/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MCEG	**3612**	○ Spring ◉ **Summer I**

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

Manufacturing Laboratory

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

Manufacturing Laboratory

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? ◉ Yes ○ No How Much? $40 Select Fee Type

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

Course will be offered each fall and spring semester, assuming sufficient enrollment

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

None needed

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

Yes, the course will meet in a dedicated laboratory space outfitted by the Department

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 mandated, but will be an option for a program requirement.

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

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

The skills and knowledge gained in this course will address the following program level learning outcomes:

c. Students graduating from the ASM program should have an ability to perform standard tests, measurements, and experiments and to analyze and interpret the results to improve manufacturing processes

d. Students graduating from the ASM program should have an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice in the manufacturing environment.

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

The following course level outcomes support program learning outcome c. above:

2. To understand correct GD&T, material types and mechanical properties. To describe quality and how it is measured in manufacturing.

Assessment tools: lab reports for weeks 2, 3, 4, and 5

3. To provide the student with personal, hands-on experience in the operation of various measurement, manufacturing and characterization tools.

Assessment tools: lab reports for weeks 2 and 6 – 10

The following course level outcomes support program learning outcome d. above:

5. To operate a traditional machine tool and a CNC machine using tool paths generated from a modern CAD/CAM package, and select the appropriate bit and feed/speed to achieve desired part quality.

Assessment tools: lab reports and produced artifacts from weeks 9-12s

6. To operate a basic 3D printer to achieve the optimum strength/surface quality balance for a part.

Assessment tools: lab reports and produced artifacts from weeks 13-14

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

The course will give students another option for completing the Engineering Lab Elective within the Mechanical Engineering program for those students interested in the manufacturing environment.

Will the course affect other departments: No, only MCEG majors are expected to take the course.

DEPARTMENT OF MECHANICAL ENGINEERING

A. Course Subject: MCEG

B. Course Number: 3612

C. Catalog Title: Manufacturing Laboratory

D. Catalog Description:

1. **ACTS Course number:** N/A
2. **Cross-listing:** N/A
3. **Offered:** All
4. **Prerequisites:** MCEG 2023
5. **Co-requisites:** MCEG 3013, MCEG 3023
6. **Description:** Students will conduct various hands-on activities associated with manufacturing processes using industry typical practices. One hour lecture, one hour lab. $40 lab fee, ~~$20~~ $25 per hour course content fee. (BOT 6/18/2020)
7. **Notes:** May not be repeated for credit
8. **Contact Hours:** One hour lecture and three hours lab per week.
9. **Fees:** $40 lab fee

E. Instructor: Varies
Office Hours: Varies
Contact Info: Varies

F. Required Text: None

G. Bibliography: Current textbook for Engineering Materials course, current textbook for Manufacturing Processes course.

H. Justification: This course will allow serve as the required engineering lab elective for students pursuing the proposed Associate of Science in Manufacturing. It will also provide other students interested in the manufacturing industry a choice more in line with their interest for completing the required Engineering Lab Elective in the BSME program. The lab will prepare the students for common practices that they will encounter when employed by manufacturing concerns.

I. COURSE OBJECTIVES: Upon completion of this course the student should be able:

1. To function effectively as a member of a manufacturing team.

2. To understand correct GD&T, material types and mechanical properties. To describe quality and how it is measured in manufacturing.

3. To provide the student with personal, hands-on experience in the operation of various measurement, manufacturing and characterization tools.

4. To understand basic manufacturing techniques and the equipment used for various manufacturing processes and to think critically and identify required manufacturing processes for a targeted final finish of a part.

5. To operate a traditional machine tool and a CNC machine using tool paths generated from a modern CAD/CAM package, and select the appropriate bit and feed/speed to achieve desired part quality.

6. To operate a basic 3D printer to achieve the optimum strength/surface quality balance for a part.

J. General Education Objectives: N/A

K. Grading Policy: Grades will be based on written lab reports, special topic assignments, and lab/class participation.

L. Attendance Policy: Attendance for both lecture and lab portions of the class is required. Excessive absences may result in the student being dropped from the course.

M. Course Content:

Week 1 Course Introduction and Lab/ Safety

Week 2 Precision Measurement / Metrology and Data / Error Analysis

Week 3 Geometric dimensioning and tolerancing (GD&T)

Week 4 Metals, Materials, and Testing (Ferro / Al Alloys, Tensile Test, Impact Test, Hardness)

Week 5 Heat Treatments of Metals

Week 6 Metal Casting

Week 7 Welding

Week 8 Metal Forming (Rolling, Forging, Extruding etc.)

Week 9 Conventional Machining (Turning and Milling)

Week 10 Conventional Machining (Cutting, Drilling etc.)

Week 11 CNC Manufacturing

Week 12 CNC Manufacturing

Week 13 Rapid Prototyping

Week 14 Rapid Prototyping

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Mechanical Engineering Department	06/29/2020

Title	Signature	Date
Department Head John L. Krohn	John L. Krohn	06/29/2020
Dean Judy L. Cezeaux	Judy L. Cezeaux	6/30/2020
Assessment Christine Austin	Christie Austin	7/7/2020
Registrar	Tammy Loveall	7/7/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	n/a
Teacher Education Committee (Graduate or Undergraduate Proposals)	n/a
Curriculum Committee (Undergraduate Proposals Only)	8/17/2020
Faculty Senate (Undergraduate Proposals Only)	9/8/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Associate of Science in Manufacturing

Associate of Science in Manufacturing

ADHE New Program Proposal

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PROPOSAL – 1
NEW DEGREE PROGRAM

PROPOSED PROGRAM TITLE

Associate of Science in Manufacturing

CIP CODE REQUESTED 15.06

PROPOSED STARTING DATE

Fall, 2021

CONTACT PERSONS

Dr. Barbara Johnson
Vice President, Academic Affairs
Arkansas Tech University
bjohnson@atu.edu
479-968-0319

Dr. John L. Krohn
Interim Department Head, Mechanical Engineering
Arkansas Tech University
jkrohn@atu.edu
479-964-0833

PROGRAM SUMMARY

The program is aimed at providing graduates with an understanding of the processes, problems, and overall environment of the manufacturing industry. The program consists primarily of courses common to the first two years of the institution's Bachelor of Science in Mechanical Engineering program including targeted elective classes aimed at providing instruction in manufacturing processes, methods, statistical analysis, etc. Implementation of the proposed program will not require any additional faculty or library resources. One new lab course is proposed which would be taught by current faculty. This lab course will have need for additional laboratory space and equipment. The required lab space will come from multiple use of current space with minimal remodeling/re-arrangement. The new equipment needed to support the lab will be purchased with existing funds designated for program development which will be supplemented by further outside funding solicited to support the lab development.

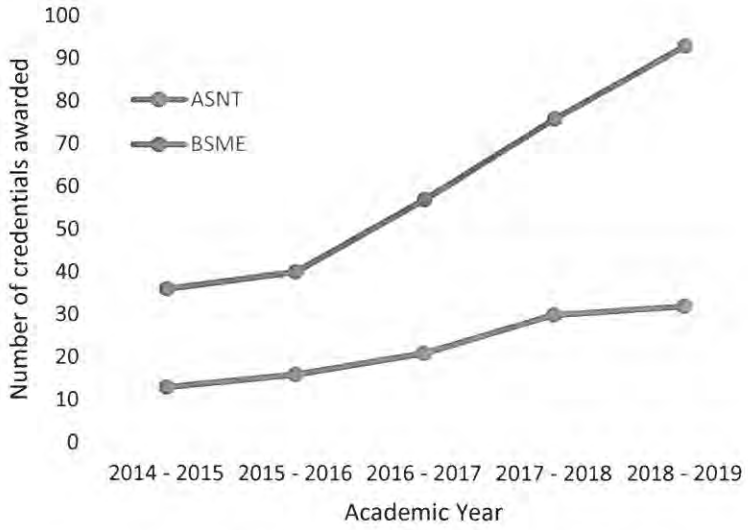
The proposed program will reside in the Department of Mechanical Engineering which currently offers a Bachelor of Science in Mechanical Engineering degree and an Associate of Science in Nuclear Technology. All courses required for the proposed new program, with the exception of six hours of General Education courses, will also satisfy program requirements for the BSME program.

NEED FOR THE PROGRAM

According to the National Association of Manufacturing, approximately 12.7% of the workforce in Arkansas is involved in manufacturing, the 7th largest percentage in the United States and the 3rd largest percentage in the South (see attachment 1). Manufacturing occurs in many of the important industrial sectors identified by the Arkansas Economic Development Commission including Aerospace & Defense, Food & Beverage, Paper & Timber Products, Firearms & Ammunition, and Transportation Equipment (see attachment 2).

There is a need for engineers to understand the manufacturing environment to contribute to the industries noted above. Mr. Jerry Bever, Senior Manufacturing Engineering Manager at Lockheed Martin in Camden, AR, noted during the Tech for Tech panel that many mechanical engineering students from ATU receive an AS in Nuclear Technology (ASNT), which is not relevant for his industry. The proposed AS in Manufacturing will provide the needed background for the Aerospace & Defense industries and beyond.

As shown in the chart to the right, the number of credentials awarded from degree programs in the Department of Mechanical Engineering continues to increase. In general, students pursue the ASNT simultaneously with the BSME degree since the ASNT program consists of courses and electives within the BSME degree program (with the exception of a general education course). Over the 5-year span shown, an average of 37% of students receiving a Bachelor of Science in Mechanical Engineering also completed the ASNT degree. It is assumed that some of the students who completed the ASNT program did so to obtain an extra credential rather than as preparation for a career in the nuclear industry. The proposed AS in Manufacturing would give



these students an option that may better meet their career goals. In addition, the AS in Manufacturing would also be marketed to the other 60% of students who do not pursue the ASNT. It is anticipated that enrollment within the ASNT program will decrease, but that this enrollment decrease will be more than offset by students pursuing the AS in Manufacturing.

The proposed program will be served by the existing Industrial Advisory Board for the Mechanical Engineering department. The board currently consists of six members: Mr. Jerry Bever, Lockheed-Martin, Camden; Mr. Steve Collins, Stark Manufacturing, Paris; Mr. Robert Gilbreath, USMA, West Point, NY; Mr. Derek Mobbs, Abemarle Corp., Magnolia; Mr. Travis Ricker, American Fire Protection Group, Little Rock; and Mr. Don Williamson, Entergy ANO, Russellville. All members of the Board are engineers with Mr. Gilbreath, Mr. Mobbs, and Mr. Ricker being Arkansas Tech engineering graduates. The Board normally meets semi-annually to review department status and developments, provide input on proposed actions or policies, and to update the department on recent industry developments and needs. The Mechanical Engineering Industrial Advisory Board endorsed the proposed program in its Spring, 2020 meeting.

Projected enrollment in the new program for years 1-3 is shown below:

Year 1 (2021-22 academic year)	-	15
Year 2 (2022-23)	-	25
Year 3 (2023-24)	-	35

Projected graduates from the program for years 3-5 are shown below:

Year 3 (2023-24 academic year)	-	25
Year 4 (2024-25)	-	30
Year 5 (2025-26)	-	35

At this time, no employer assistance with tuition or fees is anticipated. It is expected that the majority of students in the program will also be pursuing the B.S.M.E. degree and, as such, will incur minimal additional costs in completing the proposed degree.

Employers that have indicated a need for greater knowledge of manufacturing include Lockheed Martin, Albemarle, Stark Manufacturing and others.

CURRICULUM

Associate of Science in Manufacturing

Freshman Fall (16 hour)
ENGL 1013 – Composition I[1]
MATH 2914 – Calculus I
CHEM 2124 – General Chemistry I
MCEG 1011 – Intro to Mechanical Engineering
TECH 1001 – Orientation to University
Social Sciences[1]

Freshman Spring (16 hours)
ENGL 1023 – Composition II[1]
MATH 2924 – Calculus II
PHYS 2114 – Physics I
MCEG 2023 – Engr. Materials
MGEG 1002 – Engr. Graphics

Sophomore Fall (15 hours)
MCEG 2013 – Statics
STAT 3153 – Applied Statistics
Fine Arts/Humanities[1]
SS/FA/Hum/Speech[1]
U.S. History/Government[1]

Sophomore Spring (17 hours)
MCEG 3013 – Mech. of Materials
MCEG 3023 – Manufacturing Processes
MCEG 3612 – Manufacturing Lab
STAT 3183 – Statistical Process Control
Social Sciences[1]
Fine Arts/Humanities[1]

[1]See appropriate alternatives or substitutions in "General Education Requirements"

New Course Description

Course Number	**MCEG 3612**
Course Name	**Manufacturing Lab**
Section	001
Description	This course will provide students interested in the manufacturing industry a means to gain knowledge of common practices that they will encounter when employed by manufacturing concerns. Upon completion of the course, students will be able: 1. To function effectively as a member of a manufacturing team. 2. To understand correct GD&T, material types and mechanical properties. To describe quality and how it is measured in manufacturing. 3. To provide the student with personal, hands-on experience in the operation of various measurement, manufacturing and characterization tools. 4. To understand basic manufacturing techniques and the equipment used for various manufacturing processes and to think critically and identify required manufacturing processes for a targeted final finish of a part. 5. To operate a traditional machine tool and a CNC machine using tool paths generated from a modern CAD/CAM package, and select the appropriate bit and feed/speed to achieve desired part quality. 6. To operate a basic 3D printer to achieve the optimum strength/surface quality balance for a part.
Co-Requisite(s)	MCEG 3013 Mechanics of Materials MCEG 3023 Manufacturing Processes
Prerequisite(s)	MCEG 2023 Engineering Materials
Credit hours	2
Semester offered	Fall, Spring
General Education	This course does not satisfy any General Education Curriculum requirements.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None

Faculty who can teach this course	• **Dr. Mehmet Kelestemur - Ph.D.** • **Dr. Turaj Ashuri – Ph.D.** • **Mr. Stanton Apple - M.Engr.**
Distance Ed class	No

General Education, Core and Major Courses

The courses required in the program can be grouped into the following classifications:

Courses meeting General Education requirements:

ENGL 1013 – English Composition I
ENGL 1023 – English Composition II
MATH 2914 – Calculus I (math requirement)
PHYS 2114 – Calculus-based Physics I (science w/lab
CHEM 2124 – General Chemistry I requirements)
Social Sciences – 6 hours
Fine Arts/Humanities – 6 hours
U.S. History/Government – 3 hours
Social Science/Fine Arts/Humanities/Speech – 3 hours

Core courses:

MATH 2924 – Calculus II
STAT 3153 – Applied Statistics I
STAT 3183 – Statistical Process Control

Major courses:

MCEG 1011 – Intro to Mechanical Engineering
MCEG 1002 – Engineering Graphics
MCEG 2023 – Engineering Materials
MCEG 2013 – Statics
MCEG 3013 – Mechanics of Materials
MCEG 3023 – Manufacturing Processes
MCEG 3612 – Manufacturing Lab

All MCEG courses with the exception of MCEG 1002 Engineering Graphics are regularly taught by full-time Mechanical Engineering faculty (see item 8 below). Course assignments within the faculty may vary from semester to semester.

None of the courses in the program are delivered exclusively by distance learning methods. Many of the General Education courses are typically available as both face-to-face and on-line versions each semester. The program does not contain any internship/clinical hours.

Admission to the program will be granted to any student who meets the current admission requirements to the University and the Mechanical Engineering program.

Learning outcomes targeted by the proposed program will include manufacturing processes and practices, use of various materials in the manufacturing industries of the state, material testing procedures and analysis, and statistical methods for process control and improvement.

Course evaluations will be conducted using the standard form used by the University.

FACULTY

Implementation of the proposed program will not require any additional faculty resources. Current Mechanical Engineering faculty are sufficient to cover the classes within the program. The Department of Mechanical Engineering currently is comprised of eight full-time faculty members and two adjunct instructors.

As noted in item 7 above, faculty assignments for specific courses within the program may change from semester to semester. Currently the faculty of the Mechanical Engineering Department is composed of the following:

Mr. Stanton C. Apple, Assistant Professor of Mechanical Engineering
BSME, University of Arkansas, 1989; MEng., Arkansas State Univ., 2019
Teaches courses in mechanics and nuclear systems
Courses in program: Manufacturing Processes, Mechanics of Materials

Dr. Turaj Ashuri, Associate Professor of Mechanical Engineering
B.Sc., Tehran Azad University, 1999; M.Sc., Sharif University of Technology, 2005; Ph.D., Delft University of Technology, 2012.
Teaches courses in modeling and system analysis
Courses in program: Engineering Materials

Dr. Robert Fithen, Associate Professor of Mechanical Engineering
B.S., Louisiana Tech University, 1984; M.S., Texas A & M, 1987;
Ph.D., Virginia Tech University, 1993
Teaches courses in mechanical and fluids systems
Courses in program: Statics

Dr. Wayne Helmer, Professor of Mechanical Engineering
B.S., University of Dayton, 1966; M.S., University of Arizona, 1968;

Ph.D., Purdue University, 1974.
Teaches courses in thermal systems
Courses in program: Intro to Mechanical Engineering, Statics

Dr. Seyed Hosseini, Assistant Professor of Mechanical Engineering
B.M.E., Semnan University, 2002; M.M.E., Universiti Teknologi Malaysia, 2012; Ph.D., Universiti Teknologi Malaysia, 2016.
Teaches classes in fluids systems, heat transfer and combustion
Courses in program: typically none

Dr. Mehmet Kelestemur, Assistant Professor of Mechanical Engineering
B.S., Firat University, 1984; M.S., Firat University, 1989;
Ph.D., State University of New York at Buffalo, 1998.
Teaches classes in material science and mechanical systems
Courses in program: Engineering Materials, Manufacturing Lab

Dr. Randy Kelley, Assistant Professor of Mechanical Engineering
B.S., Texas A & M University, 1986; M.S., Kansas State University, 1994; M.B.A., West Texas A & M, 2002; M.Engr., Texas A & M University, 2005; Ph.D., Texas A & M University, 2010.
Teaches classes in mechanical, nuclear, and thermal systems
Courses in program: Statics, Mechanics of Materials

Dr. John L.Krohn, Professor & Interim Dept. Head, Mech. Engineering
B.S.M.E., University of Arkansas, 1981; M.S.M.E., University of Arkansas, 1983; Ph.D., Texas A&M University, 1992
Teaches classes in thermal, energy and nuclear systems
Courses in program: typically none, provides administration for program

Mr. Russell Brown, Instructor of Mechanical Engineering (adjunct)
B.S.Eng., Arkansas Tech University, 199
Teaches Engineering Graphics

Mr. Morgan Barrett, Instructor of Mechanical Engineering (adjunct)
B.S. Eng., Arkansas Tech University, 199 ; M.S.C.E., University of Arkansas, 200
Teaches Engineering Graphics

The program will be administered by the Department Head for Mechanical Engineering. This position is currently filled (interim basis) by Dr. John L. Krohn.

DESCRIPTION OF RESOURCES

Current library resources in the field

ATU currently has 392 entries in the library catalog under the keyword "manufacturing" with 366 of those entries being books. The library currently subscribes to one related journal, the *Journal of Manufacturing Science and Engineering.*

Current instructional facilities

The Department of Mechanical Engineering is housed in the Corley building which contains five general purpose classrooms, six computer labs, seven engineering laboratory spaces, and a machine shop. Current classroom space is sufficient to support the proposed program.

New instructional resources required, including costs and acquisition plan

Some renovation of existing lab space within the Department of Mechanical Engineering will be necessary to support the new lab course contained within the proposed program along with new lab equipment. It is anticipated that needed renovations can be completed at a cost of less than $30,000. Estimated costs for new equipment range from $50,000 to $250,000 depending on the equipment selected and availability of possible external funds from grants or contributions. As noted below, the Department has access to funds held by the Arkansas Tech Foundation with sufficient funds to cover any costs not met through grants or contributions.

NEW PROGRAM COSTS – Expenditures for the first 3 years

New administrative costs
None. The program will be housed in the Department of Mechanical Engineering and current staffing is sufficient to support the new program.
Number of new faculty
None
New library resources and costs
None
New/renovated facilities and costs
Some minor renovation of existing spaces in the Corley building will be needed for the new lab course. It is anticipated that these renovations would have minimal cost on the order of $20,000-$30,000.
New instructional equipment and costs
Several new pieces of lab equipment will be needed with others desirable for the lab course. The two primary items are a CNC milling machine, with an

approximate cost of $25,000, and a high quality 3-D printer which would vary from approximately $10,000 for a plastic print machine to $200,000 for a metal print machine with associated equipment. The selection of the type and model of 3-D printer obtained for the lab will depend on quoted costs, ability to obtain outside funding support, and possible grant opportunities.

Distance delivery costs

N/A

Other new costs

The department does not anticipate any need for additional graduate assistant, secretarial or faculty development costs. At this time, the department does not anticipate seeking specific program accreditation for the proposed program.

SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

.

The Department anticipates minimal reallocation of current department supplies and services funds to cover operational costs of the new program. This reallocation may be supplemented by laboratory fees to cover costs of expendable supplies used in the lab course.

Projected annual student enrollment

It is anticipated that program enrollment will grow from 15 in year 1 to 35 in year 3 and subsequent years. The current tuition and fees for full-time undergraduate students at Arkansas Tech is $319.50/credit hour. In addition, engineering classes carry additional fees based on the course level. For a student completing only the Associate of Science in Manufacturing, the total costs for the 64 hour program would be:

Tuition, 64 hours @ $232	$14,848
Fees, 64 hours @ $87.50	5,600
Engineering course fees	385
Manuf. Lab fee (anticipated)	40
Total cost	$ 20,873

For students seeking the proposed ASM degree as an adjunct to the BSME degree, the only additional costs not required for the BSME degree would be tuition and fees associated with the additional six hours of General Education courses required which would total $ 1,917 above the cost of the BSME degree.

State general revenue per student

State general revenue per student is distributed by the Office of Academic Affairs from the approximately $30,500,000 state allocation based on student semester credit hour production of each department.

Other income sources
As noted above, the Department anticipates requesting implementation of a $40 lab fee for the Manufacturing Lab to help cover costs of expendable supplies used in the lab. The Department also has access to an account with the Arkansas Tech Foundation that has a current balance of approximately $450,000 that is designated for program development. An additional endowment that yields $30-40,000 annually to be shared between Electrical and Mechanical Engineering Departments and also supports program development has also been recently established.

ORGANIZATIONAL LOCATION

The proposed program will be housed in the Mechanical Engineering Department which is a part of the College of Engineering and Applied Sciences.

SPECIALIZED REQUIREMENTS

N/A

BOARD OF TRUSTEES APPROVAL

Provide the date that the Board approved (or will consider) the proposed program.

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

SIMILAR PROGRAMS

No similar Associate of Science program has been identified at other Arkansas institutions. There are several AAS degree programs in manufacturing and advanced manufacturing.

The proposed program differs from the AAS programs noted in the target audience and course requirements. The proposed program leads to an AS degree, not AAS, and is primarily aimed at providing engineering students with an additional credential related to their targeted preparation for the manufacturing environment.

NOTIFICATION EMAIL

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **"Reply All"**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

DESEGREGATION

Program Title	2018-19			2019-20		
	Female	Male	Total	Female	Male	Total
Mechanical Engineering	27	322	349	33	337	370
Nuclear Technology	2	43	45	4	30	34

Program Title	2018-19				2019-20			
	Caucasian	African-American	Other Minorities	Total	Caucasian	African-American	Other Minorities	Total
Mechanical Engineering	238	12	99	349	18	16	99	370
Nuclear Technology	30	1	14	45	24	0	10	34

Note: Data above is from Fall, 2018 and Fall, 2019 semesters. International students (70 in 2018, 61 in 2019) included in "Other Minorities".

INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

N/A

ACADEMIC PROGRAM REVIEW

Program review will be scheduled in 2030-31

INSTRUCTION BY DISTANCE TECHNOLOGY

N/A – The proposed program will only be offered on campus.

Associate of Science in Manufacturing Assessment Plan

The educational objectives of the program leading to the ASM degree are:

1. To produce graduates who use the skills and knowledge gained in the program to embark upon successful careers and engage in lifelong learning.

2. To produce graduates who employ engineering analysis and mathematical methods appropriate for solution of problems commonly encountered in the manufacturing environment.

3. To produce graduates who employ knowledge of materials and processing methods appropriate for solution of problems commonly encountered in the manufacturing environment.

4. To produce graduates who use the knowledge and skills gained to enter careers in manufacturing processes, operations, quality, lean manufacturing, and sustainability.

To support these Educational Objectives, the following learning outcomes have been established for the AS Manufacturing program:

a. Students graduating from the ASM program should have an ability to apply knowledge, techniques and computational tools of mathematics, materials science and engineering.

b. Students graduating from the ASM program should have an ability to identify, formulate and solve basic manufacturing engineering problems.

c. Students graduating from the ASM program should have an ability to perform standard tests, measurements, and experiments and to analyze and interpret the results to improve manufacturing processes

d. Students graduating from the ASM program should have an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice in the manufacturing environment.

The following Curriculum Map shows where each Learning Outcome (LO) will be addressed:

	LO(a)	LO(b)	LO(c)	LO(d)
MCEG 1011 – Intro to Mechanical Engineering				
MCEG 1002 – Engineering Graphics	X			
MCEG 2023 – Engineering Materials	X			
MCEG 2013 – Statics	X			
MCEG 3013 – Mechanics of Materials	X	X		
MCEG 3023 – Manufacturing Processes		X	X	X
MCEG 3612 – Manufacturing Lab			X	X

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Associate of Science in Manufacturing
New Program Proposal

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

Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature: Janice I. Myers

Date: 6-30-20

DEGREE AUDIT CHECK LIST
(AS-MAN) Manufacturing
2021-22

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		25
ELECTIVES		
TOTAL ELECTIVE HOURS		0

Major Requirements		Hrs
MCEG	1002 2013 2023 3013 3023 3612	
ELEG/ MCEG	1011	17
CHEM	2124**	4
MATH	2914** 2924	8
PHYS	2114**	4
STAT	3153 3183	6
"C" or better in MATH for Gen Ed		
	TOTAL MAJOR HOURS	39
	TOTAL HOURS	

Final Check:

Min. hours required 64
of "D" hours _____ thru _____
Max activity hours 4 _____ thru _____

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

ARKANSAS TECH UNIVERSITY

Agenda Item Details

Meeting	Aug 20, 2020 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.1 Letter of Intent: A.S. in Manufacturing
Type	Action
Recommended Action	Motion to approve the letter of intent for a new program: A.S. in Manufacturing.

TO: Dr. Robin E. Bowen
President

FROM: Dr. Barbara J. Johnson
Vice President for Academic Affairs

RE: Letter of Intent: A.S. in Manufacturing

DATE: August 7, 2020

The College of Engineering and Applied Sciences and the Department of Mechanical Engineering propose a new associate of science degree program in Manufacturing. This new degree will provide an understanding of manufacturing processes, methods, and statistical analysis associated with the manufacturing industry.

Upon approval of the letter of intent, the department will prepare their proposal for consideration through appropriate faculty governance processes. It is anticipated the final degree proposal will be presented to the Board of Trustees in late fall for review and approval. Assuming final approval by the Arkansas Higher Education Coordinating Board, implementation of the new degree is slated for fall, 2021.

I support the proposal as presented and submit to you and the Board of Trustees for consideration.

BJ:pc

Attachment

Letter of Intent AS in Manufacturing20200820.pdf (15 KB)

Motion & Voting

Motion to approve the letter of intent for a new program: A.S. in Manufacturing.

Motion by Stephanie Duffield, second by Jim Smith.
Final Resolution: Motion Passed
Aye: Tom Kennedy, Eric Burnett, Stephanie Duffield, Jim Smith, Len Cotton

ARKANSAS TECH UNIVERSITY

Agenda Item Details

Meeting	Oct 15, 2020 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.3 New Degree Program: A.S. in Manufacturing
Type	Action
Recommended Action	Motion to approve the A.S. in Manufacturing effective fall, 2021.

TO: Dr. Robin E. Bowen
President

FROM: Dr. Barbara J. Johnson
Vice President for Academic Affairs

RE: New Degree Program: A.S. in Manufacturing

DATE: October 1, 2020

The College of Engineering and Applied Sciences and the Department of Mechanical Engineering are proposing to offer a new degree program, the Associate of Science in Manufacturing. Per the attached program proposal, this degree is focused on providing an understanding of the processes associated with the manufacturing industry. Courses relating to manufacturing processes, methods, and statistical analysis will be offered, and all coursework will also count towards completion of the B.S. in Mechanical Engineering degree.

With an effective date of fall, 2021, I support this request and present to you and the Board of Trustees for consideration.

BJ:pc

Attachment

New_Program_Proposal_ASM.pdf (267 KB)

Motion & Voting

Motion to approve the A.S. in Manufacturing effective fall, 2021.

Motion by Stephanie Duffield, second by Eric Burnett.
Final Resolution: Motion Passed
Aye: Tom Kennedy, Eric Burnett, Stephanie Duffield, Jim Smith, Len Cotton

Division of Higher Education

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

Johnny Key
Secretary

Maria Markham, Ph.D.
Director

February 1, 2021

Dr. Robin E. Bowen, President
Arkansas Tech University
215 West O Street
Russellville, AR 72801

Dear Dr. Bowen:

At the regular quarterly meeting of the Arkansas Higher Education Coordinating Board on January 29, 2021, the Board approved the Associate of Science in Manufacturing (CIP 15.0613; 64 credit hours) offered by Arkansas Tech University, effective Fall 2021. The resolution follows:

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves Associate of Science in Manufacturing (CIP 15.0613; 64 credit hours) offered by Arkansas Tech University, effective Fall 2021.
>
> **FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Division of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas Tech University approval.

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

Sincerely,

Maria Markham

Maria Markham, Ph.D.
Director

c: Dr. Barbara Johnson

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Professional Studies	5/12/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		8-4-2020
Dean Dr. Jeff Aulgur		8.4.2020
Assessment Dr. Christine Austin		8.11.2020
Registrar Ms. Tammy Weaver		8/11/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	n/a
Teacher Education Committee (Graduate or Undergraduate Proposals)	n/a
Curriculum Committee (Undergraduate Proposals Only)	8/17/2020
Faculty Senate (Undergraduate Proposals Only)	9/9/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	4043	☐ Spring ☒ Summer I

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

Ethical Leadership

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

ETHICAL LEADERSHIP

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every fall and spring term; in summer term as needed.

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. No.
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 4043 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Leadership Dynamics & Change Management, Team Building, and Social Responsibility & Global Understanding.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4043 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? According to a 2018 survey of industry executives and hiring managers conducted by the Association of American Colleges and Universities (AACU), proficiency in ethical judgement was identified as one of the most desirable skills for job applicants to possess (https://www.aacu.org/research/2018-future-of-work). OL 4043: Ethical Leadership is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BA-OL) program. The addition of OL 4043 will strengthen the core curriculum of the BA-OL program by providing enhanced instruction in a skill area identified as important by potential employers. Additionally, a course on organizational ethics will align the BA-OL curriculum with similar degree programs in the state and region. For example, the Bachelor of Science in Organizational Leadership at the University of Arkansas – Fort Smith includes LEAD 3133: Organization Ethics.

   A review of the current and proposed assessment plan (see attached) demonstrates the enhanced focus on ethics within the BA-OL program. Currently, ethics is taught across the curriculum. The addition of OL 4043 will provide students with specific instruction on the application of ethical principles within organizations.

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
OL 4043: Ethical Leadership

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

The purpose of this course is to explore ethics in leadership through the examination of four broad topics: a) a survey of the branches of ethics, (b) individual ethical awareness and development, c) the intersection of ethics, leadership, and power, and d) the role of leader in establishing and maintaining ethical organizational cultures through organizational learning. Students will work individually and in groups to identify, refine, and apply their own moral and ethical perspectives to complex organizational issues.

Note: Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

Required Course Texts

No textbook purchase required. Selected course readings taken from the following publications:

Eastman, W. (2013). Ideology as Rationalization and as Self-Righteousness: Psychology and Law as Paths to Critical Business Ethics. *Business Ethics Quarterly, 23*(4), 527–560. https://libcatalog.atu.edu:2217/10.5840/beq201323439

Engelbrecht, A., Heine, G., & Mahembe, B. (2014). The influence of ethical leadership on trust and work engagement: An exploratory study. *SA Journal of Industrial Psychology, 40*(1), 1-9.

Gaitán, A., & Viciana, H. (2018). Relativism of Distance - a Step in the Naturalization of Meta-Ethics. *Ethical Theory & Moral Practice, 21*(2), 311–327. https://libcatalog.atu.edu:2217/10.1007/s10677-018-9864-z

Gentile, M. (2010). *Giving voice to values how to speak your mind when you know what's right.* New Haven [Conn.]: Yale University Press.

Gentile, M. (2012). Values-driven leadership development: Where we have been and where we could go. Organization Management Journal, 9:3, 188-196.

Ginsberg, M. (1953). Comparative Ethics. *The Philosophical Quarterly (1950-), 3*(12), 253-256. doi:10.2307/2216579

Kaptein, M. (2013). *Workplace Morality : Behavioral Ethics in Organizations: Vol. First edition.* Emerald Group Publishing Limited.

Leigh, A. (2013). *Ethical Leadership : Creating and Sustaining an Ethical Business Culture.* Kogan Page.

Lurie Y. Thick and Thin Methodology in Applied Ethics. *Metaphilosophy*. 2018:49(4):474-488. doi:10.1111/meta.12311.

Manning, R. C., & Stroud, S. R. (2008). *A practical guide to ethics : Living and leading with integrity*. Routledge.

McPherson, T. (2008). Metaethics and the autonomy of morality. Philosophers' Imprint, 8 (6).

Morgan, E. (2016). *Navigating cross-cultural ethics*. Routledge.

Ochieng'-Odhiambo, F., Brandon, E., & Burton, R. (2008). *Conversations in Philosophy : Crossing the Boundaries*. Cambridge Scholars Publishing.

Perez, J. R. (2017). Leadership, power, culture, and ethics in the transcultural context. *The Journal of Applied Business and Economics, 19*(8), 63-68.

Price, T. (2008). *Leadership ethics: An introduction*. Cambridge University Press.

Rich, K. Introduction to ethics. Jones and Bartlett Learning.

Savur, S., & Sandhu, S. (2017). *Responsible Leadership and Ethical Decision-Making: Vol. First edition*. Emerald Publishing Limited.

Schnebel, E. (2000). Values in decision-making processes: systematic structures of J. Habermas and N. Luhmann for the appreciation of responsibility in leadership. *Journal of Business Ethics, 27*(1–2), 79–88.

Sensenig, Neysa T, Embry, Sheila, & Yapp, Karleen. (2010). The Refractive Thinker: Vol. IV: Ethics, Leadership, and Globalization. Vol. 4.

Tilghman-Havens, J. (2018). THE WILL TO (SHARE) POWER: Privilege, positionality, and the servant-leader. *The International Journal of Servant-Leadership, 12*(1), 87-128.

von der Pfordten, D. (2012). Five elements of normative ethics: A general theory of normative individualism. Ethical Theory and Moral Practice, 15, 449-471. DOI 10.1007/s10677-011-9299-2

Whisnant, R., & DesAutels, P. (2010). *Global feminist ethics: Vol. 1st ed.* Rowman & Littlefield Publishers.

Justification for the Course

This course introduces students to the basic concepts of ethical leadership. Students will engage in a variety of learning activities to develop ethical perspectives, examine the application of ethical principles in organizations, and analyze issues related to ethics, leadership, and power. Through the use of case studies and other methods, students will explore and evaluate the role of leader and follower in ethical decision-making and organizational ethical culture, ethical shortfalls of leaders, and abuses of power that can diminish organizational ethics. Students will be asked to drawn upon their own morals and values to analyze and evaluate complex ethical dilemmas within organizations.

What students can expect of me:

- Availability via email, telephone, web-conference, or face-to-face to provide support
- Substantive feedback on assignments with suggestions for improvement
- Clarity in instructions and grading standards
- Weekly announcements introducing each module and graded activity
- Willingness to use student feedback to improve the course

What I expect of my students:

- Ask for assistance early and often, but primarily before a graded activity is due
    - You are not bothering me when you reach out for help
    - Always, always feel comfortable contacting me
    - Remember, my goal is to give you the support you need to be successful
    - Help me help you
- Be open-minded about course content and the perspectives of other students; you do not always have to agree with me or your classmates, but you always have to be civil
- Review the requirements for each module early in the week
- Review all course content prior to working on graded activities
- Be fully engaged in the discussion forums
- Submit your work on time, but if you can't, let me know before the due date

Course Objectives

Upon successful completion of the course, students will be able to understand the various concepts of ethical leadership at the individual, organizational, and societal level, analyze complex situations in ethical leadership, and apply concepts and strategies in individual, organizational, and societal situations that require ethical leadership.

Students will:	
1	Develop a personal philosophy of ethical leadership
2	Understand the role of morals and values in ethical leadership
3	Analyze complex ethical issues on individual and organizational levels
4	Examine the role of leaders and followers in establishing ethical organizations
5	Recognize and resolve ethical dilemmas in organizations
6	Identify qualities and traits of ethical and unethical leaders
7	Evaluate issues related to power and privilege in ethical leadership
8	Propose strategies for preventing unethical behavior in followers, leaders, and organizations
9	Apply ethical principles to complex organizational issues

Module	Required Reading and Graded Assignments	Module Learning Objectives
Learning Module 1: Introduction to Ethics and Morality in Organizational Leadership	1. Read Price (2008): Introduction 2. Read Savur (2017): Responsible Leadership and Ethical Decision-Making 3. Read Rich: Introduction to Ethics 4. Complete Introduction Discussion 5. Complete Personal Leadership Ethics Statement Draft #1	• Develop a personal philosophy of ethical leadership • Discuss experiences with examples of ethical and unethical leadership • Review approaches to leadership ethics and decision-making
Learning Module 2: Comparative & Normative Ethics	1. Read von der Pfordten (2011): Five Elements of Normative Ethics 2. Read Ochieng'-Odhiambo (2008): Chapter 20 – The Concept of Right in Western and African Philosophies: An Exercise in Comparative Ethics 3. Complete Case Study #1: Stangl and the Holocaust 4. Complete Ethical Background Assignment #1	• Analyze case study using comparative and normative ethics • Articulate ethical background in relation to comparative and normative ethics • Apply comparative and normative ethics to a leadership situation
Learning Module 3: Meta-Ethics & Critical Ethics	1. Read McPherson (2008): Metaethics and the Autonomy of Morality 2. Read Gaitán (2018): Relativism of Distance: A Step in the Naturalization of Metaethics 3. Read Feminist Ethics: Stanford Encyclopedia of Philosophy 4. Read Eastman (2013): Ideology as Rationalization and as Self-Righteousness 5. Complete Ethical Background Assignment #2	• Articulate ethical background in relation to meta-ethics and critical ethics • Compare critical ethics to comparative, normative, and meta-ethics • Explain various critical approaches to ethics
	1. Read Lurie (2018): Thick and Thin Methodology in Applied Ethics	• Discuss the application of applied ethics in organizational leadership

Learning Module 4: Applied Ethics	2. Read Collste (2007): Applied and Professional Ethics – An Introduction 3. Complete Case Study #2: The Case of Bad News 4. Complete Module 4 Discussion	• Analyze case study using applied ethics • Explain the differences between think and thin methodology in applied ethics
Learning Module 5: Morals and Values in Ethical Leadership	1. Read Manning & Stroud (2008): Chapters 2 – 4 2. Read Price (2008): Chapter 4 3. Read Schnebel (2000): Values in Decision-Making Processes 4. Complete Personal Values Assessment Assignment	• Examine the relationship between individual morals, values, and ethics • Identify individual morals and values • Apply knowledge of individual morals and values to ethical leadership
Learning Module 6: Morals and Values in Ethical Decision-Making	1. Read Gentile (2010): Chapters 1, 2, & 6 2. Read Schnebel (2000): Values in Decision-Making Processes 3. Complete Shipwreck Situation Exercise – Clarifying Moral Code	• Identify personal moral code • Analyze an ethical dilemma using one's moral code • Apply knowledge of moral code to making ethical decisions
Learning Module 7: Developing Individual Ethical Perspectives	1. Read Price (2008): Chapters 1 & 2 2. Read Roundy (2010): Behavioral Integrity: The Precursor to Ethical Leadership 3. Complete Case Study #3: Leadership Integrity 4. Complete Personal Leadership Ethics Statement Draft #2	• Review the relationship between behavioral integrity and ethical leadership • Analyze a case study of leadership integrity • Refine personal leadership ethics statement
Learning Module 8: Midterm	1. Midterm Exam	

Learning Module 9: Power and Privilege in Ethical Leadership	1. Read Price (2008): Chapter 3 2. Read Perez (2017): Leadership, Power, Culture, and Ethics in the Transcultural Context 3. Read Tilghman-Havens (2018): The Will to (Share) Power 4. Complete Module 9 Discussion	• Examine the intersection of power, privilege, and ethical leadership • Explain the impact of workplace privilege on ethical leadership • Discuss issues of power and privilege in ethical leadership
Learning Module 10: Equality, Equity, and Global Ethical Leadership	1. Read Manning & Stroud: Chapter 5, 6, & 10 2. Read Morgan (1998): Chapter 4 3. Complete Cross-Cultural Ethical Map 4. Complete Module 10 Discussion	• Identify cultural aspects of ethical leadership • Analyze issues of equality and equity in global organizations • Develop a cross-cultural map for ethical organizational practices • Discuss ethical decision-making in global organizations
Learning Module 11: Leadership & Ethical Influence	1. Read Fan (2010): The Impact that Ethics and Values Have on Leader-Follower Relationships 2. Read Engelbrecht et al (2014): The Influence of Ethical Leadership on Trust and Work Engagement 3. Complete Case Study #4: Leadership and Risk at Boston's Institute of Contemporary Art	• Examine the impact of ethical leadership on followers • Articulate ways leaders can influence organizational ethics • Analyze leader impact on organizational ethics
Learning Module 12: Establishing an Ethical Organizational Culture	1. Read Leigh (2013): Part II 2. Complete Ethical Engagement Assignment 3. Complete Module 12 Discussion	• Review strategies for establishing an ethical organizational culture • Develop a plan for leader-follower ethical engagement • Apply leadership strategies for establishing an ethical organizational culture • Discuss experiences in ethical or unethical organizations
Learning Module 13: Maintaining an Ethical	1. Read Leigh (2013): Part III 2. Complete Ethical Training Analysis Assignment 3. Complete Module 13 Discussion	• Examine the role of organizational learning in maintaining an ethical organizational culture • Analyze best practices in ethical training • Discuss personal experiences with ethics training in an organization

Organizational Culture		
Learning Module 14: The Future of Ethical Leadership	1. Read Leigh (2013): Part IV 2. Complete Case Study #5: Ethical Decision Making 3. Complete Personal Leadership Ethics Statement – Final Draft	• Explore the future of ethical leadership • Identify potential issues in the future of ethical leadership • Revise personal leadership ethics statement
Learning Module 15: Final Exam	1. Final Exam	

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	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 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 4043	**R**	**R**	**R**				**R**
OL 4143		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		R	R	R
OL 4943	M	M	M			M	
OL 4963	M	M		M	M		M

I – Introduce; R – Reinforce; M - Master

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through video lectures, supplemental readings, and PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2016 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

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.

Total Points

Discussion	**50**
Midterm and Final	**100**
Assignments	**350**
Total	**500**

Grading Scale

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

COURSE POLICIES

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

The following items will not be accepted late except in cases of emergency or if approved by the instructor **BEFORE** the due date:

- Discussion Forum Participation
- Midterm Exam
- Final Exam

All additional work, including assignments, exercises, quizzes, etc can be submitted late, without penalty or reason, on two set make-up days during the semester. The two designative make-up days are as follows:

- **Make-Up Day 1 (work from Modules 1 – 7):**
- **Make-Up Day 2 (work from Modules 9 – 13):**

No late work will be accepted outside of the two 24-hour windows designated above, regardless of circumstances.

All missed work will be assigned a grade of 0 in the grade book the day after the due date. If work is submitted on a make-up day, the 0 will convert to whatever grade is earned on the assignment.

The assignments in this course are closely related. Feedback from assignments early in the class will help improve your grade on subsequent assignments. It will be of great benefit to your overall grade to submit assignments on time.

Although late work is accepted in this course, the excessive absence policy listed below is still followed. If you miss three full modules, you will be dropped from the course.

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 at the discretion of your instructor with a grade of "WN."

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.

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 141

Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Basic Needs Statement:

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

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

Arkansas Tech Discrimination Policy

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 141, or visit http://www.atu.edu/disabilities/index.php.

Alexis Scrimshire

From: Jeremy Schwehm
Sent: Tuesday, September 15, 2020 2:13 PM
To: Alexis Scrimshire
Cc: Jeff Aulgur
Subject: Re: OL 4043

Yes, please add the note to OL 4043 as well.

Thanks!

Jeremy

Get Outlook for iOS

From: Alexis Scrimshire <ascrimshire@atu.edu>
Sent: Tuesday, September 15, 2020 1:44:17 PM
To: Jeremy Schwehm <jschwehm@atu.edu>
Cc: Jeff Aulgur <jaulgur@atu.edu>
Subject: OL 4043

Dr. Schwehm:

I am adding OL 4043 to the 2021-2022 catalog. Should the note that is included on all courses in your department be added to this course?

Note: Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

Thank you,

Alexis

Alexis Scrimshire, Associate Registrar
Arkansas Tech University | Office of the Registrar
Brown Hall, Suite 307 | 105 W O Street | Russellville, AR 72801
☎ 479-964-0800 | 🖷 479-968-0683 | www.atu.edu/registrar

ATU™ ARKANSAS TECH UNIVERSITY

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
Professional Studies	5/7/2020

Title	Signature	Date
Department Head Dr. Jeff Aulgur	Jeff Aulgur Digitally signed by Jeff Aulgur Date: 2020.05.18 10:23:39 -05'00'	5.18.20
Dean Dr. Jeff Aulgur	Jeff Aulgur Digitally signed by Jeff Aulgur Date: 2020.05.18 10:23:59 -05'00'	5.18.20
Assessment Dr. Christine Austin	Dr. Christine Austin Digitally signed by Dr. Christine Austin Date: 2020.07.16 10:55:50 -05'00'	7.16.20
Registrar Ms. Tammy Weaver	Tammy Weaver	7/16/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	n/a
Teacher Education Committee (Graduate or Undergraduate Proposals)	n/a
Curriculum Committee (Undergraduate Proposals Only)	8/17/2020
Faculty Senate (Undergraduate Proposals Only)	9/8/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Bachelor of Arts in Organizational Leadership Workforce Technology 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) – **removal of Workforce Technology as a concentration area in the BA-OL.**

What impact will the change have on staffing, on other programs and space allocation? The following courses will be impacted: COMS 1003: Intro to Computer Based Systems; COMS 2003: Microcomputer Applications; COMS 2233: Introduction to Databases; COMS 3053: Implications of Technology on Society; BDA 2003: Business Problem Solving; BUAD 3123: Management; MGMT 4073: Special Topics in Management

BUAD 3123 is no longer offered by the College of Business.

Answer the following Assessment questions:

a. How does the program change align with the university mission? **There are no students enrolled in the BA-OL Workforce Technology degree concentration. The program change is aligned with the current goal of institutional efficiency in reducing low enrollment programs.**

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? **No students are enrolled in the BA-OL Workforce technology degree concentration.**
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Concentration courses are not included in learning outcome assessment in the BA-OL. On a program effectiveness level, the Workforce Technology concentration is not a high-enrollment program in the department. There are four remaining majors in the PS-Workforce Technology degree, which is in the process of being phased out with all other Professional Studies concentrations. There are no students enrolled in the Workforce Technology concentration in the BA-OL. Enrollment in the PS-Workforce Technology has declined over the last few years. There has been limited interest in the BA-OL Workforce Technology.**

Term	Enrollment in PS-WT
FALL 16	11
SPRING 17	9
FALL 17	11
SPRING 18	12
FALL 18	11
SPRING 19	9
FALL 19	8
SPRING 20	6
FALL 20	4

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

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program

courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
If this course will affect other departments, a Departmental Support Form for each 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:	This department ☑ supports ☐ does not support the change.
College of Business/Management & Marketing	
Comments: A curriculum proposal to remove the Workforce Technology concentration in the Bachelor of Arts in Organizational Leadership program, which includes the following courses from the College of Business: BDA 2003: Business Problem Solving, BUAD 3123: Management, MGMT 4073: Special Topics in Management.	

Department Head Signature: Tracy Cole

Date: 5-13-20

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department ☑ supports ☐ does not support the change.
Computer and Information Science	
Comments: A curriculum proposal to remove the Workforce Technology concentration in the Bachelor of Arts in Organizational Leadership program, which has some Department of Computer and Information Science COMS courses.	

Department Head Signature: Liliana Mahmoud

Date: 5/12/2020

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	8/1/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		8/1/2020
Dean Dr. Jeff Aulgur		8/1/2020
Assessment Dr. Christine Austin		8/11/20
Registrar Ms. Tammy Weaver	Tammy Weaver	8/11/2020
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	n/a
Teacher Education Committee (Graduate or Undergraduate Proposals)	n/a
Curriculum Committee (Undergraduate Proposals Only)	8/17/2020
Faculty Senate (Undergraduate Proposals Only)	9/8/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: Bachelor of Arts in Organizational Leadership – Emergency Management 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)

(1) Add the Emergency Management Concentration.

What impact will the change have on staffing, on other programs and space allocation? The addition of the EAM concentration will impact the following courses: EAM 1013, EAM 3013, EAM 3023, EAM 4003, EAM 4013.

Answer the following Assessment questions:

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

The proposed concentration in Emergency Administration and Management aligns with the mission of Arkansas Tech University by providing additional opportunities for progressive intellectual development, as well as empowering geographically constrained members of the community to achieve their goals in educational attainment. The Bachelor of Arts in Organizational Leadership (BA-OL) provides students with comprehensive, specialized instruction in the application of leadership concepts highly sought after by employers across a wide variety of settings and career paths. Students enrolled in the BA-OL will learn about leadership theory, leadership development, supervision, workplace learning and communication, non-profit leadership and community development, globalization and diversity, and organizational change. Upon completion of this program, students will be equipped to seek out numerous career opportunities in diverse organizational settings based on individual skill set, interests, and initiative, as well as graduate-level education. The curriculum is designed to enhance essential workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The BA-OL can be completed entirely online.

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 addition of the 18-hour concentration in Emergency Administration and Management does not alter the program learning outcomes for the Bachelor of Arts in Organizational Leadership nor does the proposed addition alter the degree program's academic assessment plan. The addition of the proposed concentration provides additional educational opportunities for students who need an appropriate four-year degree to advance in their respective career fields (e.g., law enforcement, public service, emergency medical technicians, paramedics, entry-level emergency planners) who are geographically-constrained or for whom pursuit of the Bachelor of Science in Emergency Management is not feasible based the number of academic hours beyond an associates-level degree.

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

Curriculum Matrix for Catalog Bachelor of Arts in Organizational Leadership – EAM Concentration (120 hours)	
Freshman Fall Semester ENGL 1013 Composition I[1] (3) Science with Lab[1] (4) Social Sciences[1] (3) TECH 1001 Orientation to the University (1) Elective[2] (6) Total Hours: 17 hours	Freshman Spring Semester ENGL 1023 Composition II[1] (3) Science with Lab[1,2] (4) Social Sciences[1] (3) Mathematics[1] (3) Elective[2] (3) Total Hours: 16 hours
Sophomore Fall Semester Communication[1] (3) Fine Arts & Humanities[1] (3)	Sophomore Spring Semester U.S. History/Government[1] (3) Fine Arts & Humanities[1] (3)
Elective2 (9)	OL 3013 Foundations of Organizational Leadership (3) EAM 1013 Aim and Scope of Emergency Management (3) Elective2 (3)
Junior Fall Semester OL 3133 Applied Principles of Personnel Management (3) EAM 3013 Public Policy and Politics in Emergency	Junior Spring Semester OL 3023 Professional Communications (3) OL 3143 Applied Professional Research (3) EAM 3053 Ethical and Legal Issues in Emergency Management (3)
Senior Fall Semester EAM 4003 Principles of Disaster Relief and Recovery (3) OL 4243 Adult Learning in Organizations (3) OL 4543 Workplace Supervision (3)	Senior Spring Semester EAM 4013 Mitigation and Continuity of Operations (3) OL 4743 Organizational Change (3) or 4843 Training and Development (3) OL 4963 Organizational Leadership Capstone3 (3)

[1]See appropriate alternatives or submissions in General Education Requirements.

[2]At least 40 of the total hours required for graduation must be 3000 – 4000 level courses.

[3]Must earn a 'C' or better.

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.

Undergraduate degrees in organizational leadership are offered by the following institutions in Arkansas, none of which offer a concentration in Emergency Administration and Management. The proposed concentration offers a degree pathway unique to the state of Arkansas.

John Brown University (B.S. in Organizational Leadership)
University of Arkansas – Fort Smith (B.S. in Organizational Leadership)
Arkansas State University – (Bachelor of Applied Science in Organizational Supervision)

If this course will affect other departments, a Departmental Support Form for each 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	**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 4043	R	R	R				R
OL 4143		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		R	R	R
OL 4943	M	M	M			M	
OL 4963	M	M		M	M		M

I – Introduce; R – Reinforce; M - Master

- **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 – recognize the nature of conflict and its impact on interpersonal relationships and organizations
    - Proficiency Criteria 6 - demonstrate the role of communication in generating productive conflict outcomes and to use communication skills effectively in a rage of specific conflict situations
    - Proficiency Criteria 7 - integrate and appropriately apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to organization(s)
    - Proficiency Criteria 8 – recognize ethical issues when presented in a complex, multilayered context
    - Proficiency Criteria 9 – present assumptions and implications of different ethical perspectives and concepts
    - Proficiency Criteria 10 – 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 or 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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: Emergency Administration and Management	This department ☐X supports ☐ does not support the change.
Comments: The Department of Professional Studies adds an 18-hour concentration in Emergency Administration and Management, consisting of the following six (6) courses: EAM 1013 Aim and Scope of Emergency Management EAM 3013 Public Policy and Politics in Emergency Management EAM 3023 Principles and Preparedness of Response Operations EAM 3053 Ethical and Legal Issues in Emergency Management EAM 4003 Principles of Disaster Relief and Recovery EAM 4013 Mitigation and Continuity of Operations	

Department Head Signature: Sandy M. Smith

Date: 7-27-2020

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

Curriculum Matrix for Catalog Bachelor of Arts in Organizational Leadership – EAM Concentration (120 hours)	
Freshman Fall Semester ENGL 1013 Composition I[1] (3) Science with Lab[1] (4) Social Sciences[1] (3) TECH 1001 Orientation to the University (1) Elective[2] (6) Total Hours: 17 hours	Freshman Spring Semester ENGL 1023 Composition II[1] (3) Science with Lab[1,2] (4) Social Sciences[1] (3) Mathematics[1] (3) Elective[2] (3) Total Hours: 16 hours
Sophomore Fall Semester Communication[1] (3) Fine Arts & Humanities[1] (3) Elective[2] (9) Total Hours: 15 hours	Sophomore Spring Semester U.S. History/Governement[1] (3) Fine Arts & Humanities[1] (3) OL 3013 Foundations of Organizational Leadership (3) EAM 1013 Aim and Scope of Emergency Management (3) Elective[2] (3) Total Hours: 15 hours
Junior Fall Semester OL 3133 Applied Principles of Personnel Management (3) EAM 3013 Public Policy and Politics in Emergency Management (3) OL 4143 Nonprofit Governance (3) ~~or OL 4343 Community Development (3)~~ OR OL 4343 EAM 3023 Principles and Preparedness of Response Operations (3) ~~OL 4343 Community Development (3)~~ OL 4743 Total Hours: 15 hours	Junior Spring Semester OL 3023 Professional Communications (3) OL 3143 Applied Professional Research (3) EAM 3053 Ethical and Legal Issues in Emergency Management (3) OL 4443 Professional Leadership (3) Total Hours: 12 hours
Senior Fall Semester EAM 4003 Principles of Disaster Relief and Recovery (3) OL 4243 Adult Learning in Organizations (3)	Senior Spring Semester EAM 4013 Mitigation and Continuity of Operations (3)

OL 4543 Workplace Supervision (3) OL 4643 Occupational Globalization and Diversity (3) OL 4943 Applied Leadership Project[3] (3) Total Hours: 15 hours	~~OL 4743 Organizational Change (3) or~~ 4843 Training and Development (3) OL 4963 Organizational Leadership Capstone[3] (3) Elective[2] (6) Total Hours: 15 hours

[1]See appropriate alternatives or submissions in General Education Requirements.

[2]At least 40 of the total hours required for graduation must be 3000 – 4000 level courses.

[3]Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLEM) Organizational Leadership - Emergency Management Concentration

2021-22

Date		Student's Name	
Grade Point	Graduation Date	T#	

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		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
EAM	1013 3013 3023 3053 4003 4013	18
	Professional Core	
OL	3013 4043	6
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 OR 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	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 _____

**** Satisfying Gen Ed**

◆ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

Agenda Item Details

Meeting	Oct 15, 2020 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	4.4 Add Concentration (Emergency Administration and Management) and delete concentration (Workforce Technology) from the B. A. in Organizational Leadership
Type	Action
Recommended Action	Motion to approve the addition of the Emergency Administration and Management concentration to the B.A. in Organizational Leadership and to delete the Workforce Technology concentration from the B.A. in Organizational Leadership, effective spring, 2021.

TO: Dr. Robin E. Bowen
President

FROM: Dr. Barbara J. Johnson
Vice President for Academic Affairs

RE: (1) Add concentration in B.A. in Organizational Leadership: Emergency Administration and Management
(2) Delete concentration in B.A. in Organizational Leadership: Workforce Technology

DATE: October 1, 2020

The College of eTech and the Department of Professional Studies are requesting to add a concentration to the B.A. in Organizational Leadership degree (degree code 5335). As noted on the attached memo and the letter of notification, this concentration will provide an additional opportunity for those students who need an appropriate four-year degree to advance in their respective career field (e.g., law enforcement, emergency medical technician, paramedic, etc.).

Additionally, the college and the department are asking to delete the concentration, Workforce Technology, from the B.A. in Organizational Leadership. Specified in the attached memo, student enrollment and changing industry needs necessitate this deletion.

Both requests would be effective with spring, 2021. I support these requests and present to you and the Board of Trustees for consideration.

BJ:pc

Attachments

Professional Studies - EAM Addition Memo.pdf (152 KB)

LON New Option - EAM Concentration.pdf (184 KB)

Professional Studies - Workforce Technology Removal.pdf (149 KB)

Motion & Voting

Motion to approve the addition of the Emergency Administration and Management concentration to the B.A. in Organizational Leadership and to delete the Workforce Technology concentration from the B.A. in Organizational Leadership, effective spring, 2021.

Motion by Len Cotton, second by Jim Smith.
Final Resolution: Motion Passed
Aye: Tom Kennedy, Eric Burnett, Stephanie Duffield, Jim Smith, Len Cotton

TABLED ITEMS FROM September 22, 2020 Curriculum Committee

A. SUMMARY

1. College of Engineering & Applied Sciences – Department of Emergency Management

   a. Add the following courses to the course descriptions:
      (1) EAM 3073: Safety Standards for Emergency Managers;
      (2) EAM 3903: Public Health Emergency Management; and
      (3) EAM 4103: Critical Infrastructure;
   b. Modify the Curriculum in Emergency Management, as follows:
      (1) delete COMS 2003: Microcomputer Applications, or Equivalent;
      (2) add a 3-hour Technology Course requirement which can include the following in footnote 3:
         BUAD 1023: Keyboarding;
         BUAD 2003: Business Information Systems;
         any course with the course subjects COMS, CSEC, BST, or CIS; or
         GEOG/FW 2833: Introduction to Geographic Information Systems; and
      (3) add the following courses to the list of approved Emergency Management electives to footnote 2:
         EAM 2413: UAVs in Emergency Management;
         EAM 2881, 2882, 2883: Special Topics;
         EAM 2991, 2992, 2993: Special Problems;
         EAM 4093: Grants;
         EAM 4881, 4882, 4883: Advanced Special Topics;
         EAM 4951, 4952, 4953, 4954: Undergraduate Research in Emergency Administration and Management; and
         EAM 3073: Safety Standards for Emergency Managers;
         EAM 3903: Public Health Emergency Management; and
         EAM 4103: Critical Infrastructure.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

   a. Add MCEG 3663: Engineering Internship, to the course descriptions.

3. College of eTech – Department of Professional Studies

   a. Add BAS 4363: Project Risk Analysis and Mitigation, to the course descriptions;
   b. Add OL 4053: Philanthropy and Fundraising, to the course descriptions;
   c. Modify the Curriculum in Bachelor of Applied Science, as follows: (1) Delete COMM 3073 Group Communication, and BUAD 3123 Management; and (2) Add OL 4043: Ethical Leadership, and BAS 4363: Project Risk Analysis and Mitigation;
   d. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Child Development Concentration, as follows: (1) Add OL 4043: Ethical Leadership; (2) Allow

selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development; (3) Delete the following courses: EDMD 3013: Integrating Instructional Technology, ENGL 4723: Teaching People of Other Cultures, PSY 3063: Developmental Psychology I, SEED 3552: Child and Adolescent Development, and one hours Elective; and (4) Add the following courses: ECE 2513: Curriculum for Early Childhood Education, ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, ELED 3113 (2113 proposed new course number): Human Development and Learning Theories, NUR 2303: Nutrition, and HA 2813: Basic Human Nutrition in Hospitality Administration; and

e. Modify the Curriculum in Bachelor of Arts in Organizational Leadership – Agriculture Business Concentration, Criminal Justice Concentration, Industrial/Organizational Psychology Concentration, Inter-College Concentration, and Public Relations Concentration, as follows: (1) Add OL 4043: Ethical Leadership; and (2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development.

4. College of Natural & Health Sciences – Department of Biological Sciences

   a. Add BIOL 3033: Bioinformatics, to the course descriptions;
   b. Add BIOL 4043: Conservation Genetics, to the course descriptions;
   c. Modify the Curriculum in Biology Biomedical Option, as follows: add BIOL 3033: Bioinformatics, or COMS 2003: Microcomputer Applications;
   d. Modify the Curriculum in Biology General Option, as follows: add BIOL 3033: Bioinformatics, or Any COMS course;
   e. Modify the Curriculum in Environmental Science, as follows: add BIOL 3033: Bioinformatics, to the list of courses allowed to satisfy the GIS or research requirement; and add BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Life Science Electives; and
   f. Modify the Curriculum in Fisheries & Wildlife Sciences, as follows: add BIOL 3033: Bioinformatics, and BIOL 4043: Conservation Genetics, to the list of courses allowed to satisfy the Biology Group.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	6-9-2020

Title	Signature	Date
Department Head Sandy M. Smith	Sandy M. Smith	6-17-2020
Dean Judy L. Cezeaux	Judy L Cezeaux	6/24/2020
Assessment Christine Austin	Christine Austin	7/6/2020
Registrar	Tammy Weaver	8/12/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	~~3XX3~~ 3073	◉ Spring ○ **Summer I**

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

Safety Standards for Emergency Managers

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

Safety Standards for EM

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 ◉ N How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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.
    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?

According to the International Labor Organization, roughly 317 million accidents occur on the job each year, and per OSHA, 4,836 workers were killed on the job in the United States in 2015. This course is designed to provide students with the knowledge and skills to tailor safer workplaces, ensure employee wellness, and address industry hazards present in work environments.

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.

3073

EAM ~~3XX3~~ | Safety Standards for EM

Department of Emergency Management

Tuesday & Thursday, 9:30 – 10:50 | Dean Hall 104

INSTRUCTOR: Bethany Swindell — Dean Hall 110
bswindell@atu.edu — 479.356.2092

The best way to contact me is via email. Email usually is answered within 24 hours. If you do not receive a response within that time, please resend the email and/or text me. Please note that responses may be delayed on weekends. **When emailing questions, use subject line of "~~3XX3~~ 3073 Question …" and include all your information.**

OFFICE HOURS: By appointment only. Please email me to schedule a time.

DESCRIPTION: This course provides students with broad based knowledge and practical skills in the safety field. Students will receive an introduction to accident investigation, hazardous materials, accident prevention, ergonomics, and safety programs. Students are familiarized with OSHA general industry standards, including responsibilities under OSHA regulations, inspections, citations, appeals, and recordkeeping. Explores safety standards from ANSI, NFPA and DOT.

JUSTIFICATION: According to the International Labor Organization, roughly 317 million accidents occur on the job each year, and per OSHA, 4,836 workers were killed on the job in the United States in 2015. The safety management course within the Department of Emergency Management is designed to provide students with the knowledge and skills to design safer workplaces, ensure employee wellness, and address industry hazards present in work environments.

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

- Become effective communicators and ethical facilitators within the practice of safety, health, and environment
- Evaluate, recommend and implement appropriate technical and scientific hazard mitigation strategies
- Apply and integrate knowledge and practice of environmental and occupational health to enhance the safety and well-being of populations
- Recognize and apply international standards and perspectives within environmental and occupational settings
- Ability to anticipate, identify, and evaluate hazardous conditions and practices

COURSE ASSESSMENT:

Point Accumulation		**Grade Scale**		
Assignments	Points	Accumulated Points	Percent	Grade
Assignments	550	900-1000	90-100	A
Participation, Attendance	50	800-890	80-89	B
Tests	200	700-790	70-79	C
Quizzes	200	600-690	60-69	D
Total Points	**1000**	590<	0-59	F

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. You will be required to use APA 7 formatting in all written assignments. You may access APA 7 guidelines at the following link: https://owl.english.purdue.edu/owl/resource/560/01/

COURSE CONTENT: Topics Include

- Hazard Identification and Job Hazard Assessment
- OSHA
- Accident Investigation
- Hazardous Communication
- Hazardous Materials
- Safety and Health Programs
- Emergency Action Plan
- PPE
- Ergonomics
- Legal Issues

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

POLICIES:

Student Handbook: https://issuu.com/arkansastechuniversity/docs/studenthandbook-2016
Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook. Please refer to the following pages for clarification about policies related to this course:

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

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

Regular Contact – Email and Blackboard should be checked regularly.

Phones/Electronics – All disruptive electronics must be silenced and put away during class, unless an exception is approved by the instructor.

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

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

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

Excessive Unexcused Absences - If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course with an "FE" for excessive absences or non-performance.

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

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

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

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

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management	2-9-2020

Title	Signature	Date
Department Head Sandy M. Smith	Sandy M. Smith	6-17-2020
Dean Judy L. Cezeaux	Judy L Cezeaux	6/24/2020
Assessment Christine Austin	Christie Austin	7/6/2020
Registrar	Tammy Treadaway	8/12/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	~~39X3~~ 3903	◉ Spring ○ **Summer I**

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

Public Health Emergency Management

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

Public Health EM

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 ◉ N How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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.
    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?
   Successful emergency management professionals must have a strong foundation in the guiding principles of the discipline, including public health. As our department prepared its self-study for accreditation of the EAM program in 2018-19, we recognized there was a gap in our curriculum offerings in regards to public health emergency management. Our Advisory Board also highly recommended we add an elective in this area. The current pandemic underscores the necessity of a public health emergency management elective course.

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

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

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

3903

EAM ~~39X3~~ | Public Health Emergency Management

Department of Emergency Management

Fall 2019 Course Syllabus

T, R 9:30am | Rothwell 317

INSTRUCTOR: Sandy M. Smith, RN; PhD
Ssmith107@atu.edu
(501) 529-1396 (C)
Dean Hall 110A
(479) 356.2092(O) (479) 498-6039 (D)

The best way to contact me is via text or phone. Texts usually are answered within 4 hours. If you do not receive a response within that time, please resend the text and/or call me. Another option is to text me that you have sent me an email. Please note that responses may be delayed on weekends and after 5:30pm.
When emailing questions, use subject line of "~~39X3~~ PHEM…" and include all information.

3903

OFFICE HOURS: By appointment.

COURSE DESCRIPTION: Provides an introduction to public health from an emergency management stance.

REQUIRED TEXTS: McKinney, S., & Papke, M. E. (2019). *Public health emergency preparedness: A practical approach for the real world.* Jones & Bartlett Learning: Burlington, MA.

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

JUSTIFICATION: Successful emergency management professionals must have a strong foundation in the guiding principles of our discipline, including public health. This course will introduce you to public health emergency management and the various factors that comprise this aspect of emergency management.

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

- Identify hazards and their potential consequences. [Disaster Risk Management]
- Pose and evaluate arguments based on existing evidence. [Scientific Literacy]
- Explain how political and legal processes can influence disaster preparedness, mitigation, response, and recovery. [Sociocultural Literacy]
- Interpret the care of others in a disaster situation as a means of respecting individuals. [Abide by Professional Ethics]
- Value and contribute to a classroom where diversity of thought is leveraged. [Leadership]
- Objectively discuss laws and legal issues related to public health emergency management. [Governance & Civics]

COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Description	Points	Percent	Grade
Assignments – Individual and Group	200	90-100	A
Participation (In class and other forms of interactive learning)	150	80-89	B
Quizzes	200	70-79	C
Presentation	100		
Midterm	150	60-69	D
Final Exam	200	<59	F
Total Points	**1000**		

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. Students are expected to participate fully both in the classroom and via out-of-classroom assignments. You will be required to use APA 7 formatting in all written assignments. Blackboard will be used to record your grade. Do not depend on these averages as they may be incorrect until all scores are recorded. However, it should provide enough information for you to roughly calculate your current grade at any time.

COURSE CONTENT: Topics to cover include:

- Legal issues in public health emergency preparedness
- The four phases of emergency management as it relates to PHEM
- Hazards and threats
- Epidemiology and Surveillance
- History of public health emergency management
- Previous Epidemics and Pandemics
- Strategic National Stockpile
- Incident Management
- Medical Surge
- PHEM Leadership

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

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

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

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

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

Assignment Completion - Students must complete their assignment within the timeframe specified by the instructor. Unless arrangements have been made with the instructor PRIOR to the due date; assignments must be received by the due date and time.

Regular Contact – Email and Blackboard should be checked regularly.

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

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

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

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

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

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

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

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

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Emergency Management	6/12/20

Title	Signature	Date
Department Head Sandy M. Smith	Sandy M. Smith	6-17-2020
Dean Judy L. Cezeaux	Judy L Cezeaux	6/24/2020
Assessment Christine Austin	Christi Austin	7/6/2020
Registrar	Tammy Treadaway	8/12/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	~~4XX3~~ 4103	◉ Spring ○ **Summer I**

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

Critical Infrastructure

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

Critical Infrastructure

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 EMHS 5XX3 Critical Infrastructure

Is this course repeatable for additional earned hours? ○ Yes ◉ N How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

If course is required by major/minor, how frequently will course be offered? Not applicable

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.
    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 course is strongly recommended by the Department of Emergency Management External Advisory Board. As commonly known, critical infrastructure of a nation consists of a body of systems, networks, and key assets that are essential to continued operation of that nation's economy, security, public health and safety. This course focuses on critical infrastructure protection, risk management, risk assessment, evolution of laws, regulations, and policy that make up the homeland security enterprise.

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 SYLLABUS

Critical Infrastructure

EAM ~~4XX3~~ 4103

Semester/Year

COURSE NUMBER: EAM ~~4XX3~~ 4103

COURSE TITLE: Critical Infrastructure

DAY AND TIME: _____

BUILDING AND ROOM: _____

PROFESSOR: Ekong J. Peters, PhD
Office: Dean Hall 107F
Office Hours: MW 9:00 am – NOON, by Appointment, or Virtual
Office: 479-356-2159; Dept.: 479-356-2092
E-mail: epeters@atu.edu

COURSE DESCRIPTION
Examines the nation's critical infrastructure protection, risk management, and resilience from a policy perspective.

Prerequisite: None

REQUIRED TEXTBOOKS
Pesch-Cronin, K. A. & Marion, N. E. (2016 or 2017). *Critical Infrastructure Protection, Risk Management, and Resilience: A Policy Perspective.* Boca Raton, FL: CRC Press
ISBN-13: 978-1498734905
ISBN-10: 1498734901

Reference Textbook
APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC
ISBN 13: 978-1-4338-0561-5
ISBN 10: 1-4338-0561-8

JUSTIFICATION
Critical infrastructure protection, risk management, and resiliency for service delivery has become vital and increasingly challenging in light of natural, man-made, and technological disasters. It is incumbent on emergency management professionals and policy students to be familiar with government policies, strategies, and methodologies of protecting the nation's

infrastructure and assets from adversaries that are bent to harm us. This includes strengthening our cybersecurity. Interruptions in the nation's critical infrastructure can have devastating effect on the nation's economy, security and safety as well as the welfare of the public. This course addresses issues threatening critical infrastructure, their protection, and partnership with infrastructure stakeholders. The course is a gateway to policy application, risk assessment and management with an intent of developing strategies and methodologies to protect the nation's critical infrastructure and assets. The goal is continued operations and delivery of services.

COURSE OBJECTIVES

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

- Discuss means for protecting the nation's critical infrastructure from potential threats by adversaries
- Assess risks posed to critical infrastructure by natural and man-made hazards using the all-hazards approach
- Demonstrate an understanding of public policies and strategies relating to critical infrastructure and assets protection
- Examine the need for public-private partnership in critical infrastructure and asset protection for continuity operations and service delivery
- Devise strategies to prepare for, respond to, mitigate against, and quickly recover from an event if ever it occurs based on previous analysis of such event

COURSE ASSESSMENT

Students will be assessed based on assignments, class participation, use of APA style format, and final project/paper. Please note your grade will be distributed as shown in the accompanying tables:

Point Accumulation	
Assignments	**Points**
Class Participation (5 x 20 points)	100
Progress Exam (4 x 25)	100
Group Assigned Final Project	200
Group Final Project Presentation	100
Total	**500**

Grade Scale		
Accumulated Points	**Percent (%)**	**Grade**
450 – 500	90 – 100	A
400 – 445	80 – 89	B
350 – 395	70 – 79	C
300 – 345	60 – 69	D
0 – 295	0 – 59	F

COURSE CONTENT

Course Topics:

- Critical Infrastructure and Risk Assessment Methods
- History of Critical Infrastructure Protection
- Current Critical Infrastructure Protection
- Federal Risk Management Agencies, including Department of Homeland Security
- Public-Private Partnership
- Laws and Regulations
- Department of Homeland Security Perspective on Risk
- Sector-Specific Agencies' Approach to Risk
- Future of Critical Infrastructure Protection: Risk, Resilience, and Policy

Readings

Students should read the assigned material(s) in order to have a general understanding of the topics which will be covered for the week/day. Reading the materials prior to class period, will enable you ask questions to clarify some points you did not understand from the readings as well as have meaningful discussion. All required readings not assigned from the textbooks or not available in the library will be made available on the Blackboard (Bb) or reference source provided in the course schedule.

Class Participation

Active class participation is essential in this course and is assigned 100 points of the course grade.

Progress Exams

There will be four essay type progress exams in this class. Date, time, and the mode of the exams will be posted on the Bb under announcement.

Assigned Final Group Project

200 points of the student's grade will be determined by assigned final group project submitted in Word and PowerPoint presentation. Instruction for the project will be posted on the Bb.

Assigned Final Group Project Presentation

There will be assigned final group project presentation by the end of the semester. Each group will make a PowerPoint presentation lasting 10-15 minute. The presentation is worth 100 points.

Supportive software

Students interested in using Kaltura in their respective class projects should contact the ATU IT Department at 479-968-0646

Subject to Change

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

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

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

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

In all cases, papers should be prepared in 12-point Times New Roman with 1-inch margins, double-spaced, using the APA citation style, formatting, and reference listing.

COURSE POLICIES

Assignment Completion
Students must complete their assignments within the timeframe specified by the instructor.

Assignment Submission
Each assignment/work is due on the scheduled day, date, and time and should be posted on the Blackboard. **E-mail submission will not be accepted.**

Late Work
Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points (**-10 points**). Any assignment that is past due over one class will not be accepted except under special circumstances. If late assignments are accepted, there will be some penalty as indicated here (**-10 points**).

E-Mail Correspondence
In all emails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the email. Also, be sure your name is somewhere on the email and on any attached assignment.

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

Abandoning the Class
If at any time during the semester, you abandon the class or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive

to contact attempts, you may be dropped from the course by your instructor with an "FE" for abandoning the class or non-performance. It is your responsibility to contact the instructor directly when you cannot complete your class work on time.

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. 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.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

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

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

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

Academic Dishonesty

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

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

- Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

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

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

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

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

Professionalism, Communication, & Respect

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

COURSE EXPECTATIONS

- All reading assignments should be completed within the assigned week. This will allow more class participation and increase a student's ability to identify important ideas
- **Class attendance and participation are mandatory; student may be dropped from the class for not doing assignments**
- Be respectful and courteous to the instructor and your classmates whether you are online or in a face-to-face class
- All assignments are to be submitted on the due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED**, if accepted, there will be a penalty (**-10 points**).
- It is up to you to determine the grade you want to receive in this class. You should perform according to your grade expectation

COURSE EVALUATION

By the end of the semester, students will get requests from the university administration asking them to take a minute to evaluate their respective courses. Please take this opportunity seriously and assess this course for future improvement.

STUDENT NEEDS STATEMENT

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

NON-DISCRIMINATION POLICY

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 its practices, policies, or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates, or financial aid. Arkansas Tech University complies with all applicable state and federal laws including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 504 of the Rehabilitation Act Amendments of 1974, Age Discrimination Act, Vietnam Era Veterans Readjustment Assistance Act, Uniformed Services Employment and

Reemployment Act, the Civil Rights Restoration Act of 1987, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. Responsibility for implementation and compliance with this Non-Discrimination Policy has been delegated to Jennifer Fleming, Affirmative Action officer who can be reached by emailing jfleming@atu.edu or calling (479)498-6020.

If you or someone you know has been subjected to discrimination, please contact Jennifer Fleming at 479-498-6020 or email at jfleming@atu.edu.

For information on the options available for filing a complaint of discrimination please click here: Resolution Options

Complaint Form

DISABILITY SERVICES

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

BLACKBOARD TECHNICAL ASSISTANCE

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

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

Hours of Operation:

24 hours a day - 7 days a week ** Excluding holidays **
When the library is closed, there will only be email and telephone support available.

Supportive software

Students interested in using Kaltura in their class projects should contact the ATU IT Department at 479-968-0646

****** In all cases, papers should be prepared in 12-point Times New Roman with 1-inch margins, double-spaced, using the APA citation, formatting, and reference listing style.***

ADDENDUM

College of Engineering and Applied Sciences Academic Integrity Policy

The Arkansas Tech Student Handbook describes the policies and procedures for academic integrity under Article V: Classroom Provisions and Academic Dishonesty is covered in subparagraph E to which the College of Engineering and Applied Sciences has added the following addendum:

(1) The College of Engineering and Applied Sciences has a zero-tolerance policy on cheating and plagiarism. Cheating or plagiarism includes sharing material when unauthorized, using cellular phones or electronic media when unauthorized, and using websites that promote sharing solutions to course assignments. Any cheating or plagiarism offense will be reported to the head of your respective department, and a note will be placed in your permanent departmental file.

(2) Repercussions for any cheating or plagiarism offense:

a) Your first offense of academic integrity policy involving cheating or plagiarism will result in a zero for the graded assignment.

b) A second offense of cheating or plagiarism within the same course as the first offense or in any other course within the college will result in a failing grade, "F", or you will be dropped from the course at the discretion of the instructor. You may be reported to the Department of Student Conduct and/or other offices for adjudication.

(3) You have the right to appeal any violation of the academic integrity policy following the guidelines outlined in the student handbook. The consequences will occur only after each charge is verified through the process outlined in the handbook.

(4) Each offense will be recorded within the college and will carry over from class to class during your entire program of study.

(5) Upon request, smartphones, smartwatches, and all material (backpacks, notebooks, notes, etc.) will be left at a location designated by the instructor. Failure to comply with this policy will be viewed as a violation of the academic integrity policy.

(6) Calculators will either be provided by the instructor or you will be allowed to use your own calculator that adheres to the guidelines specified by the instructor. If you use your own calculator, the instructor will have the option to randomly inspect it to verify that it is within the guidelines specified for the course.

(7) Please refer to the syllabus for additional information regarding academic integrity for the course.

(8) You will receive a grade of zero for any graded activity until you have acknowledged that you have read and understood the College of Engineering and Applied Sciences Academic Integrity Policy by completion of the Academic Integrity quiz on Blackboard or in class.

Policy Completion

Remember to complete:

1. The Federal Attendance Policy located in the Federal Attendance Module area
2. The College of Engineering and Applied Sciences Academic Integrity Policy (EAS Academic Integrity Policy) in the "Information" area.

Revised: June 12, 2020

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Emergency Management	6/9/2020

Title	Signature	Date
Department Head	Sandy M. Smith	6-11-2020
Dean Judy L. Cezeaux	Judy L Cezeaux	6/24/2020
Assessment Christine Austin	Christi Austin	7/7/20
Registrar	Tammy Reeves	8/12/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Emergency Administration and Management

Outline change in program:

(1) Remove requirement for COMS 2003 or Equivalent

(2) Add "Technology Course" requirement (3 hours) List courses in footnote 3.

- BUAD 1023 KEYBOARDING
- BUAD 2003
- COMS *
- CSec *
- BST *
- CIS *
- GEOG/FW 2833

(* any course with this Prefix)

(3) Add the following to the approved list of EM Electives: in footnote 2.

- ~~2431~~ UAVs in EM 2413
- 2881, 2882, 2883 Special Topics
- 2991, 2992, 2993 Special Problems
- 4093 Grants
- 488X series
- 4951-4 Research
- ~~3XX3~~ Safety Standards for Emergency Managers 3073
- ~~39X3~~ Public Health Emergency Management 3903
- ~~4XX3~~ Critical Infrastructure 4103

Answer the following Assessment questions:

a. How does the program change align with the university mission?
This program change requiring a Technology Course instead of one specific course (COMS 2003) should encourage students to seek technology courses where the student will learn new technological knowledge. Most ATU students have a working knowledge of the technological skills in COMS 2003 from their high school courses. This change aligns with the university mission for student success, access, and excellence by providing students with a broad range of technology courses for the EM field.

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?
   Currently we require 18 hours of electives (so students can pursue a minor); however, with the requirement of COMS 2003, they must take the pre-requisite COMS 1003 which is not on the degree plan and reduces the elective hours for a minor. The reason for requiring COMS 2003 in the beginning was to ensure students had adequate computer knowledge before entering the workforce. We believe this change provides more opportunities for students to take other forms of technology courses to meet this need.
   Emergency Management is a dynamic field that is ever-changing. The list of courses requested as approved EAM electives (in #3 above) are courses that have been taught for our majors to keep our students' skillset current and to provide students with cutting edge information.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   Currently students are required to take COMS 2003; this change will follow recommendations of our Advisory Board for students to take a variety of Technology Courses without changing the required number of hours.

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.
   Based on the ever-changing field of emergency management and the growing need for students with Cyber Security and GIS knowledge, this change will allow students to broaden their capabilities making them more marketable in the field. Many other EM programs have limited or no technology requirement; however, our Advisory Board regularly discusses how this requirement is vital and sets our students apart.

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.)

The Department's program learning objective of Technological Literacy is measured at the mastery level in EAM 4606 Capstone. It is expected that broadening the variety of technological adjunctive courses for the EAM degree will provide different methods for students to master our program's Technological Literacy learning objective.

If this course will affect other departments, a Departmental Support Form for each 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.
This requested change does not affect the current curriculum matrix.

Curriculum Matrix for Catalog Curriculum in Emergency Administration Management (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Technology Course 3hrs 3 Delete: COMS 2003 or Equivalent Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department ☒ supports ☐ does not support the change.
Comments: The Department of Computer and Information Science supports the Department of Emergency Management proposal to have the technology requirement be not only COMS 2003, but also another COMS or CSEC course (students are expected to meet the course pre-requisites and co-requisites).	

Department Head Signature: _____

Date: 6/14/2020

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History & Political Science	This department ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature:

_____ Date:_6/12/20_____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological Sciences	This department x supports ☐ does not support the change.
Comments:	

Department Head Signature: John Jackson

Date: 6/15/20

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Management & Marketing	This department ☑ supports ☐ does not support the change.
Comments: BUAD 1023 and BUAD 2003 to be added as options for "Technology Course" requirement.	

Department Head Signature: Tracy Cole

Date: 6-12-20

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Mechanical Engineering	06/15/2020

Title	Signature	Date
Department Head John L. Krohn	John L. Krohn	6/26/2020
Dean Judy L. Cezeaux	Judy L. Cezeaux	6/28/2020
Assessment Christine Austin	Christine Austin	7/6/2020
Registrar		9/8/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MCEG	**3663**	○ Spring ◉ **Summer I**

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

Engineering Internship

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

Engineering Internship

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 ◉ N How many total hours?

Grading: ○ Standard Letter ◉ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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

None needed

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.
    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 course will give students participating in engineering internships with regional industries the opportunity to gain course credit and transcript recognition for these experiential learning experiences.

Will the course affect other departments: No, only MCEG majors may take the course

DEPARTMENT OF MECHANICAL ENGINEERING

A. **Course Subject:** MCEG

B. **Course Number:** 3663

C. **Catalog Title:** Engineering Internship

D. **Catalog Description:**

1. **ACTS Course number:** N/A
2. **Cross-listing:** N/A
3. **Offered:** All
4. **Prerequisites:** Mechanical engineering major with junior standing and a minimum GPA of 2.75/4.00; MCEG 3013, 3313
5. **Co-requisites:** N/A
6. **Description:** Students will gain experiential learning in an industrial environment by participation in an engineering internship with an approved industry partner. Students will be required to participate in engineering project(s) under supervision of an engineer at the selected partner industry, complete written and oral reports. $25 per credit hour curriculum content fee.
7. **Notes:** May not be repeated for credit
8. **Contact Hours:** Minimum of 300 contact hours over minimum 8 weeks internship
9. **Fees:** N/A

E. **Instructor:** Varies
Office Hours: Varies
Contact Info: Varies

F. **Required Text:** None

G. **Bibliography:** None

H. **Justification:** This course will allow students who participate in approved industrial internships the opportunity to gain course credit and transcript recognition of this experiential learning experience. Completion of an internship will help prepare students for career success.

I. **Course Objectives:** Students completing the internship course will gain valuable experience in engineering projects and activities while receiving on-the-job training as in actual engineering settings.

J. **General Education Objectives:** N/A

K. **Grading Policy:** Grades will be based on two written reports demonstrating successful application of engineering principles, learned in previous courses, submitted by the student during the internship period and a written evaluation from the student's industrial supervisor.

L. **Attendance Policy:** As representatives of the Mechanical Engineering department, students are expected to act in a professional manner at all times during their internship experience. Attendance at the internship location is required for the minimum number of weeks/hours set forth in the course description.

M. **Course Content:** The course content will vary with the company/industry involved but will generally include experience with typical projects undertaken by engineers in that company/industry including analysis and design of systems or components in mechanical, thermal or related systems.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Professional Studies	7.1.20

Title	Signature	Date
Department Head Dr. Jeremy Schwehm	Jeremy Schwehm Digitally signed by Jeremy Schwehm Date: 2020.07.28 14:49:55 -05'00'	7/28/2020
Dean Dr. Jeff Aulgur	Jeffrey Aulgur Digitally signed by Jeffrey Aulgur Date: 2020.09.04 10:43:07 -05'00'	9.4.2020
Assessment Dr. Christine Austin	Dr. Christine Austin Digitally signed by Dr. Christine Austin Date: 2020.09.08 10:06:46 -05'00'	9.8.2020
Registrar Mrs. Tammy Weaver	Tammy Weaver	9/8/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	**4363**	☐ Spring ☒ **Summer I**

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

Project Risk Analysis and Mitigation

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

Project Risk Mitigation

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 / Spring; selected summer terms based on demand

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

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

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 <u>program level learning outcome(s) it addresses</u>.

Bachelor of Applied Science Learning Objectives

1. Communication: Proficiency of writing communication skills for a variety of audiences.
2. Critical Thinking and Problem Solving: Analyzing and evaluation evidence to deliver data-drive solutions.
3. Analytical Skills: Developing conclusions through quantitative and qualitative reasoning.
4. Ethics: Applying ethical principles in personal, professional, and societal contexts.
5. Diversity: Demonstrating understanding and consideration of diverse cultural perspectives and intercultural complexities.
6. Teamwork: Demonstrating teamwork fundamentals through participation and engagement.

7. Technical Expertise: Demonstrating proficiency in project management, computer literacy, technology, financial management, and knowledge application.
8. Leadership and Management: Applying leadership and management strategies in professional settings, to include human resources management, conflict management, and conflict resolution.

2. **Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)** Please see attached BAS 4363 Course Map for additional information.

PLO 1 Communication: Module 7 > Assignment 5 Conducting Risk Interviews

PLO 2 Critical Thinking and Problem Solving > Module 11 > Assignment 7 Summary Risk Report

PLO 3 Analytical Skills > Module 14 > Project Application Step 7: Final Submission

PLO 4 Ethics > Start Here! Module > Project Management Institute (PMI) Code of Ethics Quiz

PLO 5 Diversity > Module 2 > Project Application Step 1: Stakeholder Analysis Template

PLO 6 Teamwork > Module 10 > Project Application Step 5: Risk Review Agenda Meeting

PLO 7 Technical Expertise > Module 12 > Project Application Step 6: Full Risk Report Content

PLO 8 Leadership and Management > Module 15 > Assignment 10: Explicit Program Risk Management

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

1. BAS 4363 Project Risk Management replaces COMM 3073 Group Communication within the degree program's required core. BAS 4363 supports all eight Program Learning Outcomes for the Bachelor of Applied Science degree program; COMM 3073 Group Communication supports a limited number of Program Learning Outcomes (most of which are replicated in OL 3023 Professional Communication).

2. BAS 4363 Project Risk Management builds upon the knowledge acquired via completion of BAS 4353 Workflow Monitoring and Industrial Environments. BAS 4353 provides the student with a substantive background in project management effective for deployment in multiple industrial, manufacturing, and technical domains, and the course is designed for those will minimal project experience and is intended to demonstrate the student's understanding of the fundamental knowledge, terminology, and processes of effective project management.

3. As defined by the Project Management Institute (PMI) Project Risk Management "includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation, and monitoring risk on a project. The objectives of project risk management are to increase the probability and/or impact of positive risks and to decrease the probability and/or impact of negative risks, in order to optimize the chances of success" (PMI Project Management Body of Knowledge (6th ed.), 2017, p. 395). BAS 4363 Project Risk Management, by utilizing Active Threat and Opportunity Management (ATOM) model, delivers a risk management protocol scalable to any size project, applicable to any business, industry, or environment with inherent risk.

4. The Bachelor of Applied Science degree program provides students who have earned an Associated of Applied Science (A.A.S.) degree in any discipline a seamless transition to a four-year degree program. This stackable education sequence enhances an individual's academic qualifications and increases potential upward mobility. As evidence, the Department of Professional Studies and the Ozark Campus have collaborated to form the "Transition to Leadership" path for students earning an A.A.S. degree in Logistics Management, Law Enforcement, and Banking Services.

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

BAS 4363 Project Risk Analysis and Mitigation

Term

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Course Description

BAS 4363 Project Risk Analysis and Mitigation explores the essential process of risk management mitigation in defined projects. Students assess the failures of risk management to deliver expected risk mitigation results, apply a risk management process with a focus on achieving efficacy, and the implementation of risk management to various types of projects in organizations (nonprofit, governmental and for-profit) and individual endeavors. The Active Threat and Opportunity Management (ATOM) process is designed to meet the need for a simple scalable risk management process applicable to all projects.

Prerequisite Knowledge

NOTE: Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

BAS 4353 Workflow Monitoring and Industrial Environments or instructor consent.

Required Course Text (Purchase Not Required)

Simon, P., & Hillson, D. (2012). *Practical project risk management*. Management Conceptions.

Bachelor of Applied Science Learning Objectives

1. Communication: Proficiency of writing communication skills for a variety of audiences.
2. Critical Thinking and Problem Solving: Analyzing and evaluation evidence to deliver data-drive solutions.
3. Analytical Skills: Developing conclusions through quantitative and qualitative reasoning.
4. Ethics: Applying ethical principles in personal, professional, and societal contexts.
5. Diversity: Demonstrating understanding and consideration of diverse cultural perspectives and intercultural complexities.
6. Teamwork: Demonstrating teamwork fundamentals through participation and engagement.

7. Technical Expertise: Demonstrating proficiency in project management, computer literacy, technology, financial management, and knowledge application.
8. Leadership and Management: Applying leadership and management strategies in professional settings, to include human resources management, conflict management, and conflict resolution.

Course Objectives

1. Analyze project risks (uncertainties and unknowns) in the defining, planning, executing, and delivering stages.
2. Integrate the Active Threat and Opportunity Management (ATOM) methodology with risk assessment and mitigation design.
3. Apply Active Threat and Opportunity Management (ATOM) stages (Initiation, Identification, Assessment, Response Planning, Reporting, Implementation, Major Review, Minor Reviews, Post-Project Review) to the project life cycle.
4. Analyze project role and scope to deploy appropriate variations in the ATOM risk mitigation methodology.
5. Assess the aim and scope of risk (strategic, technical, environmental or personal) in a program or project
6. Implement the nine-step ATOM process in the analysis of a comprehensive risk mitigation case study.

BAS 4363 Project Risk Analysis and Mitigation, through both the course-level objectives and learner achievement of the module-level learning objectives, supports all eight program-level objectives for the Bachelor of Applied Science degree.

Bachelor of Applied Science Core (40 hours)	
PYS 3093	Industrial Psychology
OL 3023	Professional Communication
OL 3133	Applied Principles of Personnel Management
OL 4043	Ethical Leadership
OL 4443	Professional Leadership
OL 4543	Workplace Supervision
OL 4643 or OL 4743	Occupational Globalization & Diversity or Organizational Change

BAS 4253	Quality Control and Continuous Improvement
BAS 4353	Workflow Monitoring and Industrial Environments
BAS 4453	Problem Solving and Root Cause Analysis
BAS 4363	Project Risk Analysis and Mitigation
BAS 4553	Workplace Health and Safety
BAS 4653	Manufacturing Systems
BAS 4751	Career Planning and Personnel Development

Learning Outcomes Map

BAS Learning Outcome	OL 3023	OL 3133	PSY 3093	OL 4043	OL 4443	OL 4543	OL 4643/4743
LO1	I	R		R		R	
LO2			I		R		R
LO3			I				
LO4		I		R		R	M
LO5		I		R	R	R	M
LO6		I			R	R	
LO7	I		R			R	
LO8		I	R	R	R	R	M

BAS Learning Outcome	BAS 4253	BAS 4353	BAS 4453	BAS 4363	BAS 4553	BAS 4653	BAS 4751
LO1				R			M
LO2	R		R	R	R	R	M
LO3	R	R	R	R	R	M	
LO4			R	R			
LO5				R			
LO6	R	R	R	R		R	M

LO7	R	R	R	R	R	R	M
LO8				R		M	

I (Introduction) R (Reinforcement) M (Mastery)

Course Justification

Risk, a situation involving exposure to danger or a negative outcome, is an inherent and ever-present factor in organizations, projects, and activities of daily living. Risk cannot be eliminated, but it can be mitigated. The implementation of effective risk management protocols, when integrated into a project or process, should deliver benefits to the organization or the individual. Risk management protects the three critical constraints to achieving successful outcomes in projects and processes: time, material, and people.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through readings, supplemental readings, on-line discussions boards, individual assignments, case study, video lectures and a group exercise. Students are required to post on the discussion board as assigned and provide feedback to peers based on the week's assignment to create an interactive dialogue. The group project requires students to collaborate on a project through the use of technology to reflect real world application.

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.

Basic Technical Skills for Success

- Using Blackboard (and seeking assistance as soon as possible)
- Using email to communicate with your instructor (include course section)
- Creating and submitting files in Word or a similar format
- Submitting written assignments in Word to Blackboard
- Asking for help. (I cannot stress this enough to you).

Technology Requirements for Success

Click here to view recommended Blackboard technology compatibility.

1. **Determine if you are a good fit for an online class.**

Ask yourself and those around you who know you very well, such as parents, siblings, good friends, or a teacher or mentor who you respect, to tell you if you are:

a. A self-motivated, self-driven person who wants to learn, and is willing to make it a priority
b. Willing to initiate conversation and communication with new people whom you have just met
c. Someone who possesses effective time management and is rarely known to procrastinate
d. Someone who doesn't give up easily under pressure, is persistent, and perseveres through challenges
e. Willing to admit "I don't know," and ask for help

2. **Research the status of your devices for accessing online learning environments.**

What type of devices do you have for accessing the online learning environment and completing your online assignments? Which one of them is your primary device?

3. **Know your limitations with regards to literacy with media and digital skills.**

Having a computer and knowing how to use it is not enough to ensure success in the online learning environment. Today, digital literacy is the primary way to gather information. You must have the ability to find, access, manage, evaluate, analyze, synthesize, utilize, share and create new knowledge and content using information technologies and the Internet.

4. **Identify your primary connection to the Internet and backup connection.**
   a. Do you have reliable internet access?
   b. How close are you to a public library with computers, internet access, and Wi-Fi access?
   c. How close are you to other public places that have internet access such as Starbucks, Panera, Whole Food Markets, Target, etc.?
   d. What are your alternative plans for internet access?
   e. In addition to Wi-Fi, do you have the possibility to connect to the internet at home directly?

f. If you are also working, does your workplace allow you to use the internet and Wi-Fi access to do your school assignments before and after work?

5. **Talk to other students who have taken courses online to get information about the online learning platform.**

Getting information about the online learning platform by talking to those students that have taken courses online is very useful for any student who is thinking of taking online courses. You can learn a lot from a recent student about the kind of personal characteristics that you must have to succeed in the online learning environment. Also, you will learn about the types of digital skills that will be required using the interface and the support systems that are available.

6. **Find a mentor.**

Colleges and universities provide students with mentors and advisors through the Student Services and Advising departments. Students who take advantage of this opportunity, perform better in their online classes.

Class Assignments

Class assignments will be posted every Monday by 12 p.m. CST unless noted otherwise. Class assignments can be located on Blackboard under the "Content" tab.

Assessments

Discussion Boards

Discussion board posts regarding the assigned reading will be required from each student, as well as providing feedback to a post of at least two peers to create a dynamic, intellectual exchange. All discussion board posts will be due by 11:59 p.m. CST on the due date specified on the "Course Schedule" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Case Studies

The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. This tab focuses on the latter--how to design and organize a research paper in the social sciences that analyzes a specific case.

A case study research paper examines a person, place, event, phenomenon, or another type of subject of analysis in order to extrapolate critical themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an critical research problem with greater clarity. A case study paper usually examines a single subject of analysis, but case study papers can also be designed as a parallel investigation that shows relationships between two or among more than two topics.

Assignments

In conjunction with the reading assignments, students must complete the identified assignments for each module as assigned in Blackboard. The materials and background information for each exercise will be located in the Course Material section on Blackboard, if required.

Examinations and Quizzes

Quizzes are associated with each module and are designed to assess a student's mastery of the materials presented in a respective module. A final exam will be administered over the course material. Examinations will be timed once you begin the examination.

Rubrics

Each learning activity and assessment item above is evaluated by a rubric designed for each. The rubric for each type of assignment may be found in every module containing an assignment. It is highly recommended you read and review the rubric before initiating (and submitting) a learning activity or assessment.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place through Messages within Blackboard and the assignment discussion boards. Please use common sense (no slang, use correct grammar, etc.) when sending messages and posting to discussion boards. This is an upper division 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 deduct points for poor grammar, lack of punctuation and spelling.

Netiquette

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

Source: Educational Technology and Mobile Learning

- Before posting your question on a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!

- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Please include the section number of your course in the subject line when sending your instructor an email.

Course Schedule Outline

Week 1 The Challenge of Managing Risk

Week 2 Critical Success Factors for Risk Management

Week 3 Introducing ATOM: Active Threat and Opportunity Management

Week 4 Applying ATOM to a Project: Initiation

Week 5 Exposing Challenges: Identification

Week 6 Understanding the Risk Exposure: Assessment

Week 7 Options and Actions (Response Planning)

Week 8 Communications (Reporting)

Week 9 Launching the Plan (Implementation)

Week 10 In-Progress Evaluation and Assessment (Major Reviews)

Week 11 Revising the Plan (Minor Reviews)

Week 12 Reflection and Future Planning (Post-Project Review)

Week 13: ATOM for Small Projects

Week 14: ATOM for Large Projects

Week 15: Managing Risk in Programs (Multi-Project Alignment)

Grading Summary

Total Points Available: 1400 points

A	1260 points – 1400 points
B	1120 points – 1259 points
C	980 points – 1119 points
D	840 points – 979 points
F	839 points and below

Syllabus Scavenger Hunt	15 points
Introduction Discussion Forum	20 points
Chapter Quizzes (14) 10 points each	140 points
Discussion Forums (4) 50 points each	200 points
Mid-term Examination	125 points
Application Assignments (12) 50 points each	600 points
Application Project Steps (7) 25 points each	175 points
Case Study Application Final Exam	125 points

Grading of Assignments

As noted above, individual numerical points are not given for any assignment in this course. You will be provided with written feedback on each assignment, indicating areas of strength and areas of potential improvement. Multiple check-in opportunities are provided during the term. Guidance and feedback as to your standing in the course is always available through communication with your professor. A key component to your self-assessment and your instructor assessment are demonstrating improvement throughout the course and accepting the guidance provided by your professor.

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 PM on the due date.

Assignments, Exercises, Blogs, and Quizzes: Any assignment 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 a 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.

Academic Integrity

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. The classroom is under the control of the professor who will give students a statement of his or her classroom expectations and policies in a syllabus at the beginning of the semester.

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices.

Arkansas Tech University respects the right of the instructor of record for the course to determine and apply all academic sanctions for violations of academic integrity. The classroom (to include online and hybrid courses) is under the control of the instructor, who will give students a statement of his/her classroom expectations and policies in a syllabus at the beginning of the semester. Typical penalties *can include, but are not limited to* giving an 'F' on a particular quiz or exam, giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. Instructors may also have different penalties depending on the number and severity of violations.

As an institution, Arkansas Tech University may deem it necessary to apply additional sanctions beyond the academic penalties imposed through the course. Examples of the types of penalties Arkansas Tech may choose to apply *include but are not limited to* required completion of academic integrity training, as well as disciplinary probation, suspension or expulsion from the

university. Any institutional penalties that may be applied will vary based on the number and severity of violations.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism, and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Every effort is made to respond to students in 24 hours.

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

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

University Testing and Disability Services- http://www.atu.edu/disabilities/

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information on the Following Page

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

Begins 7:00 a.m.	Bb Module	BAS 4363 Project Risk Analysis and Mitigation Module Requirements and Recommended Order of Work	Due 11:59 p.m.
All items in the Course Schedule are presented in the order in which you should work. Use the Course Schedule as a checklist for each module.			
Week 1	**Start Here! Module 1** **The Challenge of Managing Risk**	☐ View *First Task: View this Presentation* ☐ Read *BAS 4363 Syllabus* ☐ Review *BAS 4363 Course Schedule* ☐ Submit *Syllabus and Schedule Scavenger Hunt (Three attempts) (15 points)* ☐ Read *Chapter 1: The Challenge of Managing Risk (pp. 3-8)* ☐ Locate the *Ask the Class!* Discussion Forum (Hint: Course Content) ☐ Submit *Introductory Discussion (Located in Start Here) (10 points)*	
Week 2	**Module 2 Critical Success Factors for Managing Risk**	Read *Chapter 2: Making it Work (pp. 9-20)* Submit *Chapter 2 Quiz (10 points)* Submit *Discussion 1 Initial Post: Why don't we do it? (50 points)* Submit *Application Project Step 1: Stakeholder Analysis Template (25 points)*	
Week 3	**Module 3 Introducing ATOM: Active Threat & Opportunity Management**	☐ Read *Chapter 3: Active Threat & Opportunity Management (pp. 23-34)* ☐ Submit *Chapter 3 Quiz (10 points)* ☐ Submit *Discussion 1 Peer Responses* ☐ Submit *Assignment 1: Project Sizing Application (50 points)* ☐ Submit *Application Project Step 2: Project Sizing Tool (25 points)*	
Week 4	**Module 4 Start at the Beginning (Initiation)**	Read *Chapter 4: Start at the Beginning (Initiation) (pp. 37-53)* Submit *Chapter 4 Quiz (10 points)* Submit *Discussion 2 Initial Post: Descriptions of Different Stakeholders (50 points)* Submit *Assignment 2: Double Probability Impact Matrix (50 points)*	
Week 5	**Module 5 Exposing the Challenge (Identification)**	☐ Read *Chapter 5: Exposing the Challenge (Initiation) (pp. 55-66)* ☐ Submit *Chapter 5 Quiz (10 points)* ☐ Submit *Discussion 2 Peer Responses* ☐ Submit *Assignment 3: Risk Metalanguage (50 points)* ☐ Submit *Application Project Step 3: Risk Breakdown Structure (25 points)*	
Week 6	**Module 6 Understand the Exposure (Assessment)**	Read *Chapter 6: Understand the Exposure* Submit *Chapter 6 Quiz (10 points)* Submit *Discussion 3 Initial Post: Probability and Impacts (50 points)* Submit *Assignment 4:Risk Register Application (50 points)* Submit *Project Application Step 4: Assumptions & Constraints (25 points)*	
Week 7	**Module 7 Options and Actions (Response Planning)**	☐ Read *Chapter 7: Option and Actions (Response Planning)* ☐ Submit *Chapter 7 Quiz (10 points)* ☐ Submit *Discussion 3 Peer Responses* ☐ Submit *Assignment 5: Conducting Risk Interviews (50 points)*	
Week 8	**Module 8 Communications (Reporting)**	Read *Chapter 8: Spread the Word (Reporting)* Submit *Chapter 8 Reading Quiz (10 points)* Submit *Mid-Term Examination (125 points)*	
Week 9	**Module 9 Launching the Plan (Implementation)**	☐ Read *Chapter 9: Launching the Plan (Implementation)* ☐ Submit *Module 9 Readings Quiz (10 points)*	

		Submit *Discussion 4 Initial Post: Implementation Flowchart (50 points)* Submit *Assignment 6: Risk Status Value Relationships (50 points)*	
Week 10	**Module 10 In-Progress Evaluation and Assessment (Major Reviews)**	Read *Chapter 10: In-Progress Evaluation & Assessment* Submit *Chapter 10 Quiz (10 points)* Submit *Discussion 4 Peer Responses* Submit *Assignment 7: Updating the Risk Register (50 points)* Submit *Project Application Step 5: Risk Review Meeting Agenda (25 points)*	
Week 11	**Module 11 Revising the Plan (Minor Reviews)**	Read *Chapter 11: Ongoing Updates (Minor Reviews)* Submit *Chapter 11 Quiz (10 points)* Submit *Assignment 8: Summary Risk Report (50 points)*	
Week 12	**Module 12 Reflection and Future Planning (Post-Project Review)**	Read *Chapter 12 Learn from Experience* Submit *Chapter 12 Quiz (10 points)* Submit *Assignment 9: Post-Project Review Meeting (50 points)* Submit *Application Project Step 6: Full Risk Report Contents (25 points)*	
Week 13	**Module 13 ATOM for Small Project**	Read *Chapter 13 ATOM for Small Projects* Submit *Chapter 13 Quiz (10 points)* Submit *Assignment 10: ATOM Activities for Small Projects (50 points)*	
Week 14	**Module 14 ATOM for Large Projects**	Read *Chapter 14 ATOM for Large Projects* Submit *Chapter 14 Quiz (10 points)* Submit *Assignment 11: SWOT Analysis & Risk Analysis (50 points)* Submit *Application Project Step 7: Final Submission (25 points)*	
Week 15	**Module 15 Managing Risk in Programs (Multi-Project Alignment)**	Read *Chapter 16 Managing Risk in Programs* Submit *Chapter 16 Quiz (10 points)* Submit *Assignment 12: Explicit Program Risk Management (50 points)* Submit *Final Examination (125 points)*	
		Intentionally Left Vacant	

Course: BAS 4363 Project Risk Analysis and Mitigation Course Map

Bachelor of Applied Science Program Level Objectives (PLOs)

9. Communication: Proficiency of writing communication skills for a variety of audiences.
10. Critical Thinking and Problem Solving: Analyzing and evaluation evidence to deliver data-drive solutions.
11. Analytical Skills: Developing conclusions through quantitative and qualitative reasoning.
12. Ethics: Applying ethical principles in personal, professional, and societal contexts.
13. Diversity: Demonstrating understanding and consideration of diverse cultural perspectives and intercultural complexities.
14. Teamwork: Demonstrating teamwork fundamentals through participation and engagement.
15. Technical Expertise: Demonstrating proficiency in project management, computer literacy, technology, financial management, and knowledge application.
16. Leadership and Management: Applying leadership and management strategies in professional settings, to include human resources management, conflict management, and conflict resolution.

Course Learning Objectives (CLOs)

1. Analyze project risks (uncertainties and unknowns) in the defining, planning, executing, and delivering stages.
2. Integrate the Active Threat and Opportunity Management (ATOM) methodology with risk assessment and mitigation design.
3. Apply Active Threat and Opportunity Management (ATOM) stages (Initiation, Identification, Assessment, Response Planning, Reporting, Implementation, Major Review, Minor Reviews, Post-Project Review) to the project life cycle.
4. Analyze project role and scope to deploy appropriate variations in the ATOM risk mitigation methodology.
5. Assess the aim and scope of risk (strategic, technical, environmental or personal) in a program or project
6. Implement the nine-step ATOM process in the analysis of a comprehensive risk mitigation case study.

Module	Program Level Outcome Alignment	Course Learning Objectives	Learning Activities	Assessments
Start Here: The Challenge of Managing Risk	PLO 1 Communication PLO 4 Ethics PLO 3 Analytical Skills	○ CLO 4 Analyze project role and scope	○ View *First Task* ○ Read *Course Syllabus* ○ Read *Chapter 1* ○ Locate *Ask the Class! Discussion Forum* ○ Review *PMI Code of Ethics*	○ Syllabus and Scavenger Hunt ○ Introductory Discussion Forum: PMI Code of Ethics
2. Critical Success Factors for Managing Risk	PLO 1 Communication PLO 5 Diversity PLO 6 Teamwork PLO 8 Leadership & Management	○ CLO 1 Analyze project risks ○ CLO 4 Analyze project role and scope ○ CLO 6 Implement the ATOM process	○ Read *Chapter 2*	○ Chapter 2 Quiz ○ Discussion Forum 1 Initial Post ○ Application Project Step 1: Stakeholder Analysis Template

3. Introducing ATOM: Active Threat & Opportunity Management	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages ○ CLO 4 Analyze project role and scope	○ Read *Chapter 3*	○ Chapter 3 Quiz ○ Submit Discussion 1 Peer Responses ○ Assignment 1: Project Sizing Application ○ Application Project Step 2: Project Sizing Tools
4. Start at the Beginning (Initiation)	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages ○ CLO 4 Analyze project role and scope	○ Read *Chapter 4*	○ Chapter 4 Quiz ○ Discussion Forum 2 Initial Post: Descriptions of Different Stakeholders ○ Assignment 2 Double Probability Impact Matrix
5. Exposing the Challenge (Identification)	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise PLO 8 Leadership & Management	○ CLO 3 Apply ATOM stages ○ CLO 4 Analyze project role and scope ○ CLO 5 Assess role and scope ○ CLO 6 ATOM case study implementation	○ Read *Chapter 5*	○ Chapter 5 Quiz ○ Discussion Forum 2 Peer Responses ○ Assignment 3 Risk Metalanguage ○ Application Project Step 3: Risk Breakdown Structure
6. Understand the Exposure (Assessment)	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 3 Apply ATOM stages ○ CLO 4 Analyze project role and scope ○ CLO 5 Assess role and scope ○ CLO 6 ATOM case study implementation	○ *Read* Chapter 6	○ Chapter 6 Quiz ○ Discussion Forum 3 Initial Post: Probability and Impacts ○ Assignment 4 Risk Register Application ○ Application Project Step 4: Assumptions & Constraints
7. Options and Actions (Response Planning)	PLO 1 Communication PLO 5 Diversity PLO 8 Leadership & Management	○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages ○ CLO 6 ATOM case study implementation	○ *Read* Chapter 7	○ Chapter 7 Quiz ○ Discussion Forum 3 Peer Responses ○ Assignment 5 Conducting Risk Interviews

8. Communications (Reporting)	PLO 1 Communication PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 5 Diversity PLO 6 Teamwork PLO 7 Technical Expertise PLO 8 Leadership & Management	○ CLO 1 Analyze project risks ○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages ○ CLO 4 Analyze project role and scope ○ CLO 5 Assess role and scope ○ CLO 6 ATOM case study implementation	○ Read Chapter 8	○ Chapter 8 Quiz ○ Mid-Term Examination
9. Launching the Plan (Response Planning)	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages	○ Read Chapter 9	○ Chapter 9 Quiz ○ Discussion Forum 4 Initial Post: Implementation Flowchart ○ Assignment 6 Risk Status Value Relationships
10. In-Progress Evaluation and Assessment (Major Reviews)	PLO 1 Communication PLO 6 Teamwork PLO 8 Leadership & Management	○ CLO 1 Analyze project risks ○ CLO 2 Integrate ATOM methodology ○ CLO 6 ATOM case study implementation	○ Read Chapter 10	○ Chapter 10 Quiz ○ Discussion 4 Peer Responses ○ Assignment 7 Updating the Risk Register ○ Application Project Step 5 Risk Review Meeting Agenda
11. Revising the Plan (Minor Reviews)	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 1 Analyze project risks ○ CLO 2 Integrate ATOM methodology ○ CLO 6 ATOM case study implementation	○ Read Chapter 11	○ Chapter 11 Quiz ○ Assignment 7 Summary Risk Report
12. Reflection and Future	PLO 6 Teamwork PLO 7 Technical Expertise	○ CLO 1 Analyze project risks	○ Read Chapter 12	○ Chapter 12 Quiz ○ Assignment 8 Post-Project

Planning (Post-Project Review)	PLO 8 Leadership & Management	○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages		Review Meeting ○ Project Application Step 6 Full Risk Report Content
13. ATOM for Small Projects	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 1 Analyze project risks ○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages	○ Read Chapter 13	○ Chapter 13 Quiz ○ Assignment 9 ATOM Activities for Small Projects
14. ATOM for Large Projects	PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 7 Technical Expertise	○ CLO 1 Analyze project risks ○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages	○ Read Chapter 14	○ Chapter 14 Quiz ○ Assignment 9 SWOT Analysis & Risk Management ○ Project Application Step 7 Final Submission
15. Managing Risk in Program (Multi-Project Alignment)	PLO 1 Communication PLO 2 Critical Thinking and Problem Solving PLO 3 Analytical Skills PLO 5 Diversity PLO 6 Teamwork PLO 7 Technical Expertise PLO 8 Leadership & Management	○ CLO 1 Analyze project risks ○ CLO 2 Integrate ATOM methodology ○ CLO 3 Apply ATOM stages ○ CLO 4 Analyze project role and scope ○ CLO 5 Assess role and scope ○ CLO 6 ATOM case study implementation	○ Read Chapter 16	○ Chapter 16 Quiz ○ Assignment 10 Explicit Program Risk Management ○ Final Examination

Bachelor of Applied Science

College of eTech

Program Objectives, Learning Outcomes, and Assessment (Summer 2021)

Following are the program objectives, student learning outcomes, and assessment information for the Bachelor of Applied Science. Student learning outcomes were developed to align closely with the Association of American Colleges and Universities' VALUE rubrics, as well as the Competency Model Clearinghouse

Program Objectives

Graduates of the Bachelor of Applied Science program will demonstrate proficiency in the following areas:

- **Communication**: demonstrate competency in written and oral communication skills
- **Research and Problem Solving**: apply empirical research to solve complex organizational problems
- **Project Management**: implement relevant strategies needed to develop a business proposal or applied project
- **Leadership/Critical Thinking**: assume a leadership role in identifying and addressing issues in a professional environment
- **Collaboration/Teamwork**: demonstrate the ability to effectively function in multiple roles as part of a team
- **Political, Social, and Global Awareness**: demonstrate an understanding of the importance of cultural diversity in the local and global community

Program Learning Outcomes

Communication Skills (PO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination;

students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (PO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (PO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (PO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (PO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (PO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (PO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (PO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management

strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

Assessment (Office of Assessment & Institutional Effectiveness)

Assessment Process

1. BAS program faculty review current course/outcome alignments and determine plan for measures and criterion for success for each outcome statement.

    a. Resource: Alignment review of courses to learning outcomes
    b. Resource: Common rubrics selected to measure learning for each outcome. (Investigate adopting/adapting VALUE rubrics from AAC&U.)

2. BAS program faculty teaching OL/BAS/PSY courses review rubrics, achievement benchmarks, and select representative assignments for each outcome.

    a. Resource: BAS program faculty finalize agreement on use of rubric and achievement levels to guide assignment design.
    b. Resource: Representative assignments from each course selected and agreed upon per learning outcome.

3. BAS program faculty apply rubrics to designated assignments and collect course level data on student outcome.

    a. Resource: Overall data on BAS learning outcomes per course.
    b. Resource: Random sample of student assignments aligned to outcome for BAS program faculty review.

4. BAS program faculty uses chosen rubrics to measure student achievement on selected outcomes.

5. Results of assessment will be disseminated to institution.

    a. Resource: BAS program faculty meet for in-depth review and recommendations.

6. Recommendations reviewed and improvements made to curriculum and/or assessments.

Bachelor of Applied Science Core (40 hours)	
PYS 3093	Industrial Psychology
OL 3023	Professional Communication
OL 3133	Applied Principles of Personnel Management
OL 4043	Ethical Leadership
OL 4443	Professional Leadership
OL 4543	Workplace Supervision
OL 4643 or OL 4743	Occupational Globalization & Diversity or Organizational Change
BAS 4253	Quality Control and Continuous Improvement
BAS 4353	Workflow Monitoring and Industrial Environments
BAS 4453	Problem Solving and Root Cause Analysis
BAS 4363	Project Risk Analysis and Mitigation
BAS 4553	Workplace Health and Safety
BAS 4653	Manufacturing Systems
BAS 4751	Career Planning and Personnel Development

Learning Outcomes Map							
BAS Learning Outcome	**OL 3023**	**OL 3133**	**PSY 3093**	**OL 4043**	**OL 4443**	**OL 4543**	**OL 4643/4743**
LO1	I	R		R		R	
LO2			I		R		R
LO3			I				
LO4		I		R		R	M
LO5		I		R	R	R	M
LO6		I			R	R	
LO7	I		R			R	
LO8		I	R	R	R	R	M

BAS Learning Outcome	**BAS 4253**	**BAS 4353**	**BAS 4453**	**BAS 4363**	**BAS 4553**	**BAS 4653**	**BAS 4751**
LO1				R			M
LO2	R		R	R	R	R	M
LO3	R	R	R	R	R	M	
LO4			R	R			
LO5				R			
LO6	R	R	R	R		R	M
LO7	R	R	R	R	R	R	M
LO8				R		M	

I (Introduction) R (Reinforcement) M (Mastery)

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	8/24/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		9-4-2020
Dean Dr. Jeff Aulgur	Jeff Aulgur	9.4.20
Assessment Dr. Christine Austin	Christi Austin	9.8.2020
Registrar Mrs. Tammy Weaver	Tammy Weaver	9/8/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	**4053**	○ Spring ◉ **Summer I**

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

Philanthropy and Fundraising

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

Philanthropic Fundraising

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?

At least once per academic year

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. N/A
c. What is the rationale for adding this course? What evidence demonstrates this need? OL 4053 is proposed as an elective course in the Bachelor of Arts in Organizational Leadership program. Each academic year the program offers, and fills to capacity, multiple sections of OL 4143 Nonprofit Governance and OL 4343 Community Development. The focus and learning outcomes of both courses examines the efficacy, mission, and structure of nonprofit organgizations. A review of the projects submitted for OL 4943 Applied Leadership Project demonstrates substantial integration of nonprofit organizations as the project outcome. While introduced as appropriate in the three

aforementioned courses, none provide a detailed and comprehensive exploration of philanthropy, advancement, and fundraising in the nonprofit sector. As revenue generation is key to the efficacy and sustainability of the Third Sector, OL 4053 Philanthropy and Fundraising provides an elective option for student who desire an enhanced focused on nonprofit organizations.

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 4053: Philanthropy and Fundraising

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? This course serves as an elective offering in the Bachelor of Arts in Organizational Leadership (BA-OL) degree. The BA-OL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary 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: Assess organizational philanthropic readiness principles and guidelines; apply the fundraising process (research, planning, cultivation, solicitation, stewardship, and evaluation); employ the process of raising external funds, to include elemeents of a well-developed, comprehensive fundraising plan.
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) critical perspective journal entries.
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 examinations 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, and critical perspective journal entries designed to provide learners an opportunity to engage in a private, one-on-one conversation with the instructor.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 4053 is proposed as an elective course in the Bachelor of Arts in Organizational Leadership program. Each academic year the program offers, and fills to capacity, multiple sections of OL 4143 Nonprofit Governance and OL 4343 Community Development. The focus and learning outcomes of both courses examines the efficacy, mission, and structure of nonprofit organgizations. A review of the projects submitted for OL 4943 Applied Leadership Project demonstrates substantial integration of nonprofit organizations as the project outcome. While introduced as appropriate in the three aforementioned courses, none provide a detailed and comprehensive exploration of philanthropy, advancement, and fundraising in the nonprofit sector. As revenue generation is key to the efficacy and sustainability of the

	Third Sector, OL 4053 Philanthropy and Fundraising provides an elective option for student who desire an enhanced focused on nonprofit organizations.
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 Little Rock offers a undergraduate 18-hour Nonprofit Leadership Studies option. NPLS 4310 Strategic Fund Development is a core requirement, while RHET 4375 Grantwriting is an elective option. The University of Arkansas, Arkansas State University, and the University of Arkansas at Little Rock offer graduate programs related to public administration and nonprofit studies. As of 2019, the nonprofit sector in the United States includes over 1.5 million organizations and the sector contributed over $1.047 trillion to the U.S. economy in 2016 (5.6% of national gross domestic product). In 2018, the aggregated giving to nonprofit organizations from individuals, foundations, and private business exceeded $425 billion. The size of the nonprofit sector witin the United States continue to expand, as the number of nonprofit organizations in the decade between 2006 – 2016 increased by 4.5%. Even so, the data underrepresents the size of the sector in the United States, as religious congregations and organizations with less than $5,000 in revenue are not required to register with the Internal Revenue Service (National Center for Charitable Statistics).

Arkansas Tech University

OL 4053 Philanthropy and Fundraising
Term

Instructor:

Office:

Phone:

Email:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

Course Description:

Students develop a comprehensive knowledge of philanthropy, advancement, and fundraising and their application to nonprofit organizations and nongovernmental entities, regardless of size, structure, or mission. Through the development, analysis, and application of a philanthropic framework, students will create and convey an organizational case for support and a fundraising/advancement plan based upon organizational mission and capacity.

Required Texts:

Hanberg, E. (2011). The little book of gold: Fundraising for small (and very small) nonprofits. CreateSpace Independent Publishing Platform.

Panas, J. (2013). Asking: A 59-minute guide to everything board members, volunteers, and staff must know to secure the gift. Emerson & Church Publishers

Weinstein, S. (2017). The complete guide to fundraising management (4th ed). Hoboken, NJ: Wiley & Sons.

Note: Select modules will require students to identify and annotate a scholarly peer-reviewed journal article, published within the past five years.

Prerequisite Knowledge: This course does not require any prior knowledge for success. As an online course, written dialogue and assignments are the "coin of the realm." You do not have to be an expert grammarian to succeed. However, you must be professional and attempt to submit work generally free of errors. Proofreading is queen. You must be willing to improve your writing as the course progresses. Those who strive to write professionally enjoy enhanced career success. It is a game-changer for many employers.

Critical Pedagogy:

This course is designed to make you apply critical thinking and problem-solving. The materials in this course examine leadership through equality, liberation, freedom from oppression and anti-marginalization. We will explore leadership through an inclusive lens of many socio-cultural perspectives. Critical pedagogy establishes a learner-to-learner agreement between the instructor and the student. I, as your instructor, intend to learn from you and your lived experience. You are challenged to be active learners and to develop your criticality and creativity. Many of the learning methodologies in this course do not have a "right or a wrong" answer. Your assessment often depends on the depth and content of your response and your willingness to explore the topic through your lens and the lenses of others.

Justification for the Course

If all nongovernmental and civil society organizations were combined into a single economy, it would comprise the 16th largest economy in the world. Nonprofit organizations account for 6% of the United States gross domestic product. A critical component of such organizations is active resource development through multiple avenues, to include planned giving, annual giving, major gifts, and grantsmanship.

Purpose of the Course

As of 2019, the nonprofit sector in the United States includes over 1.5 million organizations and the sector contributed over $1.047 trillion to the U.S. economy in 2016 (5.6% of national gross domestic product). In 2018, the aggregated giving to nonprofit organizations from individuals, foundations, and private business exceeded $425 billion. The size of the nonprofit sector witin the United States continue to expand, as the number of nonprofit organizations in the decade between 2006 – 2016 increased by 4.5%. Even so, the data underrepresents the size of the sector in the United States, as religious congregations and organizations with less than $5,000 in revenue are not required to register with the Internal Revenue Service (National Center for Charitable Statistics, 2020).

Course Learning Objectives (CLOs):

- CLO 1: Analyze charitable giving patterns and trends in philanthropy and the motivations for giving
- CLO 2: Assess organizational philanthropic readiness principles and guidelines
- CLO 3: Apply the fundraising process (research, planning, cultivation, solicitation, stewardship, and evaluation)
- CLO 4: Demonstrate the parameters within which nonprofit managers raise funds
- CLO 5: Analyze the historical, organizational, legal, ethical, and theoretical contexts of fundraising
- CLO 6: Employ the process of raising external funds, to include the elements of a well-developed fundraising plan
- CLO 7: Apply course material (as necessary) to improve critical thinking, problem solving, and decisions regarding nonprofit fundraising

How the Course Meets the General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically

Develop ethical perspectives

Communicate effectively

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, online discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Course Structure

- Pre-Course Module
- Module 1: Introduction to Fundraising
- Module 2: Organizations and the Nonprofit World
- Module 3: Managing the Resource Development Function
- Module 4: The Case for Support and Fundraising Materials
- Module 5: Managing Information
- Module 6: Prospect Identification and Research
- Module 7: Mid-Term Examination
- Module 8: Nurturing Relationships
- Module 9: Major Gift Programs
- Module 10: Donor Cultivation and Stewardship
- Module 11: Mail, Telephone, and Digital Solicitation
- Module 12: Special Events and Grantsmanship
- Module 13: Planned Giving
- Module 14: Capital Campaigns and Evaluation

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

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

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Assignments

Analysis assignments reinforce the student's understanding of the course material as well as to apply different leadership concepts. In select modules, students will submit assignments which require direct application of course content in one's profession. Students will produce documents, questionnaires, plans, objectives, or other items to demonstrate an understanding of theory and practical application. 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.

Policy Papers

In select modules, students will complete short essays focused on specific module content. The purpose of these short essays is to demonstrate understanding and application of concepts covered in the learning modules. Essays vary in length from 1500 – 2500 words and must be in APA format.

Critical Perspectives Journal

Over the course of the semester, students will submit entries in a critical perspectives journal, accessible only to the student and the instructor. The journal provides students with an opportunity to reflect on course concepts and apply course concepts to professional, academic, and personal experiences.

Personal Code of Ethics

Students must develop a clear and concise knowledge of philanthropic fundraising. During the course of the term, students write a developing Personal Code of Ethics to demonstrate one's ability to analyze any fundraising technique or campaign through a professional ethical lens.

Instructor Communication

Please include the section number of your course in the subject line when sending your instructor an email.

This course is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and

posting on discussion boards. This endeavor is a senior-level course, and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file; you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24 hour period.

Returning of Assignments

Assignments will be graded and returned to you within seven 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 PM on the due date.

Assignments, Exercises, and Quizzes: Any assignment not submitted by the due date can still be submitted for up to 75% credit up to one week past the due date. Assignments will not be accepted more than a 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 Schedule

A comprehensive course scheduled is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

A list of all required activities for OL 4053 Philanthropy and Fundraising is identified by the module in the Course Schedule. The Course Schedule is available to you in the Course Information folder.

Your final grade is determined by the percentage of total points you earn during the duration of the course. For example, as noted below, a total of 1,100 points are available in the course. To earn a final grade of an A for the course, you must earn a minimum point total of 990 points (1,100 x 0.90 = 990)

Policy Papers	200
Discussion Forums	125
Application Assignments	475

Mid-Term Exam	100
Critical Perspectives Journal	100
Final Exam	100
Total Points:	**1,100**

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism, and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If at any time during the semester you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive to the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the class and receiving an "F". Tech has a very lenient withdrawal policy that allows a student to withdraw with a "W" until almost the end of the semester.

You may access current student policies in the Arkansas Tech University Student Handbook

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

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

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

University Testing and Disability Services- http://www.atu.edu/disabilities/

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:
University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Module	Module Objectives	Course Objectives
Module 1	• Familiarize students with one another, the purpose of the course, and the online format • Assess the role of fundraising in the nonprofit and philanthropic sector(s) • Analyze the development to the fundraising profession	**1, 2**
Module 2	• Discuss opportunities and challenges in the Third Sector • Analyze organizational preparedness for support • Assess organizational implementation of strategic management	**1, 2, 3**
Module 3	• Distinguish between effectiveness and efficiency in fundraising • Assess development and advancement budget and financial resources	**3, 6, 7**
Module 4	• Develop a case statement of support for a nonprofit entity • Analyze the market- and situation-specific cases of support	**2, 3, 6**
Module 5	• Apply targeted communications in the philanthropic context • Conduct preliminary fundraising research for an organization	**3, 4, 6, 7**
Module 6	• Deploy multiple approaches to prospect development, to include diverse populations • Assess and deploy prospect ratings and evaluations	**3, 4, 6, 7**
Module 7	• Mid-Term Examination	**1-7**
Module 8	• Integrate fundraising activities with relationship building activities • Appraise the Four Part Acknowledgement Program • Deploy Moves Management strategies to cultivate donor relations	**3-7**
Module 9	• Assess major gift programs in the organizational context • Create a Solicitation Interview • Analyze solicitation training and role playing	**3-7**
Module 10	• Explore how to cultivate relationships with donors • Examine strategies for donor retention • Develop an effective donor recognition strategy for a nonprofit organization	**1-7**
Module 11	• Differentiate acquisition campaigns and renewal/upgrade campaigns • Develop a strategy to recover lapsed donors • Assess the elements of a comprehensive appeals package • Analyze a professional telephone solicitation campaign • Examin the role of special events in an organization's fundraising strategy •	**1-7**

Module 12	• Explore the role of grantsmanship in multiple contexts (governmental, foundations, and local resources) • Analyze the efficacy of internal acknowledgment and reporting requirements	**1-7**
Module 13	• Analyze instruments of donor-education and planned giving • Discuss the various charitable gift instruments	**1-7**
Module 14	• Deploy the constructs of a capital campaign organization and structure • Apply the instruments of fundraising evaluation and assessment	**1-7**

OL 4053: Philanthropy and Fundraising - Course Schedule

Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Module 1 Introduction to Fundraising (75 points)	• Weinstein Chapter 1 "Five Major Fundraising Principles" (pp. 1-6) • Panas Chapters 1-5 (pp. 1-20) • Course Syllabus and Schedule • Introduction to Critical Pedagogy	• Familiarize students with one another, the purpose of the course, and the online format • Assess the role of fundraising in the nonprofit and philanthropic sector(s) • Analyze the development tof the fundraising profession
		• Student Introductions Forum (25 points) • Application Assignment 1 Five Major Fundraising Principles and Enthusiasm (50 points)	
	Module 2 Organizations and the Nonprofit World (75 points)	• Weinstein Chapter 2 "Your Organization in the Nonprofit World" (pp. 7-16) • Hanbert Chapter 1 "Planning Ahead" (pp. 9-16) • Panas Chapters 6-10 (pp. 21-38)	• Discuss fundraising opportunities and challenges in the Third Sector • Analyze organizational preparedness for support • Assess organizational implementation of strategic management
		• Discussion Forum 2 Opportunites and Challenges (25 points) • Policy Paper 1 Analyzing and Assessing Organizational Preparedness (50 points)	

	Module 3 Managing the Resource Development Function (75 points)	• Weinstein, Chapter 3 "Managing the Resource Development Function" (pp. 17-41) • Hanberg Chapter 2 "Board Giving: Your First $1,000" (pp. 17-42)	• Distinguish between effectiveness and efficiency in fundraising • Assess development and advancement budget and financial resources
		• Discussion Forum 3 Organizational Fundraising Profile Discussion (25 points) • Application Assignment 2 Organizational Case Study (50 points)	
	Module 4 The Case for Support and Fundraising Materials (100 points)	• Weinstein Chapter 4 "The Case for Support and Fundraising Materials" (pp. 51-60) • Hanberg Chapter 3 "Asking Outside the Board" (pp. 43-62) • Panas Chapters 11-15 (pp. 39-55)	• Develop a case statement of support for a nonprofit entity • Analyze the market- and situation-specific cases of support
		• Policy Paper 2 Individual Leadership and Organizational Change (50 points) • Application Assignment 3 The Case Statement (25) • Critical Perspectives Journal 1 Donors Give to the Magic of an Idea (25 points)	
	Module 5 Managing Information (75 points)	• Weinstein Chapter 5 "Managing Information" (pp. 61-78) • Panas Chapters 16-20 (pp. 56-69)	• Apply targeted communications in the philanthropic context • Conduct preliminary fundraising research for an organization
		• Application Assignment 4 Revenues and Contributions (50 points) • Critical Perspectives Journal 2 The Line Between Success and Failure (25 points)	

	Module 6 Prospect Identification and Research (50 points)	• Weinstein Chapter 6 "Prospect Identification, Research, and Segmentation" (pp. 79-96) • Panas Chapters 21-25 (pp. 70-88)	• Deploy multiple approaches to prospect development, to include diverse populations • Assess and deploy prospect ratings and evaluations
		• Policy Paper 3 Assessing and Deploying Prospect Development (50 points)	
	Module 7 Mid-Term Examination (100 points)	• No readings assigned	• Mid-Term Examination
		• Mid-Term Examination (100 points)	
	Module 8 Nurturing Relationships (50 points)	• Weinstein Chapter 7 "Nurturing Relationships" (pp. 97-114)	• Integrate fundraising activities with relationship building activities • Appraise the Four Part Acknowledgement Program • Deploy Moves Management strategies to cultivate donor relations
		• Application Assignment 5 Moves Management Strategies (50 points)	
	Module 9 Major Gifts Programs (100 points)	• Weinstein Chapter 8 "Major Gift Fundraising" (pp. 115-136) • Hanberg Chapter 5 "Big Asks" (pp. 81-92)	• Assess major gift programs in the organizational context • Create a Solicitation Interview • Analyze solicitation training and role playing
		• Application Assignment 6 Case for Support (50 points) • Policy Paper 4 The Solicitation Interview (50 points)	

	Module 10 Donor Cultivation and Stewardship (75 points)	• Hanberg Chapter 6 "Finding New Donors" (pp. 95-100)	• Explore how to cultivate relationships with donors • Examine strategies for donor retention • Develop an effective donor recognition strategy for a nonprofit organization
		• Application Assignment 7 Donor Recognition (50 points) • Critical Perspectives Journal 3 Cultivating Donor Relationships (25 points)	
	Module 11 Special Events and Crowdfunding (75 points)	• Weinstein Chapter 11 "Special Event Fundraising, Cause-Related Marketing, and Crowdfunding" (pp. 183-192) • Hanberg Chapter 4 "Events Will Kill You" (pp. 63-80)	• Differentiate between acquisition campaigns and renewal/upgrade campaigns • Develop a strategy to recover lapsed donors • Discuss the elements of a comprehensive appeals package • Analyze a professional telephone solicitation campaign • Examine the role of special events in an organization's fundraising strategy
		• Application Assignment 8 Acquisition and Renewal (50 points) • Discussion Forum 4 The Comprehensive Appeals Package (25 points)	
	Module 12 Grantsmanship (75 points)	• Weinstein Chapter 12 "Grants" (pp. 193-202) • Hanberg Chapter 7 "Grant Requests" (pp. 101-104)	• Explore the role of grantsmanship in multiple contexts (governmental, foundations, and local resources) • Analyze the efficacy of internal acknowledgment and reporting requirements
		• Critical Perspectives Journal 4 Personal Code of Ethics (25) • Application Assignment 9 Critiquing a Proposal for Funding (50 points)	

	Module 13 Planned Giving (75 points)	• Weinstein Chapter 13 "Planned Giving" (pp. 203-224) • Hanberg Chapter 8 "Really Big Asks: Planned Giving and Capital Campaigns" (pp. 105-112)	• Analyze instruments of donor-education and planned giving • Discuss the various charitable gift instruments
		• Discussion Forum 5 Charitable Gift Instruments (25 points) • Application Assignment Donor Education and Planned Giving (50 points)	
	Module 14 Capital and Endowment Campaigns (100 points)	• Weinstein Chapter 14 "Capital and Endowment Campaigns" (pp. 225-252)	• Deploy the constructs of a capital campaign organization and structure • Apply the instruments of fundraising evaluation and assessment
		• Final Examination (100)	

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	

Title	Signature	Date
Department Head Dr. Jeremy Schwehm	Jeremy Schwehm Digitally signed by Jeremy Schwehm Date: 2020.07.28 14:49:14 -05'00'	7/28/2020
Dean Dr. Jeff Aulgur	Jeffrey Aulgur Digitally signed by Jeffrey Aulgur Date: 2020.09.04 10:42:27 -05'00'	9.4.2020
Assessment Dr. Christine Austin	Dr. Christine Austin Digitally signed by Dr. Christine Austin Date: 2020.09.08 10:06:15 -05'00'	9.8.2020
Registrar Mrs. Tammy Weaver	Tammy Weaver	9/8/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Applied Science (BAS)

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

1. DELETE
   - COMM 3073 Group Communication
   - BUAD 3123 Management

2. ADD
   - OL 4043 Ethical Leadership
   - BAS 4363 Project Risk Analysis and Mitigation

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

The departments affected by the removal of COMM 3073 Group Communication and BUAD 3123 Management provided Departmental Support Forms in support of the recommended changes to the program.

Space allocation and institutional assets are unaffected by the proposed changes to the degree program. The Bachelor of Applied Science core curriculum requirements within the major are delivered 100% online.

The balance between the Department of Professional Studies two undergraduate programs (Bachelor of Arts in Organizational Leadership and the Bachelor of Applied Science) allows the reallocation of faculty assignments to deliver both OL 4034 Ethical Leadership and BAS 4363 Project Risk Analysis and Mitigation. Additional faculty (full-time or adjunct) are not required to add the two proposed course changes to the degree program.

Answer the following Assessment questions:

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

The Bachelor of Applied Science (BAS) provide students who have earned an Associate of Applied Science (A.A.S.) degree in any discipline a seamless transition to a four-year undergraduate degree. The BAS program's target learner population also included students graduating from community colleges with credentials other than an AAS degree, degree "stop-outs" who began but never completed a bachelor's degree, and individuals who have accumulated hours that cannot be applied toward a specific major. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. In a continuous effort to offer a degree plan current with Arkansas' population and economic engines, the proposed changed enhance a degree program with a focus on student success and learner access through 100% virtual delivery, while providing an opportunity 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.**

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?**

1. BAS 4363 Project Risk Analysis and Mitigation replaces COMM 3073 Group Communication within the degree program's required core. BAS 4363 supports all eight Program Learning Outcomes for the Bachelor of Applied Science degree program; COMM 3073 Group Communication supports a limited number of Program Learning Outcomes (most of which are replicated in OL 3023 Professional Communication).

2. BAS 4363 Project Risk Analysis and Mitigation builds upon the knowledge acquired via completion of BAS 4353 Workflow Monitoring and Industrial Environments. BAS 4353 provides the student with a substantive background in project management effective for deployment in multiple industrial, manufacturing, and technical domains, and the course is designed for those will minimal project experience and is intended to demonstrate the student's understanding of the fundamental knowledge, terminology, and processes of effective project management.

3. As defined by the Project Management Institute (PMI) Project Risk Management "includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation, and monitoring risk on a project. The objectives of project risk management are to increase the probability and/or impact of positive risks and to decrease the probability and/or impact of negative risks, in order to optimize the chances of success" (PMI Project Management Body of Knowledge (6th ed.), 2017, p. 395). BAS 4363 Project Risk Analysis and Mitigation, by utilizing Active Threat and Opportunity Management (ATOM) model, delivers a risk management protocol scalable to any size project, applicable to any business, industry, or environment with inherent risk.

4. The Bachelor of Applied Science degree program provides students who have earned an Associated of Applied Science (A.A.S.) degree in any discipline a seamless transition to a four-year degree program. This stackable education sequence enhances an individual's academic qualifications and increases potential upward mobility. As evidence, the Department of Professional Studies and the Ozark Campus have collaborated to form the "Transition to Leadership" path for students earning an A.A.S. degree in Logistics Management, Law Enforcement, and Banking Services.

5. According to a 2018 survey of industry executives and hiring managers conducted by the Association of American Colleges and Universities (AACU), proficiency in ethical judgement was identified as one of the most desirable skills for job applicants to possess (https://www.aacu.org/research/2018-future-of-work). OL 4043: Ethical Leadership is proposed as a core course in the Bachelor of Applied Science program. The addition of OL 4043 will strengthen the core curriculum of the BAS program by providing enhanced instruction in a skill area identified as important by potential employers. Additionally, a course on organizational ethics will align the BAS curriculum with similar degree programs in the state and region. For example, the Bachelor of Science degree at the University of Arkansas – Fort Smith includes LEAD 3133: Organization Ethics. The Bachelor of Applied Science degree offered by the University of Arkansas-Little Rock includes ACOM 3320 Communication Ethics as a program elective. The Bachelor of Applied Science degree at Arkansas State University does not require a course in ethics. A review of the current and proposed assessment plan (see attached) demonstrates the enhanced focus on ethics within the BAS program as a core requirement. Currently, ethics is taught across the curriculum. The addition of OL 4043 will provide students with specific instruction on the application of ethical principles within organizations. OL 4043 Ethical Leadership supports the following Program Learning Outcomes: PO1 Communication Skills, PO4 Ethics, PO 5 Diversity, and PO 8 Leadership and Management.

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

The Department of Professional Studies launched the Bachelor of Applied Science degree in fall 2017, reaching an enrollment of 100 students for the fall 2019 term. The department expects to reach a similar enrollment for fall 2020. The proposed course deletions and additions are not fundamentally based upon student learning assessment evidence, but are proposed with the intent to modify the core curriculum to eliminate redundancies and to further align the program of study to enhance the mastery of program learning objectives (as referenced above).

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.

Comparable degree programs within Arkansas include the Bachelor of Applied Science degree offered by the University of Arkansas at Fort Smith (UAFS), Bachelor of Applied Science degree offered by the University of Arkansas -Little Rock, and the Bachelor of Applied Science in Organizational Supervision offered by Arkansas State University. All identified programs project similar target student populations and offer comparable program learning outcomes; however, the addition of OL 4033 Ethical Leadership and BAS 4363 distinguish the Arkansas Tech University Bachelor of Applied Science program from others offered within Arkansas.

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

Please find attached the revised Bachelor of Applied Science Program Assessment Plan.

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

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Applied Science (120 hours)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15	Freshman Spring Semester Add/Change: Delete: Total Hours: 15
Sophomore Fall Semester Add/Change: Delete: Total Hours: 15	Sophomore Spring Semester Add/Change: Delete: Total Hours: 15
Junior Fall Semester Add: OL 4043 Ethical Leadership Delete: COMM 4073 Group Communication Total Hours: 16	Junior Spring Semester Add: OL 3133 Applied Principles/Personnel Management Delete: BUAD 3123 Management Total Hours: 16
Senior Fall Semester Add: BAS 4353 Workflow Monitoring and Industrial Environments Change: OL 3133 Applied Principles/Personnel Management to Junior Spring Semester. Total Hours: 15	Senior Spring Semester Add: BAS 4363 Project Risk Analysis and Mitigation Change: BAS 4353 Workflow Monitoring and Industrial Environments to Senior Fall Semester. Total Hours: 13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: Management and Marketing	This department ☑ supports ☐ does not support the change.
Comments: The Department of Professional Studies deletes BUAD 3123 Management from the Bachelor of Applied Science required core.	

Department Head Signature: Kevin Mason

Date: 7/21/20

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: Communication and Journalism	This department ☑ supports ☐ does not support the change.
Comments: The Department of Professional Studies deletes COMM 3073 from the Bachelor of Applied Science required core.	

Department Head Signature: _____

Date: 7.23.20

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	9/2/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		9/2/2020
Dean Dr. Jeff Aulgur	Jeff Aulgur	9/2/2020
Assessment Dr. Christine Austin	Christi Austin	9.8.2020
Registrar Ms. Tammy Weaver	Tammy Weaver	9/8/2020
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Arts in Organizational Leadership – Child Development 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)

(1) Add OL 4043: Ethical Leadership;

(2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development;

(3) Delete PSY 3063: Developmental Psychology, SEED 3552: Child and Adolescent Development, ENGL 4723: Teaching People of Other Cultures, and EDMD 3013: Integrating Instructional Technology, and one hour of elective; and

(4) Add ECE 2513: Curriculum for Early Childhood Education, ECE 2613: Methods and Materials for Young Children, ELED 2113 Human Development and Learning Theories, and NUR 2303: Nutrition, OR HA 2813: Basic Human Nutrition in Hospitality Administration.

What impact will the change have on staffing, on other programs and space allocation? The revision of the Child Development concentration will impact the following courses: PSY 3063, SEED 3552, ENGL 4723, EDMD 3013, ECE 2513, ECE 2613, ELED 2113, NUR 2303 and HA 2813. The proposed revision of the concentration in Child Development does not impact current faculty staffing requirements for the Bachelor of Arts in Organizational Leadership required courses for the degree program. The effected departments provided a Departmental Support Form for the proposed concentration revisions. There are no additional implications for any other academic units. The proposed concentration does not require additional space allocation as a 100% online program.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
The proposed program change does not fundamentally change the Child Development concentration's alignment with the university's mission; however, the proposed course changes supports enhanced intellectual development by realigning the concentration with the Associate of Science in Early Childhood Education degree. This realignment enhances the direct stackability of the AS-Early Childhood Education and the BA-Organizational Leadership (Child Development concentration). By maintaining a 100% virtual delivery curriculum, the program provides access to learners across the state of Arkansas, while preparing individuals to lead child development programs in multiple settings.

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 change does not negatively impact learning for students enrolled in the program. The program change aligns the BAOL-CD with the AS-ECE. The program changes create greater alignment with the AS-ECE and incorporates the learning outcomes associated with the AS-ECE.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. See BAOL assessment attached.

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. Undergraduate degrees in organizational leadership are offered by the following institutions in Arkansas, none of which offer a concentration in Child Development. The proposed concentration offers a degree pathway unique to the state of Arkansas: John Brown University (B.S. in Organizational

Leadership), University of Arkansas – Fort Smith (B.S. in Organizational Leadership), Arkansas State University – (Bachelor of Applied Science in Organizational Supervision).

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 BA-OL with a concentration in Child Development (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 17	Freshman Spring Semester Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: Delete: Total Hours: 15	Sophomore Spring Semester Add: Add ECE 2513 Curriculum for Early Childhood Education Delete: PSY 3063 Developmental Psychology I Total Hours: 15
Junior Fall Semester Add: 2613 Methods and Materials for Young Children Delete: SEED 3552 Child and Adult Development Delete: Electives (one hour) Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours: 12
Senior Fall Semester Add: NUR 2303 Nutrition Delete: EDMD 3013 Integrating Instructional Technology Total Hours: 15 hours	Senior Spring Semester Add: ELED 3113 Human Development and Learning Theories Delete: ENGL 4723 Teaching People of Other Cultures Total Hours: 15

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 4963	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 – recognize the nature of conflict and its impact on interpersonal relationships and organizations
    - Proficiency Criteria 6 - demonstrate the role of communication in generating productive conflict outcomes and to use communication skills effectively in a rage of specific conflict situations
    - Proficiency Criteria 7 - integrate and appropriately apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to organization(s)
    - Proficiency Criteria 8 – recognize ethical issues when presented in a complex, multilayered context
    - Proficiency Criteria 9 – present assumptions and implications of different ethical perspectives and concepts
    - Proficiency Criteria 10 – 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 or 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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Nursing	This department ☑ supports ☐ does not support the change.
Comments: The Department of Professional Studies adds NUR 2303 Nutrition to the Child Development concentration in the Bachelor of Arts in Organizational Leadership degree program.	

Department Head Signature: Shelly Daily

Date: 7/27/20

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: English and World Languages	This department ☐ supports ☐ does not support the change.
Comments: The Department of Professional Studies removes ENGL 4723 Teaching People of Other Cultures from the Bachelor of Arts in Organizational Leadership concentration in Child Development.	

Department Head Signature: _____

Date:_____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: Department of Behavioral Science	This department x supports the change.
Comments: The Department of Professional Studies deletes PSY 3063 Development Psychology I from the Bachelor of Arts in Organizational Leadership Child Development concentration.	

Department Head Signature: David Ward

Date: 7/2720

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: Curriculum and Instruction	This department x supports ☐ does not support the change.
Comments: The Department of Professional Studies removes EDMD 3013 integrating Instructional Technology and SEED Child and Adolescent Development from the Bachelor of Arts in Organizational Leadership concentration in Child Development. The Department of Professional Studies adds the following courses to the concentration in Child Development: ECE 2513 Curriculum for Early Childhood Education ECE 2613 Methods and Materials Using Developmentally Appropriate Practices for Young Children ELED 2113 Human Development and Learning Theories	

Department Head Signature: _____

Date:_____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Department of Parks, Recreation and Hospitality Administration (PRHA)	x supports ☐ does not support the change.
Comments: The Department of Professional Studies add HA 2813 Basic Human Nutrition in Hospitality Administration to the Child Development concentration in the Bachelor of Arts in Organizational Development degree program of study.	

Department Head Signature: Cathi McMahan

Date: 8/04/2020

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		9-2-2020
Dean Dr. Jeff Aulgur	Jeff Aulgur	9.4.2020
Assessment Dr. Christine Austin	Christi Austin	9.8.2020
Registrar Ms. Tammy Weaver	Tammy Weaver	9/8/2020
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Arts in Organizational Leadership – Agriculture Business Concentration, Criminal Justice Concentration, Industrial/Organizational Psychology Concentration, Inter-College Concentration, and Public Relations 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)

(1) Add OL 4043: Ethical Leadership; and
(2) Allow selection of OL/PS 4143: Nonprofit Governance, or OL/PS 4343: Community Development.

What impact will the change have on staffing, on other programs and space allocation? The proposed change will reduce departmental reliance on adjunct faculty while avoiding issues with course availability for student progression toward degree completion.

Answer the following Assessment questions:

a. How does the program change align with the university mission? The proposed changes provide students with more choice in course selection, which aligns with increased student access and success in attaining educational goals. Increasing course selection will allow the department to stagger course offerings, which will reduce departmental reliance on adjunct faculty while avoiding issues with course availability for student progression toward degree completion.
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 change to course selection in courses with similar content will increase student access while continuing the meet learning outcomes in critical thinking, social responsibility, and adult learning and talent management. Each course serves to reinforce outcomes that are introduced in 3000-level courses. Based on assessment data (see item 2), outcome mastery can still be attained through course selection.
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Providing students with a selection of courses covering similar content will not impact content mastery. Each course selection provides similar reinforcement for various program outcomes. For example, students are introduced to program learning outcomes 2, 3, 6, and 7 in OL 3013: Foundations of Organizational Leadership. OL 4143: Nonprofit Governance and OL 4343: Community Development, both reinforce the concepts introduced in the foundational course. Students are required to demonstrate mastery of these concepts in their capstone course, OL 4963. Program assessment procedures (see attached) show student learning outcome attainment in the capstone course is similar for students who completed each course and those who complete one of the two 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. Undergraduate degrees in organizational leadership are offered by the following institutions in Arkansas: John Brown University (B.S. in Organizational Leadership), University of Arkansas – Fort Smith (B.S. in Organizational Leadership), Arkansas State University – (Bachelor of Applied Science in Organizational Supervision).

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 BA-OL (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 17	Freshman Spring Semester Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester ~~Add/Change: OL 4043: Ethical Leadership~~ Delete: Total Hours: 15	Sophomore Spring Semester Total Hours: 15
Junior Fall Semester Total Hours: 15 Add OL 4043 Change OL/PS 4143 OR OL/PS 4343	Junior Spring Semester ~~Add/Change: OL 4143: Nonprofit Governance OR OL 4343: Community Development~~ Total Hours: 12
Senior Fall Semester Total Hours: 15 hours	Senior Spring Semester Total Hours: 15

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 4963	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 – recognize the nature of conflict and its impact on interpersonal relationships and organizations
    - Proficiency Criteria 6 - demonstrate the role of communication in generating productive conflict outcomes and to use communication skills effectively in a rage of specific conflict situations
    - Proficiency Criteria 7 - integrate and appropriately apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to organization(s)
    - Proficiency Criteria 8 – recognize ethical issues when presented in a complex, multilayered context
    - Proficiency Criteria 9 – present assumptions and implications of different ethical perspectives and concepts
    - Proficiency Criteria 10 – 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 or 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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Biological Sciences	7/24/2020

Title	Signature	Date
Department Head	John Jackson	7/24/2020
Dean	Jeffrey Rollins	2020 July 29
Assessment Christine Austin	Christine Austin	7/31/20
Registrar	Tammy Swann	8/27/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BIOL	~~3xx3~~ 3033	☒ Spring ☐ **Summer I**

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

Bioinformatics

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

Bioinformatics

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Once each year.

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

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

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.

The biology department faculty defined five learning outcomes for students majoring in biology. They mapped the introduction, reinforcement, and mastery expectations for courses in the biology curriculum. Then a subset of courses on the map identified projects or assignments that could be scored on a common rubric assessing student learning.

1. Students will construct reports which analyze data using scientific models to justify their conclusions.
2. Students will evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
3. Students will describe characteristics and diversity of life.

4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students will find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

This course relates to #1. It is not required but an elective choice (or an alternative to a computer skills course) so it will not be included in the core program assessment, but student learning will be assessed and included in future program assessment reports.

The Bioinformatics course will expand the software skills of students in the biology program with an emphasis on command line programing and introduction to the R program. It will introduce the students to the program R, a command line software system increasing seen in biology for statistical and graphical analyses. Students in the special topics bioinformatics course did not show much knowledge of command line programs and had no experience with the R package.

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

Student learning outcomes assessment- one important assignment to measure student learning is through their ability to manipulate data sets in the R package through producing summary statistics of the dataset along with a graphical analysis of the data. Furthermore, they will create summary explanations that describe the biological significance of their dataset. This course will expand specific software skills seen as an important criteria in the environmental science program assessment.

Criteria for success: students will be assessed on their abilities to complete the three areas: summary statistics, graphical data analysis, and summary explanations. The success of each area will be dependent upon completeness and extent of details each student provides.

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

As bioinformatics is seen as the interface between large biological data sets and their analysis, it has become a key component in many biology programs. Increasingly, students from biology programs need data analysis skills to manage large data sets and genetic data from online repositories and show knowledge of the programs to manipulate these datasets. In addition, the computer packages employed for these analyses have become common in graduate and professional schools and seen as needed skills for data analysis. Many skills learned in this class are specific to biological data (e.g., DNA sequences) and are not taught in other disciplines. Student evaluations from this special topics course indicated students learned online analysis of DNA and manipulated genetic datasets with the R package not conducted in other courses. Bioinformatics is taught at UA-F as a 4XXX course, UALR and UAMS have created an entire degree for this concentration, and UCA has a research group for bioinformatics

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.

Biol ~~3XX3~~ 3033 Bioinformatics

Instructor: Dr. T Yamashita
Office: McEver 111. MWR: 11-12pm & 2-5; and by appointment. If you find the door closed, just knock & come on in. If I'm not in, I'm probably down in the Biotech lab (Rm 122) or botany lab (Rm 9).

Phone: 968-0327

Email tyamashita@atu.edu N.B. I try to answer emails within 24hrs; however, Weekend and evenings will wait till the next work day.

Catalogue description:

This course focuses upon the principles and major concepts in bioinformatics. Course topics may include the following: blast searching, retrieving, and analyzing DNA & protein sequences; Metagenomic data analysis; molecular phylogenetic tree creation; bacterial genome isolation, sequencing, genome assembly, and annotation; gene data analysis in R.

Prerequisites: Biol 1114, and Math 1113 and/or the permission of the instructor. A laptop computer with internet capabilities and operating R Studio is required.

No textbook, online materials
Helpful Books: YaRr! The pirate's guide to R
R for Dummies 2nd ed
Statistical Analysis with R for Dummies

Course Justification: Big data and bioinformatics have become an important consideration in the biological sciences. Understanding the consequences and manipulating large datasets will be critical in the genomics age as online repositories expand and collect increasing diverse and complex datasets. In addition, data analysis with R has become commonplace in the sciences and basic knowledge of this program is beneficial.

Course Learning Objectives: This course will show the importance of bioinformatics to biology and highlight how bioinformatics is employed in biology careers. Students will gain an appreciation for the impact of bioinformatics and develop skills with the tools used in this field. You will also conduct online exercises aimed at introducing you to Bioinformatics databases, practice R and BASH commands to manipulate large datasets.

General educational objectives: This course will help participants to understand how bioinformatics has become an important consideration in biological research and careers. It fulfills the objectives through an emphasis on critical thinking through evaluating journal articles and communicating results and improves scientific reasoning with quantitatively assessing datasets.

Requirements:

There will be three exams: an early semester exam, a midterm and a final. The early semester exam will be given in the early months of the term & worth 75 pts. The other two exams will be worth 120 points. The majority of questions will be written types or problems.

There will also be several in-class quizzes and homework. These quizzes/homework will

be worth about 10 to 50pts and will cover any part of the course content (e.g., readings, class materials).

You will also be required to complete two term papers/assignments/project: a short one (6-8 typed pages: 4000 words) due at midterm and an assignment due at the end of the term. I will not extend the date that the papers/assignments are required. Each paper/assignments must have one inch margins with a font no larger than 12 pts.

The assignment may be a project on a dataset you locate or I will assign.

You will need to check your paper through Turnitin.com prior to class submission. I'll give you the details later.

Short paper: This paper may focus on any part of bioinformatics you find interesting. However, it must have a central focus (thesis, problem, or question to be answered - not just a collection of facts or a book report/encyclopedia entry). **It should be a critical analysis of a subject with some insight on your part that supports a particular position.** The paper must conform to proper format with a title, an abstract, introduction, discussion, and references. You must use at least 10 **JOURNAL** references. Web based references can be used for general background but 10 specific journal references are important. You will be graded on content, originality, style, grammar, format, length, etc. **An outline and reference list is due in one month and is worth 10 pts**. More on this topic later.

Discussions: Each Friday we'll have a discussion over assigned papers. Each student will be responsible for a discussion period and we'll rotate among the class. All the other students should participate with questions and topics related to the chapter for the discussion. Each student should turn in a list of five questions and a summary of thoughts related to the readings for that period- these question & summary sheets will be worth 10 pts each.

***We may change some assignments.

Early Exam	75
Midterm	75
Midterm Paper	110
Late term Paper	110
Final	100
Quizzes	100
Discussion reports	100
	670

Grades:	90-100 : A
	79-89 : B
	67-78 : C
	58-66 : D
	<57 : F

Attendance:

Attendance regulations as per the current university catalogue will be followed. Failure to attend class may jeopardize a student's scholastic standing. Attendance records will be kept for each lecture period of this course. After 5 unexcused absences, you may be dropped from the course with a failing grade. An excused absence consists of illness, accident, jury duty. etc. You will need to bring validation to me signed by a professional. It is the student's responsibility to obtain the material presented during a missed lecture. **I WILL NOT** provide my notes for this purpose.

Examinations and Class assignments:

No tests are to be removed from the classroom by students.

Questions that concern a test will be addressed for two weeks after an exam is given. Test grades will usually be posted the next class period after a test is given.

Make up exams will be given for excused absences only. Make up exams will be given up to two weeks after an exam is given and may be different from the original exam. i.e., essay exams

All make up Exams and other assignments must be completed before November 23rd.

Pop quizzes/homework/discussion essays will be given at any time. They will cover previous material from the lecture and will be open book or homework problems. Bonus points may be available as homework, extra quiz questions, or discussion essays. Homework and other class/lab assignments will be due the period after they are assigned. Late materials will have points deducted.

Do your own work on homework problems and other class or lab materials!!!! Identical papers will be **given major negative points** and will be considered cheating/plagiarism. Do not copy directly from the textbook and other references! Antiplagiarism software will be used.

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations. This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes.

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity

Other Regulations:

Tobacco products are not to be used in lecture or in lab.

Cheating will result in an automatic "F" grade. See your student handbook for definitions/extensions.

Plagiarism is considered as any use of another's work without proper references. This definition extends to web and internet based sources.

Please turn cell phones off when coming to class.

Sleeping, eating, reading the newspaper, and general inattentiveness in class will be considered a disruption and you will be asked to leave.

Useful online links:

R studio
https://www.rstudio.com/

Comprehensive R Archive network
https://cran.revolutionanalytics.com/

Getting started in Data analysis using Stata and R
https://libguides.princeton.edu/dss

Empowering the Development of Genomics Expertise
https://bioedge.lanl.gov/

Galaxy
https://usegalaxy.org/

Corn Bioinformatics
http://ensembl.gramene.org/Zea_mays/Info/Index

Protein DataBank
https://www.rcsb.org/

NCBI
https://www.ncbi.nlm.nih.gov/

European Bioinformatics Institute EMBL-EBI
https://www.ebi.ac.uk/

ExPASY Bioinformatics resource portal
https://www.expasy.org/

UCSC Genome Browser
https://genome.ucsc.edu/

Babraham Bioinformatics FastQC
http://www.bioinformatics.babraham.ac.uk/projects/

Bioinformatics for the terrified
https://www.ebi.ac.uk/training/online/course/bioinformatics-terrified-0

Bioinformatics

Readings and Class Schedule

First month

Intro to course
Syllabus and discussion of grading
Big Data…What is it? Why do we need to worry about it?
First Discussion and readings
Molecular biology and bioinformatics

**Review course requirements and points for grading
NEJM article video
Video Sanger sequencing
NGS video via Applied Biological Materials

Second month

Molecular biology and bioinformatics (cont.)
Online data repositories: NCBI, ENSEMBL, RCSB protein Databank
Second Discussion and readings
Data Formats – FASTA, etc…
Blast searches

Exam 1

***Gene structure homework
Chris Mason Ted talk
K Thomas Sequencing technologies slides
Chromatogram interpretation
NGS workflow
pET 41 Cloning
metadata importance
Fasta, fastq formats
Phylogenetic tree creation

Third Month

Dynamic Genome – Corn Genetics
Online Data analysis – Cyverse, DNA subway, Genome browsers, Galaxy
Bacterial genomes – sequencing, assembly, & annotation
Third Discussion and readings
R studio Basics – graphing
R studio Basics – stats
R studio Basics – genomes, transcriptomes, and metagenomics
First Paper Due

*** BASH commands & Ron work
Maize browser

Joseph's bacterial genome assembly & annotation pipeline
PATRIC bacterial genome assembly & annotation pipeline

Fourth month

Intro to BASH commands
Fourth Discussion and readings
Second Paper Due

***Rstudio Exploratory data analysis

***Note--This is a Tentative schedule.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Biological Sciences	7/24/2020

Title	Signature	Date
Department Head	John Jackson	7/24/2020
Dean	Jeff W Rolston	2020 July 29
Assessment Christine Austin	Christie Austin	7/31/20
Registrar	Tammy Williams	8/27/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BIOL	~~4xx3~~ 4043	☒ Spring ☐ **Summer I**

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

Conservation Genetics

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

Conservation Genetics

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Once each year.

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.

The biology department faculty defined five learning outcomes for students majoring in biology. They mapped the introduction, reinforcement, and mastery expectations for courses in the biology curriculum. Then a subset of courses on the map identified projects or assignments that could be scored on a common rubric assessing student learning.

1. Students will construct reports which analyze data using scientific models to justify their conclusions.
2. Students will evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.

3. Students will describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students will find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

This course addresses #2 and #3 above. It is not required but an elective choice so it will not be included in the core program assessment but student learning will be assessed and included in future program assessment reports.

This course expands knowledge of natural populations and their management with an emphasis on criteria important for conservation. Thus, it improves knowledge important in disseminating scientific information to the public. Students who completed the special topics conservation genetics course had very little understanding of genetics for conservation purposes prior to the class, and through their readings, discussions, and term papers were able to understand the terms and significance of the genetic underpinnings of conservation efforts.

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

Student learning outcomes assessment—one example of a learning assessment will be a project where students will describe population genetic parameters important for conservation as they analyze a population genetic dataset from two populations and create summary statistics that describe each population, they will also create graphical summaries of the two populations, and summarize conservation concerns for each population. This course will strengthen the knowledge base of biology students through a better understanding of the genetic criteria important for natural population management.

Criteria for success: assessment of the exercise will consist of the degree of completeness and details in the summary statistics, graphical summaries, and significant findings in the population concerns.

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

Conservation genetics is an important consideration when managing natural populations. Most conservation efforts are now directed through genetic data and considerations. Many students at ATU (Fisheries and Wildlife) do not enroll in the genetics course and do not gain the knowledge helpful in their careers as FW professionals. As this course focuses on natural populations, it is better suited to biology students with an ecological focus or students in the FW/Environmental sciences. Student evaluations from this special topics course were positive with students commenting that they better understood the terms and the knowledge base for genetics in conservation efforts and the class would be helpful in their careers or as graduate students. Conservation genetics is taught at UA-F as a 4xxx course, topics in conservation genetics are taught within the conservation courses at UCA, UALR, & SAU. These universities do not offer a MS in FW, thus, the range of more detailed topical classes are not offered.

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

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

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

Biol ~~4XX3~~ 4043 Conservation Genetics

Instructor: Dr. T Yamashita
Office: McEver 111. MWR: 11-12pm & 2-5; and by appointment. If you find the door closed, just knock & come on in. If I'm not in, I'm probably down in the Biotech lab (Rm 122) or botany lab (Rm 9).
Phone: 968-0327
Email tyamashita@atu.edu N.B. I try to answer emails within 24hrs; however, Weekend and evenings will wait till the next work day.

Catalogue description:

This course focuses upon the principles and major concepts in conservation genetics from a contemporary viewpoint. Evolutionary genetics of natural populations, the effects of population size reduction, and practical applications of conservation genetics are among the topics examined in the course. Offered: spring. Prerequisites: Biol 1114, Biol 2124, and Biol 2134 and/or the permission of the instructor.

Introduction to Conservation genetics, 2nd ed.
R Frankham, JD Ballou, DA Briscoe, & KH McInnes
Cambridge University Press 978-0-521-70271-3

***We'll be following and reading from the book so it will be important for you to read the chapters before coming to class.

Course Justification: Conservation genetics has become an important consideration in the management of natural populations. Too often undergraduate biology and FW majors have little training in genetics and the current impact of conservation genetics. This course will show how contemporary conservation genetics have impacted natural populations and their management.

Course Objectives: This course will show the importance of conservation genetics to biology and highlight the many examples of conservation genetics studies. Students will gain an appreciation for the molecular, population level, and societal impact of conservation biology.

General educational objectives: This course will help participants to understand how conservation genetics has become an important consideration in biology. It fulfills the objectives through an emphasis on critical thinking and communication by evaluating journal articles and datasets, and scientific reasoning with quantitatively assessing datasets.

Requirements:

There will be three exams: an early semester exam, a midterm and a final. The early semester exam will be worth 75 pts. The other two exams will be worth 120 points. The majority of questions will be written types or problems. Some of the questions for the exams/quizzes will come from the chapter questions.

There will also be several in class quizzes. These quizzes will be worth about 10 to 50pts and will cover any part of the course content (readings, class materials, and labs).

You will also be required to complete two term papers: a short one (6-8 typed pages: 4000 words) due at midterm and a longer paper (10-15 typed pages: 5500 words) due at the end of term. I will not extend the date that the papers are required. Each paper must have

one inch margins with a font no larger than 12 pts.

You will need to check your paper through Turnitin.com prior to class submission. I'll give you the details later.

Short paper: This paper may focus on any part of conservation genetics you find interesting. However, it must have a central focus-not just a collection of facts or a book report/encyclopedia entry. **It should be a critical analysis of a subject with some insight on your part that supports a particular position.** The paper must conform to proper format with a title, an abstract, introduction, discussion, and references. You must use at least 5 **JOURNAL** references. Web based references can be used for general background but 5 specific journal references are important. You will be graded on content, originality, style, grammar, format, length, etc. **An outline and reference list is due October 2nd and is worth 10 pts**. More on this topic later.

Longer paper: This paper should be a more extensive analysis/update/improvement of your shorter paper or you can focus on another area of interest. This paper should (if at all possible) focus on the last section of the textbook – Chapters 16 through 22 (From theory to practice). You may be responsible for helping to teach this part of the course in the Friday discussions. It should follow the same guidelines as above but with more extensive references (**at least 10 journal references**) and should include figures and tables you have created or included from your references.

Discussions: Each Friday we'll have a discussion over assigned papers. Each student will be responsible for a discussion period and we'll rotate among the class. All the other students should participate with questions and topics related to the chapter for the discussion. Each student should turn in a list of five questions and a summary of thoughts related to the readings for that period- these question & summary sheets will be worth 10 pts each.

***We may change some assignments. There may be one where you develop a management plan for an Threathened/endangered species with the campus area as your conservation area.

Early Exam	75
Midterm	120
First Paper	110
Second Paper	110
Final	120
Quizzes	150
Discussion reports	130
	815

Grades: 90-100	: A
79-89	: B
67-78	: C
58-66	: D
<57	: F

Attendance:

Attendance regulations as per the current university catalogue will be followed. Failure to attend class may jeopardize a student's scholastic standing. Attendance records will be kept for each lecture period of this course. After 5 unexcused absences, you may be dropped from the course with a failing grade. An excused absence consists of illness, accident, jury duty. etc. You will need to bring validation to me signed by a professional. It is the student's responsibility to obtain the material presented during a missed lecture. **I WILL NOT** provide my notes for this purpose.

Examinations and Class assignments:

No tests are to be removed from the classroom by students.

Questions that concern a test will be addressed for two weeks after an exam is given. Test grades will usually be posted the next class period after a test is given.

Make up exams will be given for excused absences only. Make up exams will be given up to two weeks after an exam is given and may be different from the original exam. i.e., essay exams

All make up Exams and other assignments must be completed before drop date.

Pop quizzes/homework/discussion essays will be given at any time. They will cover previous material from the lecture and will be open book or homework problems. Bonus points may be available as homework, extra quiz questions, or discussion essays. Homework and other class/lab assignments will be due the period after they are assigned. Late materials will have points deducted.

Do your own work on homework problems and other class or lab materials!!!! Identical papers will be **given major negative points** and will be considered cheating/plagiarism. Do not copy directly from the textbook and other references! Antiplagiarism software will be used.

Other Regulations:

Tobacco products are not to be used in lecture or in lab.

Cheating will result in an automatic "F" grade. See your student handbook for definitions/extensions.

Plagiarism is considered as any use of another's work without proper references. This definition extends to web and internet based sources.

Please turn cell phones off when coming to class.

Sleeping, eating, reading the newspaper, and general inattentiveness in class will be considered a disruption and you will be asked to leave.

*** Graduate student may be responsible for additional discussion leading, notetaking, longer papers, etc... Please see me for details.

Conservation genetics

Syllabus sample
Readings and Class Schedule

First Month

Intro to course
Chapter 1: The Sixth Extinction
Overview of Conservation genetics
Chapter 2: Genetics & extinction

Second Month

Section I: Evolutionary genetics of Natural Populations
Chapter 3: Genetic diversity
Discussion: Chapter
Chapter 4: Characterizing genetic diversity – single loci
Exam 1
Chapter 5: Characterizing genetic diversity – quantitative variation
** gene mapping with molecular markers
Chapter 6: Evolutionary impacts of natural selection in large populations

Third Month

Chapter 7: Evolutionary impacts of mutation and migration, and their interactions with selection in large populations
Paper Outline and references due
Chapter 8: Genetic consequences of small population sizes
Discussion: Chapter
Chapter 9: Maintenance of genetic diversity
Exam 2
Discussion: Chapter–
Chapter 10 : Population genomics
First Paper Due

Fourth Month

Section II: Effects of population size reduction
Chapter 11: Loss of genetic diversity in small populations
Chapter 12: Inbreeding
Chapter 13: Inbreeding depression
Chapter 14: Population fragmentation
Chapter 15: Genetically viable populations
Last "W" Day
Section III: From theory to practice
***We will select three of these chapters to cover.
Chapter 16: Resolving taxonomic uncertainties & defining management units
Chapter 17: Genetic management of wildlife populations
Chapter 18: Genetic issues in introduced and invasive species
Chapter 19: Genetic management of captive populations
Chapter 20: Genetic management for reintroduction
Chapter 21: Use of molecular genetics in forensics and to understand species biology
Chapter 22: The broader context: population viability analysis (PVA)
Second Paper Due

***Note--This is a Tentative schedule.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Biological Sciences	7/20/2020

Title	Signature	Date
Department Head	John Jackson	7/24/2020
Dean		2020 July 29
Assessment Christine Austin	Christine Austin	7/31/20
Registrar	Tammy Williams	8/27/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: Biology Biomedical Option

Outline change in program:

Add Bioinformatics BIOL BIOL ~~3XX3~~ 3033 as an optional course to COMS 2003. The new course Bioinfomatics BIOL ~~3XX3~~ 3033 provides overlapping skills and learning outcomes as the computer course so we propose to allow this course to count as an option in this program.

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

Some students (approximately 15-20) may select this option over COMS 2003 each year.

Answer the following Assessment questions:

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

ATU Mission

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

The proposed program changes will improve student success and excellence by providing the needed learning outcomes necessary to be a successful environmental science professional today and in the future.

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

No 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 Bioinformatics addition will allow greater flexibility in meeting the **computer related electives** requirement for the students and introduce the students to R, an increasingly important computer program in the sciences.

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

The Bioinformatics course will introduce the students to the program R, a command line software system increasing seen in biology for statistical and graphical analyses. Students in the special topics bioinformatics course did not show much knowledge of command line programs and had no experience with the R package.
As bioinformatics is seen as the interface between large biological data sets and their analysis, it has become a key component in many biology programs. Increasingly, students from biology programs need data analysis skills to manage large data sets and genetic data from online repositories and show knowledge of the programs to manipulate these datasets. In addition, the computer packages employed for these analyses have become common in graduate and professional schools and seen as needed skills for data analysis. Many skills learned in this class are specific to biological

data (e.g., DNA sequences) and are not taught in other disciplines. Student evaluations from this special topics course indicated students learned online analysis of DNA and manipulated genetic datasets with the R package not conducted in other courses. Bioinformatics is taught at UA-F as a 4XXX course, UALR and UAMS have created an entire degree for this concentration, and UCA has a research group for bioinformatics

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.

UAMS, ARCOM, ASU NYIT, UT Memphis, UCA PT and did not find any reference to a computer science course as a prerequisite for their professional programs. So, adding bioinformatics as an alternative for COMS 2003 in the biomedical option would work from that perspective.

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

See the included assessment report for the biology program for the five program assessment learning outcomes. Since Bioinformatics is a focused computer skills course to give a biology focused computer course it is not directly assessed by our program learning assessments, instead it will have its own assessment if it is meeting the computer skills of our majors.

Program learning outcomes assessment- students will be assessed through their ability to manipulate data sets in the R package through producing summary statistics of the dataset along with a graphical analysis of the data. Furthermore, they will create summary explanations that describe the biological significance of their dataset. This course will expand specific software skills seen as an important criteria in the environmental science program assessment.

Criteria for success: students will be assessed on their abilities to complete the three areas: summary statistics, graphical data analysis, and summary explanations. The success of each area will be dependent upon completeness and extent of details each student provides.

If this course will affect other departments, a Departmental Support Form for each 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_____Biology Biomedical Option_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Bioinfomatics BIOL ~~3XX3~~ 3033 OR COMS 2003 Microcomputer Applications Delete: COMS 2003 Microcomputer Applications Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Biological Sciences	7/20/2020

Title	Signature	Date
Department Head	John Jackson	7/24/2020
Dean	Jeff W Rollins	2020 July 29
Assessment Christine Austin	Christie Austin	7/31/20
Registrar	Jamnifer Mann	8/27/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Biology General Option

Outline change in program:
The new course Bioinfomatics BIOL ~~3XX3~~ 3033 provides overlapping skills and learning outcomes as the computer course so we propose to allow Bioinfomatics BIOL ~~3XX3~~ 3033 to count as ~~the~~ a computer elective in this program.

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?

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

The proposed program changes will improve student success and excellence by providing the needed learning outcomes necessary to be a successful environmental science professional today and in the future.

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 Bioinformatics course addition will allow greater flexibility in meeting the **important computer related skills relevant for this career path.**

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

This Bioinformatics course will introduce the students to the program R, a command line software system increasing seen in biology for statistical and graphical analyses. Students in the special topics bioinformatics course did not show much knowledge of command line programs and had no experience with the R package.
As bioinformatics is seen as the interface between large biological data sets and their analysis, it has become a key component in many biology programs. Increasingly, students from biology programs need data analysis skills to manage large data sets and genetic data from online repositories and show knowledge of the programs to manipulate these datasets. In addition, the computer packages employed for these analyses have become common in graduate and professional schools and seen as needed skills for data analysis. Many skills learned in this class are specific to biological

data (e.g., DNA sequences) and are not taught in other disciplines. Student evaluations from this special topics course indicated students learned online analysis of DNA and manipulated genetic datasets with the R package not conducted in other courses. Bioinformatics is taught at UA-F as a 4XXX course, UALR and UAMS have created an entire degree for this concentration, and UCA has a research group for bioinformatics

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.

As bioinformatics is seen as the interface between large biological data sets and their analysis, it has become a key component in many biology programs. Bioinformatics is taught at UA-F as a 4XXX course, UALR and UAMS have created an entire degree for this concentration, and UCA has a research group for bioinformatics.

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

See the included assessment report for the biology program for the five program assessment learning outcomes. Since Bioinformatics is a focused computer skills course to give a biology focused computer course it is not directly assessed by our program learning assessments, instead it will have its own assessment if it is meeting the computer skills of our majors.

Bioinformatics students will be assessed through their ability to manipulate data sets in the R package through producing summary statistics of the dataset along with a graphical analysis of the data. Furthermore, they will create summary explanations that describe the biological significance of their dataset. This course will expand specific software skills seen as an important criteria in the biology program assessment.

Criteria for success: students will be assessed on their abilities to complete the three areas: summary statistics, graphical data analysis, and summary explanations. The success of each area will be dependent upon completeness and extent of details each student provides about their dataset.

If this course will affect other departments, a Departmental Support Form for each 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___Biology General Option_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Math Elective[2] Delete: Any COMS Total Hours:
Sophomore Fall Semester Add/Change: Bioinformatics BIOL ~~3xx3~~ 3033 or any COMS Delete: Math Elective[2] Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Alexis Scrimshire

From: John Jackson
Sent: Monday, December 7, 2020 2:17 PM
To: Alexis Scrimshire
Subject: Re: BS-BIOL Curriculum Change

It is an alternative.

Get Outlook for Android

From: Alexis Scrimshire <ascrimshire@atu.edu>
Sent: Monday, December 7, 2020 1:11:08 PM
To: John Jackson <jjackson@atu.edu>
Subject: BS-BIOL Curriculum Change

Dr. Jackson:

I am updating Degree Works with your curriculum changes that were approved by the Curriculum Committee 10/27/2020 and Faculty Senate 11/10/2020. For the Program Change for Biology General Option you said, "The new course Bioinformatics BIOL 3033 provides overlapping skills and learning outcomes as the computer course so we propose to allow Bioinformatics BIOL 3033 to count as the computer elective in this program."

Are you wanting COMS 2003 to remain as an alternative to this course or are you wanting to replace COMS 2003 with BIOL 3033?

I just want to make sure I get programmed what you are wanting.

Thank you,

Alexis

Alexis Scrimshire, Associate Registrar
Arkansas Tech University | Office of the Registrar
Brown Hall, Suite 307 | 105 W O Street | Russellville, AR 72801
☎ 479-964-0800 | 🖷 479-968-0683 | www.atu.edu/registrar

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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
Biological Sciences	7/20/2020

Title	Signature	Date
Department Head	John Jackson	7/23/2020
Dean	Jeffrey Rolfus	2020 July 29
Assessment Christine Austin	Christi Austin	7/31/20
Registrar	Tammy Treadaway	8/27/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Environmental Science

Outline change in program:

The new course Bioinfomatics BIOL ~~3XX3~~ 3033 provides overlapping skills and learning outcomes as the computer, research, GIS courses so we propose to allow Bioinformatics BIOL ~~3XX3~~ 3353 count as one of the two research, GIS, computer related electives in this program and change footnote 4 to include the new course.

The new course Conservation Genetics BIOL ~~4XX3~~ 4043 overlapping skills and learning outcomes as the life science electives so we propose to allow Conservation Genetics BIOL ~~4XX3~~ 4043 to count as a life science elective in this program and change footnote 2 to include the new course.

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?

ATU Mission

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

The proposed program changes will improve student success and excellence by providing the needed learning outcomes necessary to be a successful environmental science professional today and in the future.

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 Bioinformatics addition will allow greater flexibility in meeting the **research, GIS, computer related electives** requirement for the students. The Conservation Genetics will allow greater flexibility in meeting the life science electives. These additions will also allow students alternative areas of focus with the curriculum.

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

The Bioinformatics course will introduce the students to the program R, a command line software system increasing seen in biology for statistical and graphical analyses.

Students in the special topics bioinformatics course did not show much knowledge of command line programs and had no experience with the R package.

Students who completed the special topics conservation genetics course had very little understanding of genetics for conservation purposes prior to the class, and through their readings, discussions, and term papers were able to understand the terms and significance of the genetic underpinnings of conservation efforts.

As bioinformatics is seen as the interface between large biological data sets and their analysis, it has become a key component in many biology programs. Increasingly, students from biology programs need data analysis skills to manage large data sets and genetic data from online repositories and show knowledge of the programs to manipulate these datasets. In addition, the computer packages employed for these analyses have become common in graduate and professional schools and seen as needed skills for data analysis. Many skills learned in this class are specific to biological data (e.g., DNA sequences) and are not taught in other disciplines. Student evaluations from this special topics course indicated students learned online analysis of DNA and manipulated genetic datasets with the R package not conducted in other courses. Bioinformatics is taught at UA-F as a 4XXX course, UALR and UAMS have created an entire degree for this concentration, and UCA has a research group for bioinformatics

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.

As bioinformatics is seen as the interface between large biological data sets and their analysis, it has become a key component in many biology programs. Bioinformatics is taught at UA-F as a 4XXX course, UALR and UAMS have created an entire degree for this concentration, and UCA has a research group for bioinformatics.

Conservation genetics is an important consideration when managing natural populations. Most conservation efforts are now directed through genetic data and considerations. Conservation genetics is taught at UA-F as a 4xxx course, topics in conservation genetics are taught within the conservation courses at UCA, UALR, & SAU. These universities do not offer a MS in FW, thus, the range of more detailed topical classes are not offered.

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

See the included assessment report for the biology program for the five program assessment learning outcomes. Both conservation genetics and bioinformatics are electives for Environmental Science and are therefore not part of the core assessment plan. However, student learning will be assessed as follows and included in future program assessment reports.

a. bioinformatics:

Program learning outcomes assessment- students will be assessed through their ability to manipulate data sets in the R package through producing summary statistics of the dataset

along with a graphical analysis of the data. Furthermore, they will create summary explanations that describe the biological significance of their dataset. This course will expand specific software skills seen as an important criteria in the environmental science program assessment.

Criteria for success: students will be assessed on their abilities to complete the three areas: summary statistics, graphical data analysis, and summary explanations. The success of each area will be dependent upon completeness and extent of details each student provides.

b. conservation genetics:

Program learning outcomes assessment—students will describe population genetic parameters important for conservation as they analyze a population genetic dataset from two populations and create summary statistics that describe each population, they will also create graphical summaries of the two populations, and summarize conservation concerns for each population. This course will strengthen the knowledge base of environmental science students through a better understanding of the genetic criteria important for natural population management.

Criteria for success: assessment of the exercise will consist of the degree of completeness and details in the summary statistics, graphical summaries, and significant findings in the population concerns.

If this course will affect other departments, a Departmental Support Form for each 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___Environmental Science _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Delete: [2]Take two Life Science Elective courses from the following: BIOL 3004: Plant Taxonomy, BIOL 3034: Genetics, BIOL 3054: Microbiology, BIOL 3064: Parasitology, BIOL/FW 3084: Ichthyology, BIOL/AGPM 3104: Introduction to Entomology,BIOL 3134: Invertebrate Zoology, BIOL/FW 3144: Ornithology, BIOL 3174: Physiological Ecology, BIOL/FW 3224: Herpetology, BIOL 4064: Evolutionary Biology, BIOL/FW 4163: Biodiversity and Conservation Biology..

[4]Take two GIS and Research courses from the following: ENVS 4114: Environmental Science Internship, ENVS 4884: Advanced Topics in Environmental Science, ENVS 4954: Undergraduate Research in Environmental Science, FW/GEOG 2833: Introduction to Geographic Information Systems, FW 3074: Habitat Evaluation, FW 4034: Geographic Information Systems in Natural Resources.

BIOL 4043

Add: [2]Take two Life Science Elective courses from the following: Conservation Genetics, BIOL 3004: Plant Taxonomy, BIOL 3034: Genetics, BIOL 3054: Microbiology, BIOL 3064: Parasitology, BIOL/FW 3084: Ichthyology, BIOL/AGPM 3104: Introduction to Entomology,BIOL 3134: Invertebrate Zoology, BIOL/FW 3144: Ornithology, BIOL 3174: Physiological Ecology, BIOL/FW 3224: Herpetology, BIOL 4064: Evolutionary Biology, BIOL/FW 4163: Biodiversity and Conservation Biology..

BIOL 3033

[4]Take two GIS and Research courses from the following: Bioinformatics, ENVS 4114: Environmental Science Internship, ENVS 4884: Advanced Topics in Environmental Science, ENVS 4954: Undergraduate Research in Environmental Science, FW/GEOG 2833: Introduction to Geographic Information Systems, FW 3074: Habitat Evaluation, FW 4034: Geographic Information Systems in Natural Resources.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Biological Sciences	7/20/2020

Title	Signature	Date
Department Head	John Jackson	7/24/2020
Dean	Jeffrey Rutter	2020 July 29
Assessment Christine Austin	Christie Austin	7/31/20
Registrar	Tammy Treadaway	8/27/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: Fisheries and Wildlife Science

3033

Outline change in program: The new courses Bioinfomatics BIOL ~~3XX3~~ and Conservation Genetics BIOL ~~4XX3~~ provides additional upper division biology elective choices for students in the Fisheries and Wildlife Science Program.

4043

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?

ATU Mission

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

The proposed program changes will improve student success and excellence by providing the needed learning outcomes necessary to be a successful environmental science professional today and in the future.

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

No 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 Bioinformatics and Conservation Genetics additions will allow greater flexibility in meeting the **important computer related skills relevant for this career path.**

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

   In our annual student exit interviews, students have expressed difficulty with program R, a command line software system increasing seen in biology for statistical and graphical analyses and used in Dr. Kellner's Forest Ecology course. Dr. Kellner has echoed the difficulty students have with the exercises in R. The Bioinformatics course will also use program R which would provide another avenue for students to hone their skills in this important subject area.

   Over the last decade, FW students have scored lower in the genetics section of the MFAT test than Biology student and the national average. We expect that students completing Conservation Genetics will have a better general knowledge of genetics (see Biology Learning Outcomes report). We received positive comments from students who completed the special topics conservation genetics course. Students in

particular mentioned the coordination of conservation and genetics topics which increased their understanding of this important field.

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.

A variety of institutions require Genetics in some form in the Fisheries and/or Wildlife Science degree. For instance, Arkansas State University requires Genetics in their B.S. in Wildlife, Fisheries and Conservation degree. Similarly, Tennessee Tech University also requires Genetics in their B.S. in Wildlife and Fisheries Science degree. Conservation Genetics is particularly appropriate for the FW field as many of our graduates work in the conservation field.

Bioinformatics is a relatively new subject offering, involving the investigation of large data sets often associated with genetic and other techniques. As a new area of inquiry it is not offered at very many Universities, but is an exciting, emerging field.

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.)

Conservation Genetics and Bioinformatics would both be included as Biology Electives in the FW Science curriculum. Currently, the B.S. in FW science requires two Biology elective courses from a list that includes: Plant Taxonomy, Dendrology, Parasitology, Entomology, Genetics, Physiological Ecology, Coastal Ecology, Animal Behavior, and/or Evolutionary Biology. Addition of Conservation Genetics and Bioinformatics would give students more options to fit Biology electives that meet their interests and schedules. Conservation Genetics would help FW students meet the program learning objective having students achieve mastery of basic biological principles. As this is a 4000-level course we would expect students to obtain mastery of conservation genetics principles. We assess these biology elective courses annually through student exit interviews and performance on MFAT tests. In addition, we will ask Dr. Yamashita to share results of his course assessment for FW students. Bioinformatics would help students become proficient in the use of quantitative and analytical skills applicable to Fisheries and Wildlife. We assess these biology elective courses annually through student exit interviews and performance on MFAT tests. In addition, we will ask Dr. Yamashita to share results of his course assessment for FW students.

If this course will affect other departments, a Departmental Support Form for each 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_____Fisheries and Wildlife Science_____ (enter title for program changing)	
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Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

[4]Must include at least two courses from the biology group (BIOL 3174 Physiological Ecology, BIOL 3034 Genetics, BIOL 4064 Evolutionary Biology, BIOL 3064 Parasitology, AGPM 3104 Introduction to Entomology, BIOL 3184 Animal Behavior, BIOL 3004 Plant Taxonomy, BIOL 4044 Dendrology, BIOL 4094 Coastal Ecology, BIOL 3XX4 Bioinformatics, BIOL 4XX4 Conservation Genetics)

3033 4043

Biology Program 2019-2020 Learning Outcomes Report

The biology department faculty defined five learning outcomes for students majoring in biology. They mapped the introduction, reinforcement, and mastery expectations for courses in the biology curriculum (see appendix). Then a subset of courses on the map identified projects or assignments that could be scored on a common rubric assessing student learning.

1. Students will construct reports which analyze data using scientific models to justify their conclusions.
2. Students will evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
3. Students will describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students will find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

1. Students will construct reports which analyze data using scientific models to justify their conclusions.

Scientific reports are introduced in Principles of Biology (BIOL 1114). The concept is reinforced in Zoology (BIOL 2124), Botany (BIOL 2134), and Genetics (BIOL 3034). Mastery level of this concept is expected by Ecology (BIOL 3114). In 2018 and 2019, assessment of this learning outcome was reported for BIOL 1114, 2124, 3034, and 3114. The rubric used had 14 criteria. Patterns within the 14 criteria indicate that the most challenging aspects of scientific reports for our students include the following:

- Hypotheses are clearly stated, testable and consider plausible alternative explanations.
- Conclusion is clearly and logically drawn from data provided. A logical chain of reasoning from hypothesis to data to conclusions is clearly and persuasively explained. Conflicting data, if present, are adequately addressed.
- Limitations of the data and/or experimental design and corresponding implications discussed.
- Paper gives a clear indication of the significance of the research and its future directions.

Proficiency in this criteria shows a healthy progression from 1114 to 2124 or 3034 to 3114. However, is the current level of proficiency satisfactory? Action items for 2020? Are all 14 criteria necessary? What is best method for calculating composite score? What level of proficient or emerging is satisfactory? If you teach courses that construct reports, consider how we can improve this learning outcome.

Ty Yamashita commented, "In much of my courses, we do not conduct report analyses that utilize all the criteria in the rubric. The only class where we do such is in seminar where the students conduct a review of an experimental paper. In other classes we hit on a few parts of the rubric: Introduction: Context; Discussion: Limitations of design; Discussion: Significance of research; References and use of Primary Literature. The rubric should be adjusted as it appears to focus upon research or experimental data presentation (lab reports) and may not be appropriate for class term papers or assignments regularly required by faculty. Undergraduate research posters and presentations are another avenue for assessment of this outcome with this rubric."

Jamie Dalton suggested, "The current level of proficiency for students in Biology 1114 needs to improve. I have started doing peer reviews for their first formal lab report as I think most of us are doing. Also, when I give directions for doing the reports at the beginning of the

semester, I lead students as they work in groups to write out a sample report based on an experiment and data I give them. We go step-by-step through each part of the report. In 2020 I plan to hand out the rubric, and have the students look at it as they write out each section of the report. I know this is time consuming, but I think it is worth it because many of these students have limited writing skills. I think it is good to have very detailed criteria, so the 14 we have now are important. However, we do not have time for repetition in the experiments, so that could be eliminated in Biol 1114. For composite scores we could give 1 point for emerging, 2 for developing, 3 for intermediate, and 4 for proficient for each criteria."

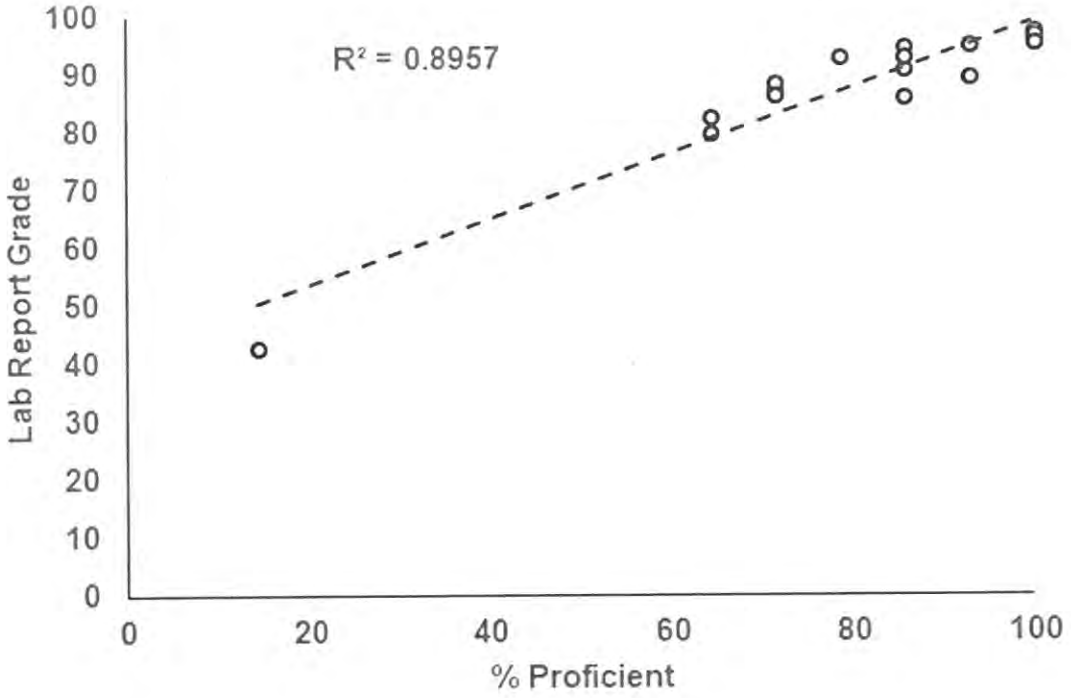
Doug Barron commented, "Based on our discussions I propose that we modify the LO1 rubric to something similar to what is attached. This broadens the criteria and consolidates them when possible. I think this will make it easier to analyze and interpret the data. I also propose that for mastery-level courses (e.g. Ecology) the student grade be substituted for the LO1 rubric. This is because a) the rubric used in grading should include all criteria of the LO1 rubric, b) scores on the grading rubric are the basis from which we complete the LO1 rubric, and c) the relationship between LO1 score and grade is extremely tight ($R2 > 0.75$; pasted below). For this we would basically consider Proficient to be grades A or B, Intermediate to be C, and Basic to be D and F. The use of grades does not seem appropriate for introductory or reinforcement courses - since in those cases grades do not necessarily reflect proficiency (e.g. an A in Principles might only be "Basic" or "Intermediate").

While I wish it were higher, I think 70-80% proficiency in Ecology is satisfactory. Particularly considering this includes FW students (for which Ecology is not a mastery level course)

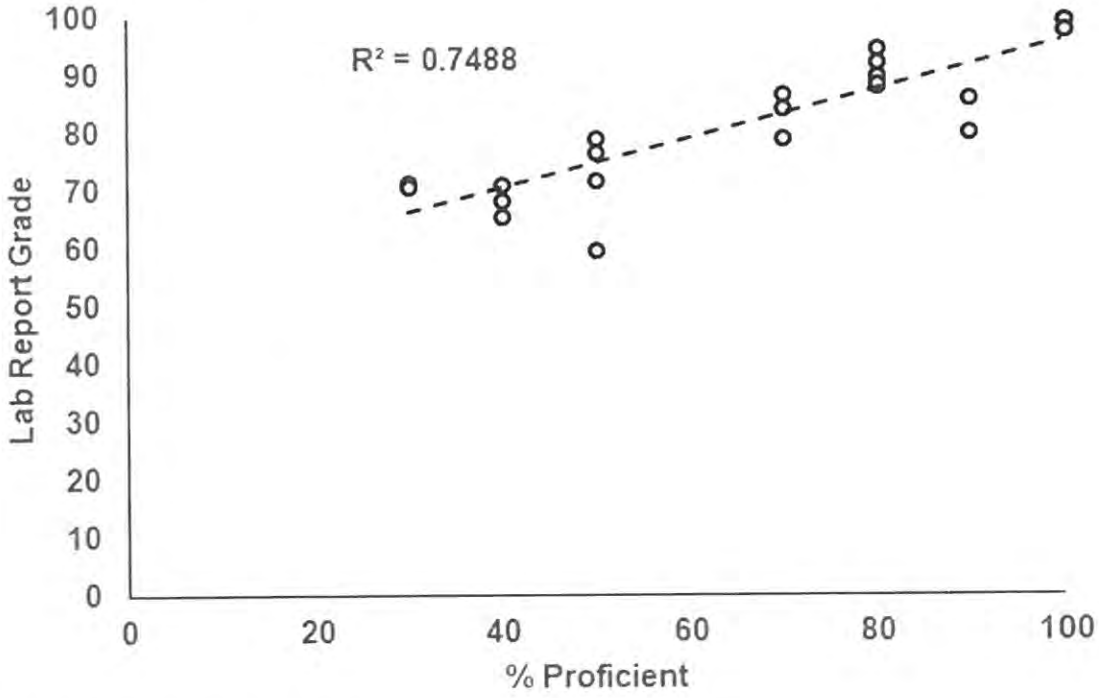
It seems like it would be best if everyone used the same reporting template in Excel. I know this consistent format would be easier on you, plus it could be set up to auto calculate a composite score (e.g. % of proficiency across criteria). I could help you set this up if desired.

Now that we have identified challenging areas we can focus more clearly as we guide students in future semesters.

I will say I love the design of the Natural Resource Communications course – which spends many weeks carefully drafting and revising lab reports. I think this in-depth exposure is ultimately what is required to instill a solid understanding of scientific writing, though I don't know how it could be integrated into our BIOL curriculum."



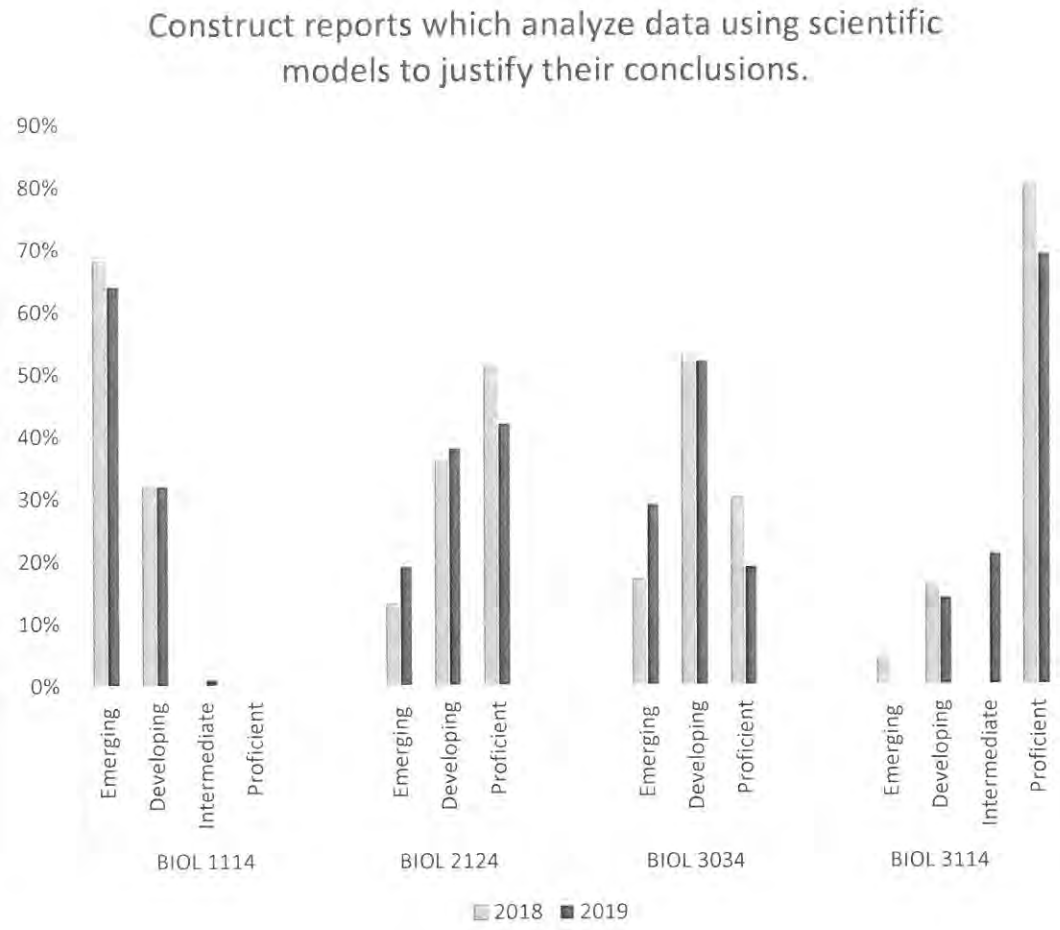
Fall 2018 Ecology regression



Fall 2019 Ecology regression

Doug Barron suggest modifying the current rubric as follows…

Criteria	Basic	Intermediate	Proficient
INTRODUCTION			
Provides accurate and relevant context			
States and justifies valid hypotheses			
METHODS			
Provides detailed and well-designed methods			
RESULTS			
Clearly presents data in tables/figures			
Describes results concisely and completely (including statistical analyses as relevant)			
DISCUSSION			
Bases interpretation on stated results			
Places findings in broader scientific context			
Considers study limitations			
REFERENCES			
Properly cites primary literature			



2. **Students will evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.**

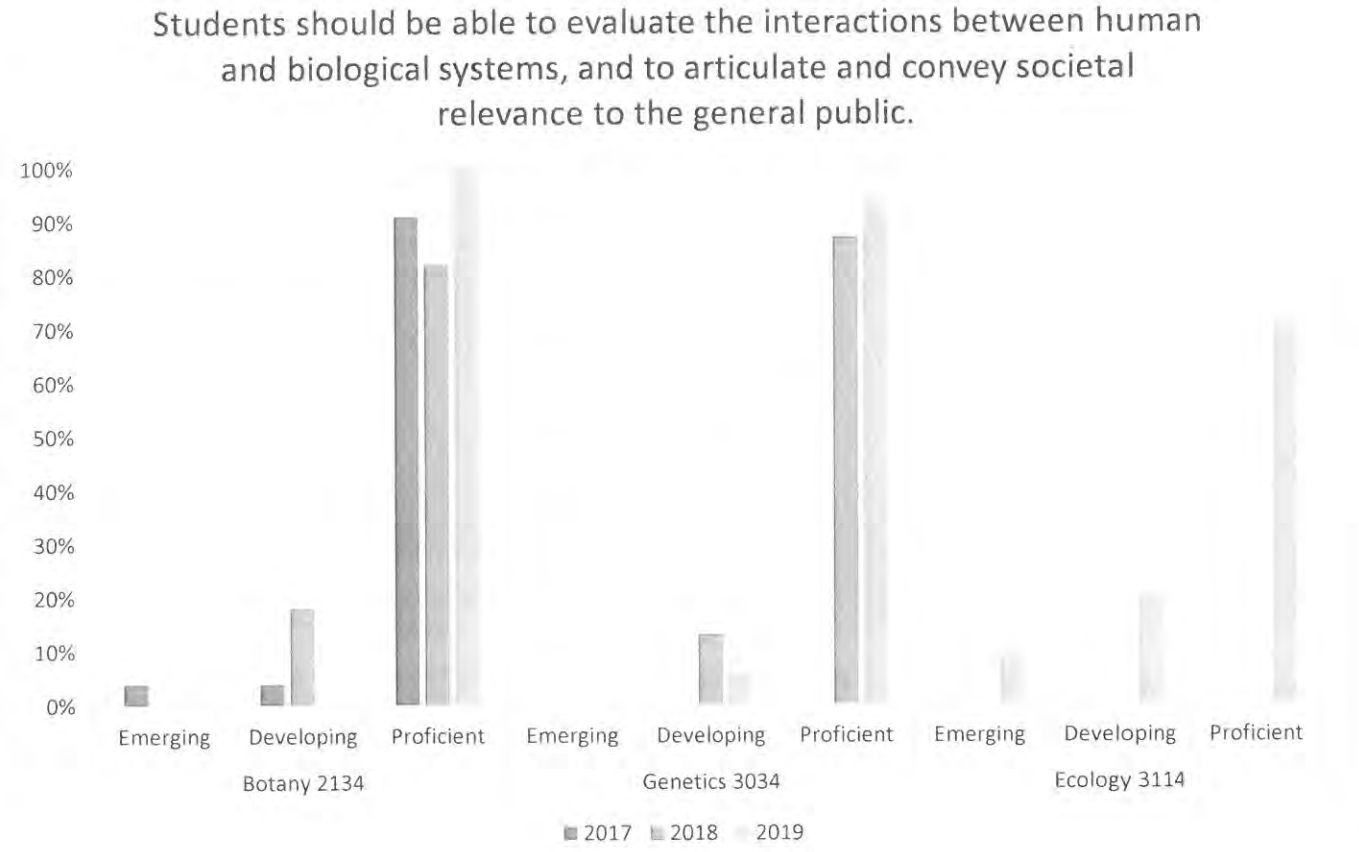
Human interactions with biological systems are introduced in Principles of Biology (BIOL 1114). The concept is reinforced in Botany (BIOL 2134), and Genetics (BIOL 3034). Mastery level of this concept is expected by Ecology (BIOL 3114). In 2018 and 2019, assessment of this learning outcome was reported for 3034, and 3114. Assessment of this criteria show most students are proficient in BIOL 3034 and 3114.
Action items for 2020? Do we need to assess introduction of this concept? Is the current level of proficiency satisfactory? If you teach courses that are mapped for this outcome, consider how we can improve this learning outcome.

Jamie Dalton suggested, "I think in Biol 1114 we could add some case studies that address the effect of human activity on the environment. We really focus mostly on biochemistry, cell biology, genetics and the basics of evolution. We don't have much time to get into environmental issues, but I think through case studies, we could definitely stress those issues more."

Ty Yamashita commented, "I do not think we need to modify this outcome and the proficiency level appears fine. The rubric for this outcome is better for most of my courses but unless a paper assignment is reviewed, you may not fully measure each component of the rubric. I have short (2-3 pp) paper assignment in genetics and then a question on a lab report. I can glean some aspects of the rubric for the learning outcome, but full consideration is not conducted. In molecular genetics,

seminar, and bioinformatics, the rubric is more appropriate for student papers, and I can glean data from those courses. In the molecular genetics and seminar courses, we conduct assigned readings with student discussions. I am unsure how to adequately apply the rubric to these discussions."

Doug Barron commented, "I am not altogether convinced that my asking a single essay question about human/biological interactions adequately assesses proficiency in this learning outcome for Ecology. Unfortunately I do not currently have space for a more in-depth assignment, though I will consider other options for this upcoming year."

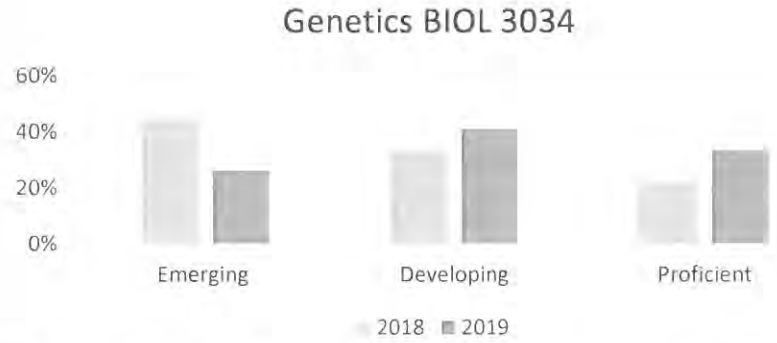


3. **Students will describe characteristics and diversity of life.**

Describing the characteristics and diversity of life is the core of biological concepts. It is introduced in Principles of Biology (BIOL 1114). The concept is reinforced in Zoology (BIOL 2124) and Botany (BIOL 2134). Mastery level of this concept is expected by Genetics (BIOL 3034) and the MFAT exam. In 2018 and 2019, assessment of this learning outcome was reported for BIOL 3034, 4094 and the MFAT exam.

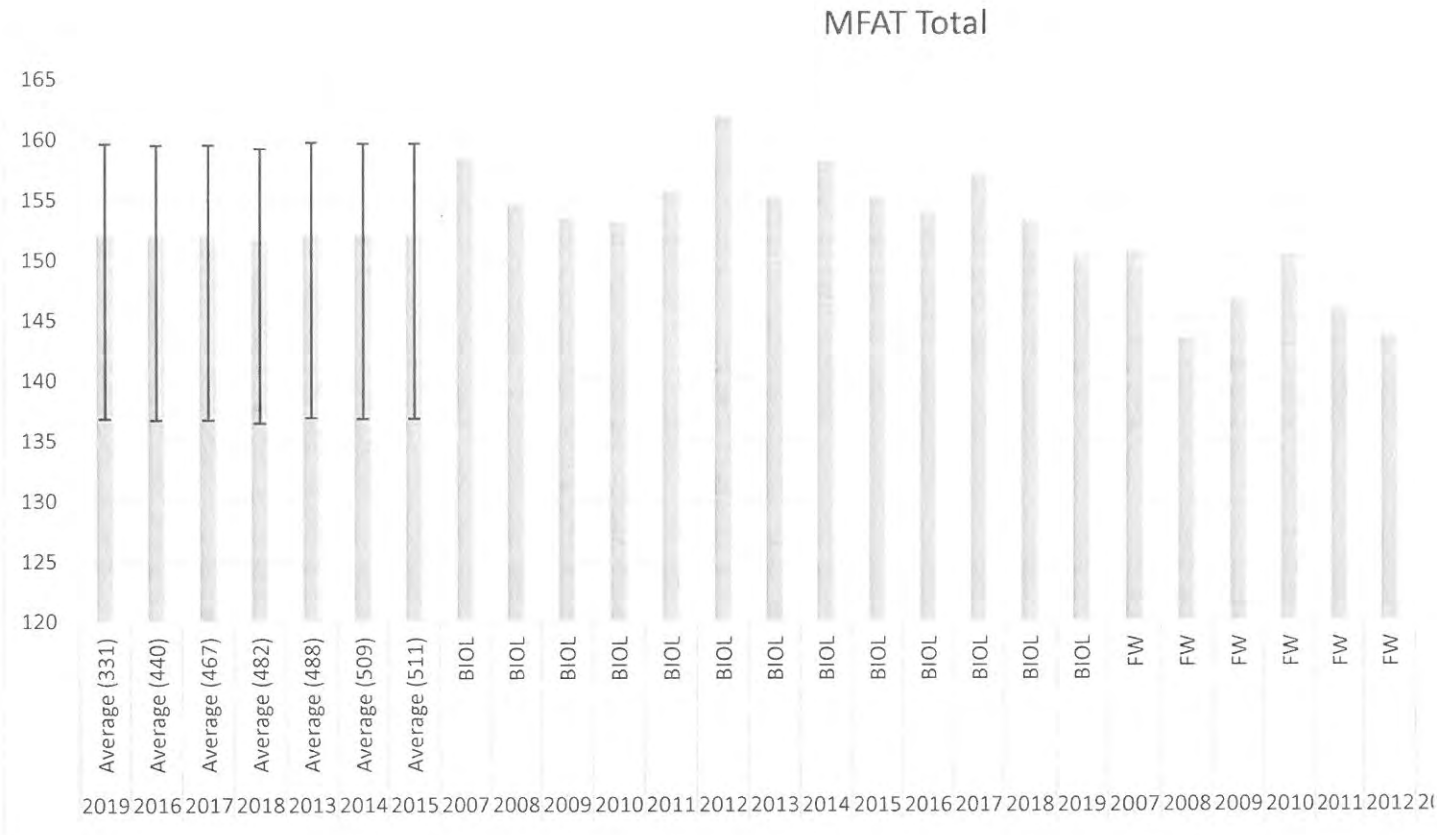
Ivan Still suggests, "Mastery of this should be achieved by the END of the core courses, and so Genetics, Micro, Physiology and Ecology should all be in here. One of the big things we are missing is relevant progression data for LO3 from BIOL1114 to the 3000 level mastery core courses, especially as the MFAT not only deals with content knowledge but also critical thinking. So I think that that is a huge action item for 2020, if we are thinking about how the curriculum may need to be developed to meet our expectations and, of course, for students to be competitive in the workplace. So having indicated an issue, here's a proposal to deal with that issue: I suggest that specialists in their fields develop a set of questions that could be input to final exams/course assignments to assess elements of this LO in the different core courses (I believe I had forwarded such multiple choice questions for Cell aspects to Eric when we initially started all this discussion, but I can re-email them as necessary)."

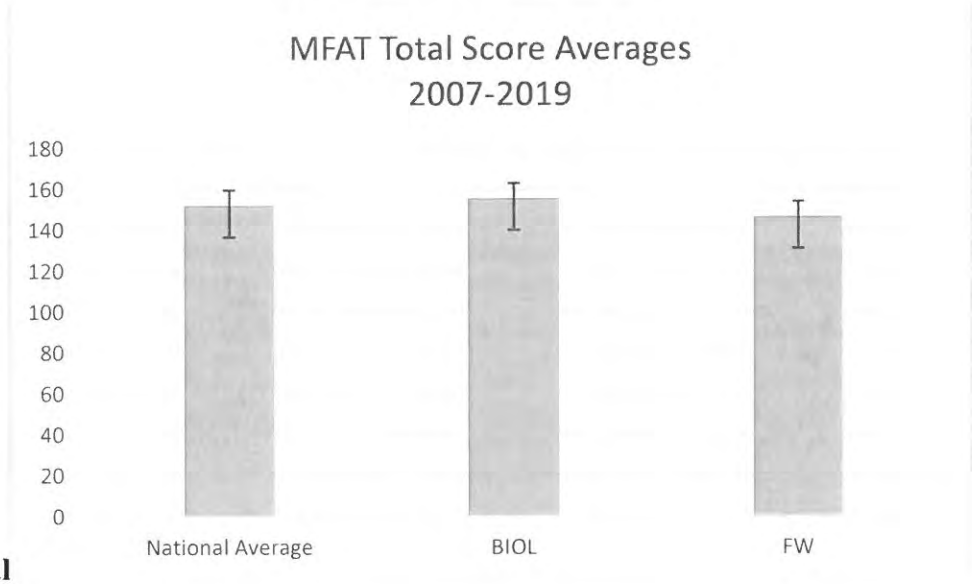
Ty Yamashita commented, "My genetics course tangentially examines this outcome from a molecular perspective and investigate two rubric components: Characteristic of life and Making Connections (How mechanisms, pathways, organelles, organs, and organ are involved in each the characteristics of life). The MFAT may not capture more nuanced aspects of this outcome, but a good background knowledge of this outcome will be reflected in MFAT scores."



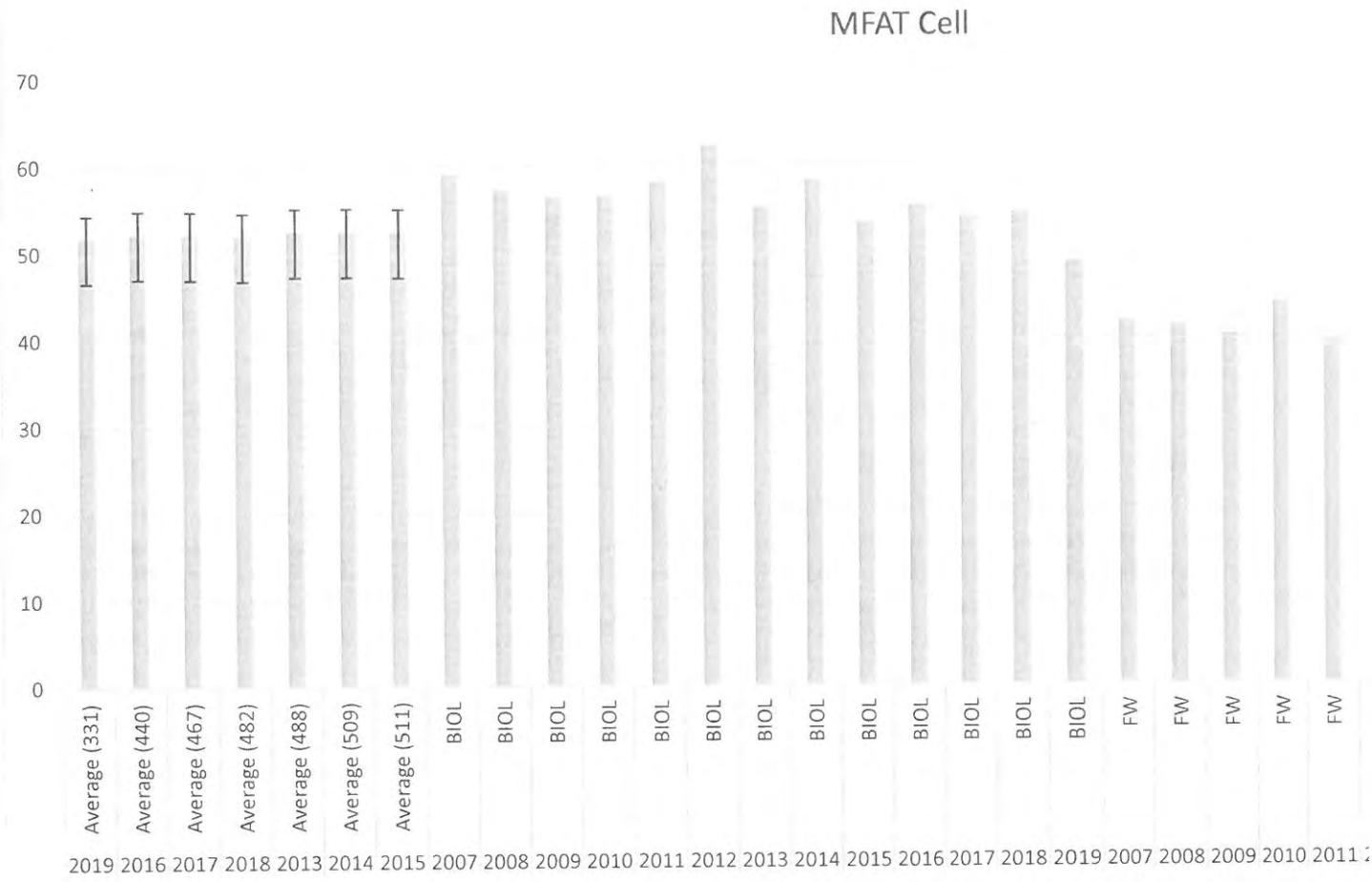
MFAT scores for BIOL are usually typically satisfactory and occasionally mastery level. On the following graphs the national averages including between 331 and 511 institutions. The positive error bars are +5% of the national average and the negative error bars are -10% of national average. Then compared to the following table to determine learning outcome.

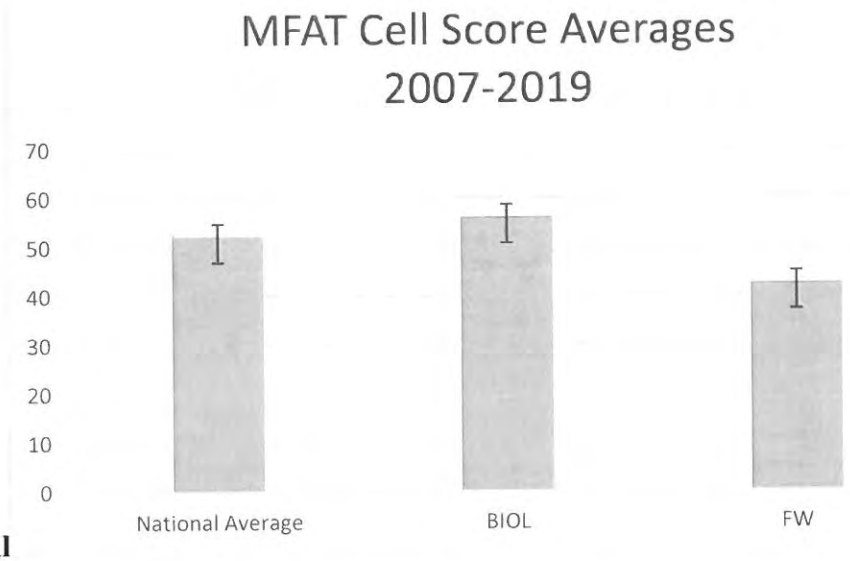
	Deficient	Needs Improvement	Satisfactory	Mastery
MFAT Scores of Cell, molecular, and organismal and ecology)	Scores greater than 10% below the national average	Scores greater than 10% but less than 5% below the national average	Scores at the national average ±5%	Score over 5% above national average


MFAT Total
165
160
155
150
145
140
135
130
125
120
Average (331)
Average (440)
Average (467)
Average (482)
Average (488)
Average (509)
Average (511)
BIOL
FW
2019 2016 2017 2018 2013 2014 2015 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2007 2008 2009 2010 2011 2012

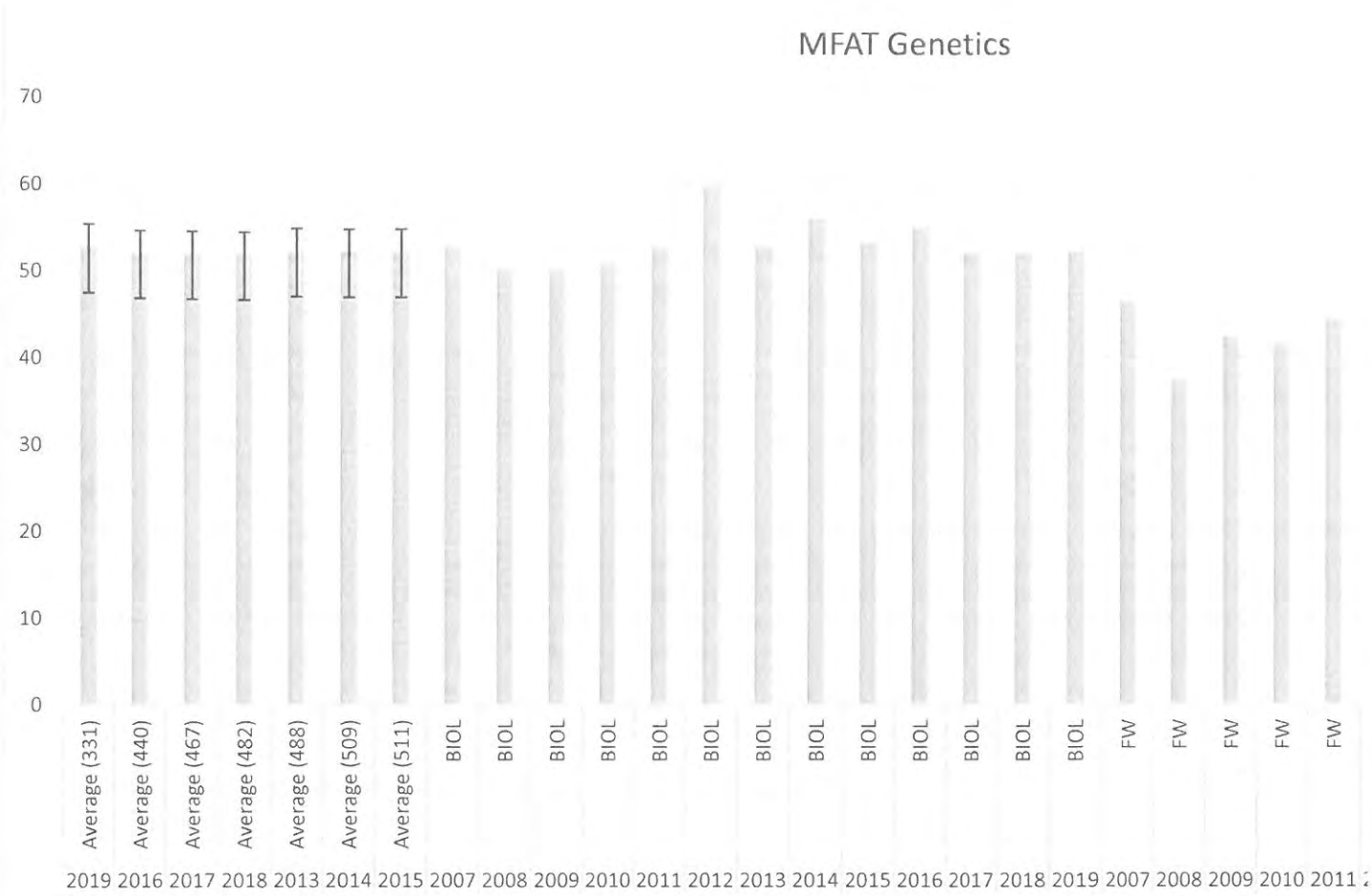

MFAT Total Score Averages
2007-2019
180
160
140
120
100
80
60
40
20
0
National Average
BIOL
FW

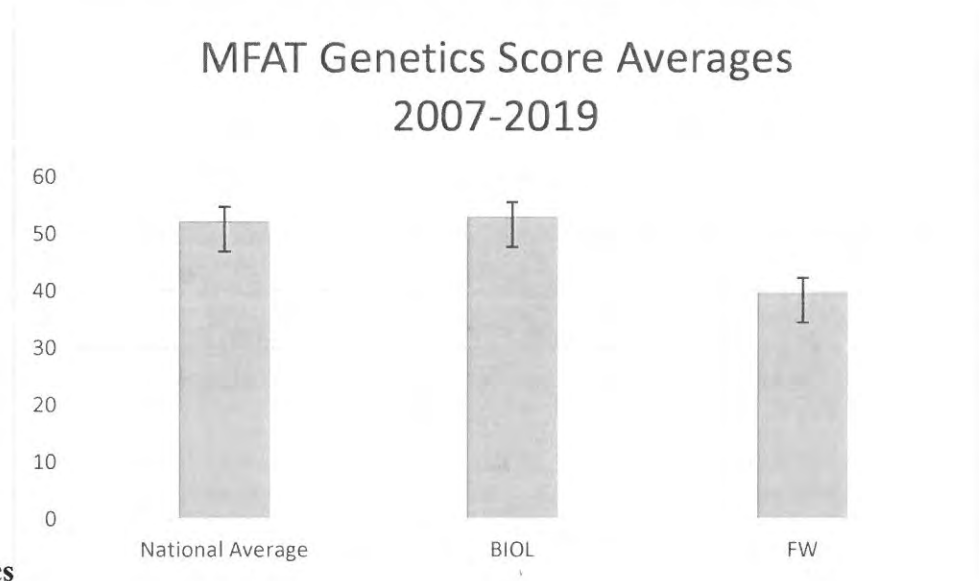
MFAT total


MFAT Cell
70
60
50
40
30
20
10
0
Average (331)
Average (440)
Average (467)
Average (482)
Average (488)
Average (509)
Average (511)
BIOL
FW
2019 2016 2017 2018 2013 2014 2015 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2007 2008 2009 2010 2011

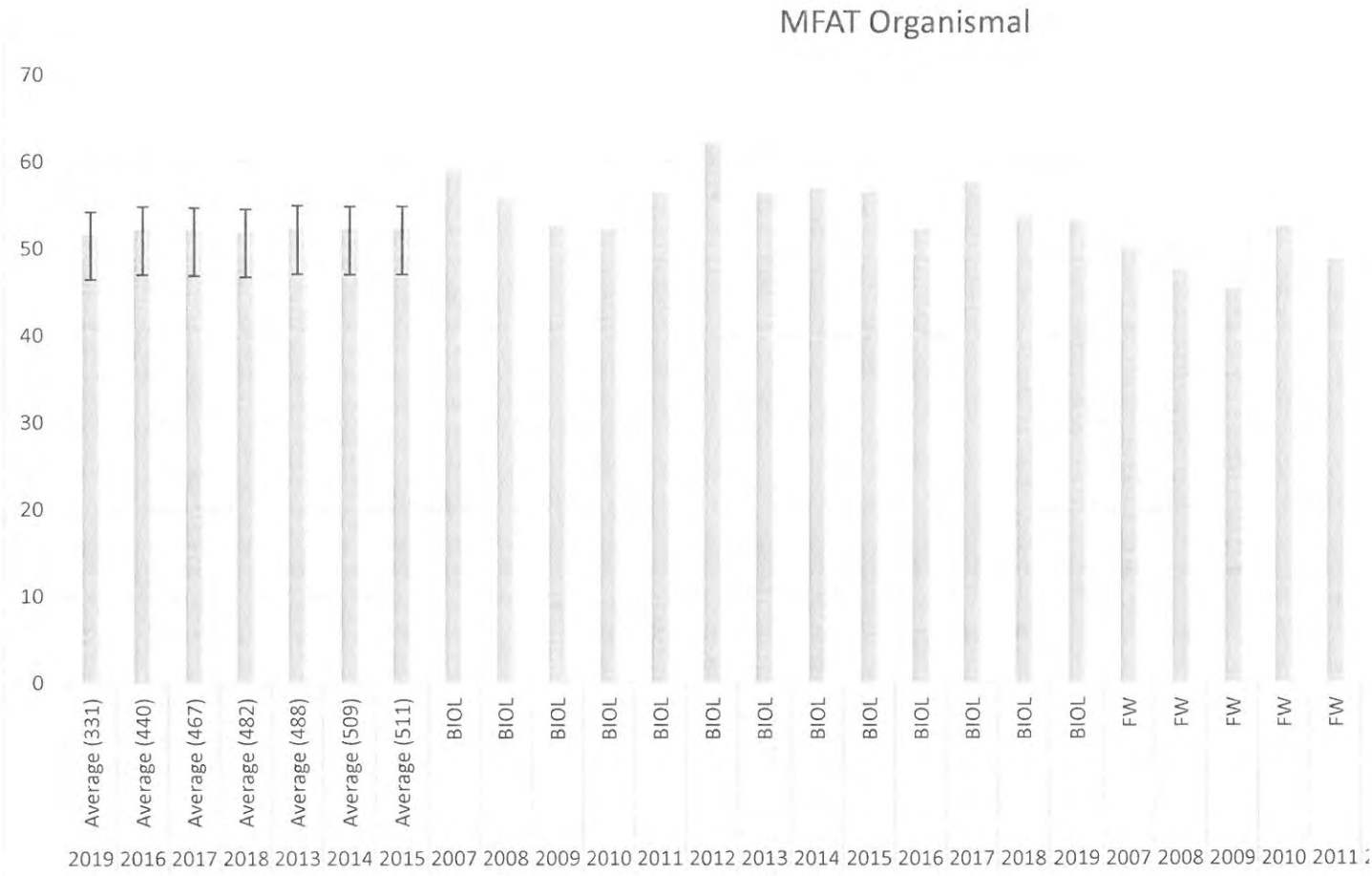

MFAT Cell Score Averages
2007-2019
70
60
50
40
30
20
10
0
National Average
BIOL
FW

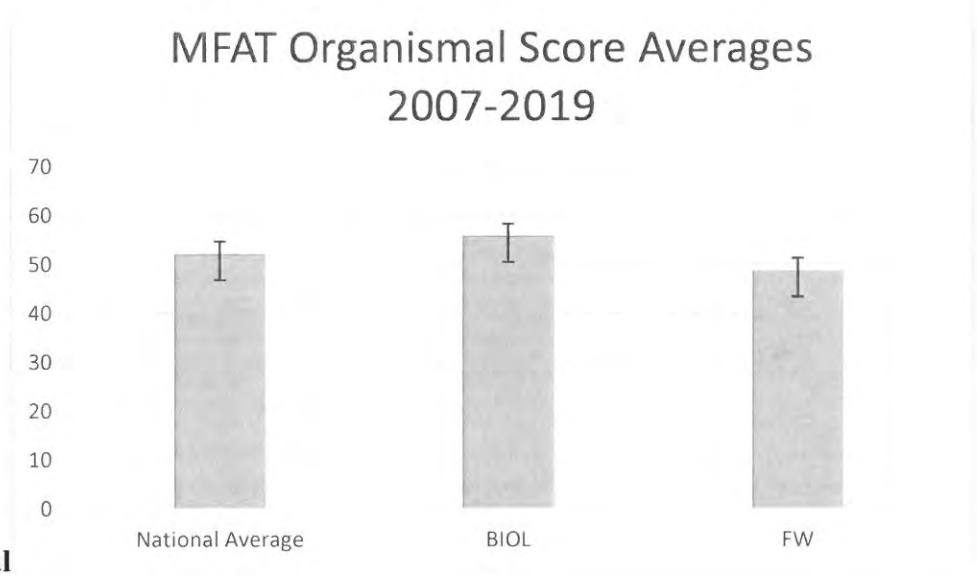
MFAT cell



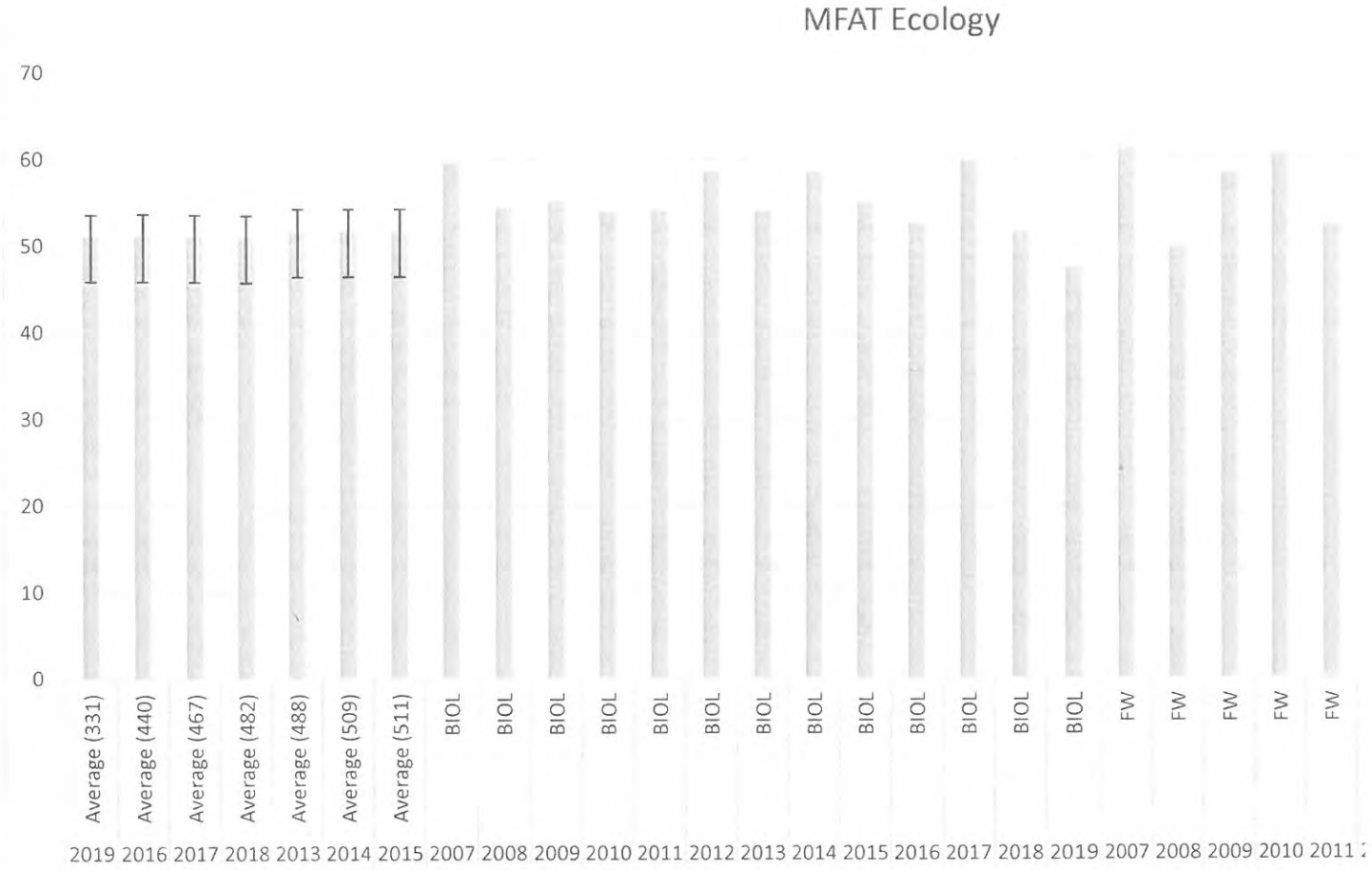


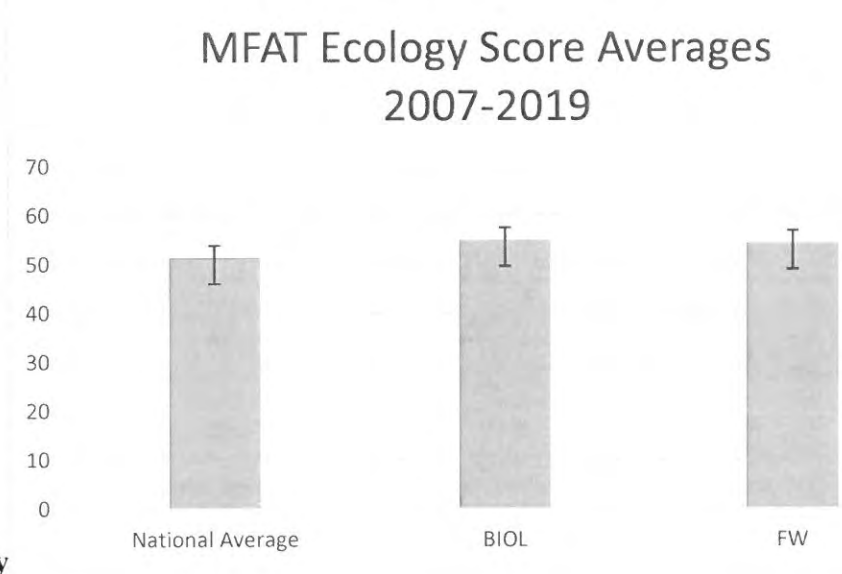
MFAT genetics





MFAT organismal





MFAT ecology

4. **Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.**

Lab procedures are introduced in Principles of Biology (BIOL 1114). The lab procedures we currently assess include Microscopy, DNA Isolation, Lab Safety, and Dissection. In 2018 and 2019, assessment of this learning outcome was reported for BIOL 1114, 2134, 3034, and 3054. Very high levels of proficiency in Principles (1114) and Microbiology (3054) but not Botany (2134) indicates instructors should clarify the use of the rubrics before conclusions are reached.

Microscopy

Introduced in Principles 92% Proficient
Reinforced in Botany 2018 92% Developing 8% emerging
2019 98% Developing 2% emerging
Mastery in Microbiology 100% Proficient

Genetics submitted results on DNA Isolation and Lab Safety indicating 90% proficiency.

Action items for 2020? The results show our students are learning laboratory procedures in our program.

Ty Yamashita commented, "The molecular genetic's lab book scores should assess this outcome. Furthermore, bioinformatics is focused on online data analyses and can assess this outcome as well. Undergraduate research posters and presentations are another avenue for assessment of this outcome with this rubric."

Suggested action items for 2020: (from Cindy and Donna) We need to go back to the drawing board on the microscopy assessment, because we did not establish one assessment tool nor one uniform scoring system across the courses that gave a microscopy quiz. As a result, the assessment data collected so far is hard, if not impossible to analyze.
We suggest the following student outcomes for microscopy:

1. ***Students will demonstrate the ability to setup and return the microscope to default settings***;
2. ***Using proper technique, students will demonstrate the ability to focus on a specified microscopic object.*** *(note: emphasize focusing technique, not identification of the microscopic object)*

We could streamline the current rubrics (see appendix) so that one quiz/rubric is used in all courses, or each instructor could use their own quiz or rubric. Either way the **assessment scores** need to be **reported as *emerging*, *intermediate*, or *proficient* for each of the two student outcomes**.

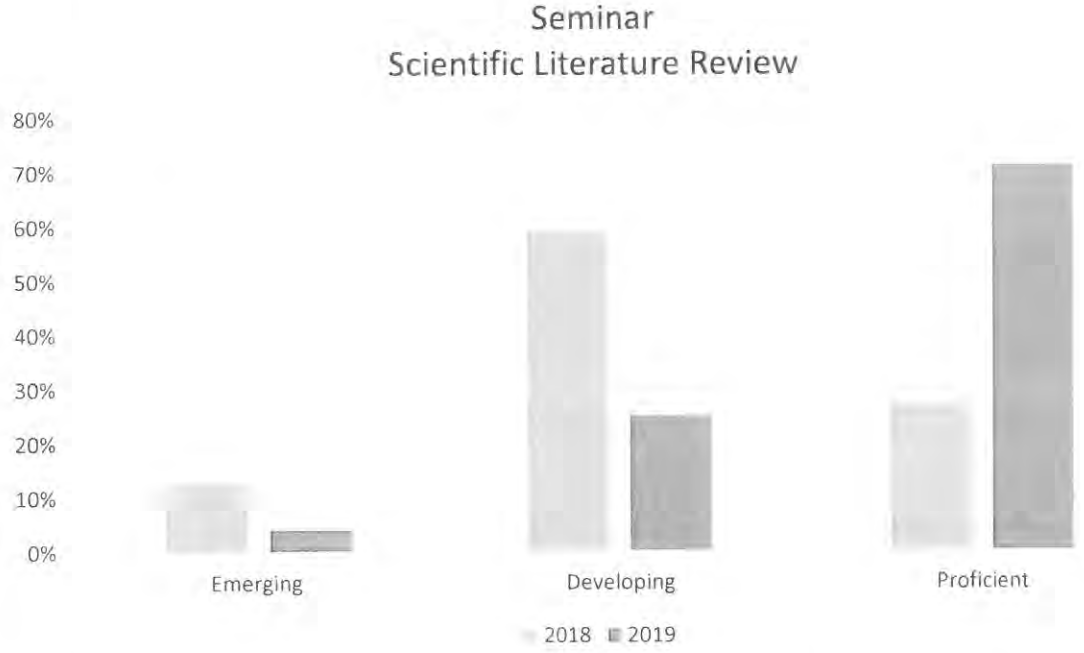
The same process of clearly stating the desired student outcomes for each technique, and developing a scoring rubric that assigns emerging, intermediate, and proficient scores to each outcome needs to be developed for the other techniques under LO4. e.g. Lab safety, and dissection.

Doug Barron commented regarding field techniques in Ecology (Biol 3114), "We do little direct training on techniques. The only thing we introduce is how to sample plants (e.g. DBH – which should be reinforcement from botany), macroinvertebrates (kick net sampling), and animal behaviors (e.g. scan sampling, focal animal sampling). I therefore think it will primarily be used for introduction. I do not currently assess the Learning Outcome in Ecology, but am open to doing so if desired.

5. **Students will find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.**

Scientific literature and presentations is a keystone concept in biology. The concept is introduced in Zoology (BIOL 2124) and reinforced in Genetics (BIOL 3034). Mastery level of this concept is expected in Biology Seminar. In 2018 and 2019, assessment of this learning outcome was reported for 3034 and Biology Seminar.

Proficiency in this criteria shows a healthy progression from 2018 to 2019 in Biology Seminar. Genetics shows high level of proficiency. Rubric used in Seminar had 13 criteria. Is the current level of proficiency satisfactory? Action items for 2020? Are all 13 criteria necessary? What is best method for calculating composite score? What level of proficient or emerging is satisfactory? If you teach courses that are mapped for this outcome, consider how we can improve this learning outcome.



Doug Barron is planning to assess this learning outcome this semester for Environmental Seminar (ENVS 3111). Students in class this semester are choosing, presenting, and discussing scientific articles.

Ty Yamashita commented, "The seminar students conduct topic or paper reviews in their presentations and this rubric appears to work well in that course."

Discussions Requirements

1. Two people/ discussion. Discussion leaders will read the chapters and lead the discussion.

2. Discussion leaders should summarize important points and lead the group discussion. What were the objectives of the Chapters? Anything controversial? What did you not understand? Did you like the reading? What were the important take home messages?

3. Other participants will turn in one page summary (at least 400 words) of the articles and three discussion questions they would like to ask. These questions should be worded to generate discussion. The summaries should reflect what you **thought** about the articles. Were they interesting? How does it fit in with what you have learned in biology courses? Does the topic have relevance to social issues? How did the topics extend/reinforce what you know about scientific methods & knowledge?

How to read a scientific paper assignment

For this assignment, conduct a web search on the terms "How to read a scientific paper, science writing, or reading primary literature." Find an article or outline that you think gives good ideas and methods to obtain the most from data driven science article. After reading it, write a critique of how it helped with your reading skills & also point out what you already knew & what shortcomings it had. With the information from your article, obtain a data driven science article (see your instructor) and critique it as thoroughly as you can. Turn in a copy of the source you read to gain the information for your critique, your critique of your source, and your critique of the science article. You will be graded on how through your critiques are and how well you were able to understand the details of the articles. Do not use more than three quotes in your paper. We will discuss your critiques on the due date.

Conducting a follow up experiment assignment

For this assignment, you will read a data driven science article and propose how you would extend or conduct a follow up experiment. You will have to create an outline of your proposed experiment with introduction, hypotheses, specific aims, materials and methods, potential results & your discussion/interpretation of the potential results. We will discuss your proposed experiment on the assignment's due date.

Biology 4991 Extending published research: Writing a research proposal guidelines

Your proposal to extend/review a published research article should follow these guidelines

1. Your proposal should be written in narrative form, organized as a NIH application with the following sections:

A. Abstract/Summary
B. Research Plan
   1. Specific aims
   2. Significance
   3. Innovation
   4. Approach
   5. Summary

   ***You should include figures and tables from previous work or other's research and those that show how you would present your data.

C. Assurances
   1. Human subjects
   2. Vertebrate animals

   In this section you should describe how you plan to follow guidelines for human subjects and vertebrate animals. See the NIH human subjects guideline pdf & the NIH website for animal care: https://oacu.oir.nih.gov/animal-research-advisory-committee-guidelines

D. Resources

What resources or specific lab/clinical equipment will you need to purchase to make your research successful? What parameters will you fix or specify on the equipment in your experiments? Will you need to collaborate with another investigator for equipment/techniques outside your expertise?

***Review the NIH grant writing tips (Getting an NIH grant pdf) for explanations of the research proposal and how to create a competitive one.

2. Also review the rubrics for evaluation of the research proposals. Pay attention to the amount of detail required. You have to describe the project and experiments such that a reviewer (instructor) can understand what you are going to do and if you have fully considered how you would do it and what you think the expected outcomes and pitfalls will be.

3. The fundamental principles of writing a successful grant proposal (Chung & Shavuver 2008) is a good summary of how to put a proposal together.

4. You should proofread, proofread, & proofread for grammar & organization.

5. Ask questions if you are having bumps and trouble spots!

Conclusion

The conclusion of this study is incomplete. As program director I compiled the data and presented it here. Now we need to consider these results and determine what level is satisfactory and where we need to focus on improvement both in student learning but also in the assessment procedures and rubrics.

Concerning classes that I teach, I am planning on increasing the number of lab reports in Zoology (BIOL 2124) and the quality of feedback given to students especially concerning hypotheses, conclusions, limitations, and significance of laboratory experiments and reports. I hope this will improve the proficiency of students on writing scientific reports (learning outcome 1) and by inspection of some of the most challenging aspects and focusing on these should improve student proficiency. Patterns within the 14 criteria indicate that the most challenging aspects of scientific reports for our students include the following:

- Hypotheses are clearly stated, testable and consider plausible alternative explanations.
- Conclusion is clearly and logically drawn from data provided. A logical chain of reasoning from hypothesis to data to conclusions is clearly and persuasively explained. Conflicting data, if present, are adequately addressed.
- Limitations of the data and/or experimental design and corresponding implications discussed.
- Paper gives a clear indication of the significance of the research and its future directions.

Students in Principles of Zoology (2124) labs during 2020 will complete four full lab reports. Previously they completed two or three full lab reports with additional worksheets designed to help them analyze experimental results. They will also include more class discussion concerning hypotheses and conclusions. I'm considering ways to include a peer review element to help students with report writing skills.

Is there any element of this analysis that could be improved? I am including the data file as well so you can take a deeper dive than the summary results presented here. I removed all identifying information from the data tables. If the format in these tables is not clear and you need additional information, I'm happy to help.

Now we need all the faculty in the department to examine these results and consider how the courses they teach relate to these learning outcomes. Consider the results and how they relate to the courses you teach. If you develop plans and articulate them to me, I can include them in our final report. Please communicate these ideas and plans to me so I can include them in the final report and plan for 2020. Also, don't forget that you can include discussions of teaching modifications informed by departmental assessment in your annual teaching portfolios due this month. So include these discussions in your portfolios and send them to me to include in this report. Thanks for your continued efforts to help our students succeed and your input in this process.

Dr. Eric Lovely, Professor of Biology and Director of the Biology Program

Ty Yamashita commented, "The primary shortcoming of the rubrics we included is the courses may not fully engage with all aspects and nuances of the rubrics. However, these criteria do provide a good overview of the student's knowledge base and analytical skills as they complete the curriculum."

Appendix Curriculum Mapping of Biology Learning Outcomes for Biology Program

1. Construct reports which analyze data using scientific models to justify their conclusions.
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.
3. Students will be able to describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

Course	LO1 (Lab Report)	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	I (Dissection)	I/R
BIOL 2134	R	R	R	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	M	R	R
BIOL 4891					M
Cell Elective					
BIOL 3054			M (Cells)	M (Microscopy)	
BIOL 4023					
BIOL 4033			M (Cells)	R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	M	R	R
BIOL 3124					
BIOL 3174	R	R	M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	M	M (Ecological)	M (Organismal)	I (Field Techniques)	M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce R=Reinforce M=Mastery

Appendix Rubric for Learning Outcome #1

Criteria	Emerging	Developing	Intermediate
Introduction: Context			
Demonstrates a clear understanding of the big picture; Why is this question important/ interesting in the field of biology?	• The importance of the question is not addressed. • How the question relates within the broader context of biology is not addressed.	• The writer provides a generic or vague rationale for the importance of the question. • The writer provides vague or generic references to the broader context of biology.	• The writer provides one explanation of why others would find the topic interesting. • The writer provides some relevant context for the research question(s).
Introduction: Accuracy and relevancy			
Content knowledge is accurate, relevant and provides appropriate background for reader including defining critical terms	• Background information is missing or contains major inaccuracies. • Background information is accurate, but irrelevant or too disjointed to make relevance clear • Primary literature references are absent or irrelevant. May contain website or secondary references **websites or review papers are not primary**	• Background omits information or contains inaccuracies which detract from the major point of the paper. • Background information is overly narrow or overly general (only partially relevant). • Primary literature references, if present, are inadequately explained.	• Background information may contain minor omissions or inaccuracies that do not detract from the major point of the paper. • Background information has the appropriate level of specificity to provide relevant context. • Primary literature references are relevant and adequately explained but few.

Criteria	Emerging	Developing	Intermediate	Proficient
Hypotheses: Testable and consider alternatives				
Hypotheses are clearly stated, testable and consider plausible alternative explanations	• No hypothesis is indicated. • The hypothesis is stated but too vague or confused for its value to be determined • A clearly stated, but not testable hypothesis is provided. • A clearly stated and testable, but trivial hypothesis is provided	• A single relevant, testable hypothesis is clearly stated • The hypothesis may be compared with a "null" alternative which is usually just the absence of the expected result.	• Multiple relevant, testable hypotheses are clearly stated. • Hypotheses address more than one major potential mechanism, explanation or factors for the topic.	• A comprehensive suite of testable hypotheses are clearly stated which, when tested, will distinguish among multiple major factors or potential explanations for the phenomena at hand
Hypothesis: Scientific merit				
Hypotheses have scientific merit	• Hypotheses are trivial, obvious, incorrect or completely off topic	• Hypotheses are plausible and appropriate though likely or clearly taken directly from course material.	• Hypotheses indicate a level of understanding beyond the material directly provided to the student in the lab manual or coursework.	• Hypotheses are novel, insightful, or actually have the potential to contribute useful new knowledge to the field

Criteria	Emerging	Developing	Intermediate	Proficient
Methods: Controls and Replication				
Appropriate controls (including appropriate replication) are present and explained. If the student designed the experiment	• Controls and/or replication are nonexistent, • Controls and/or replication may have been present, but just not described or • Controls and/or replication were described but were inappropriate.	• Controls consider one major relevant factor • Replication is modest (weak statistical power).	• Controls take most relevant factors into account • Controls include positive and negative controls if appropriate • Replication is appropriate (average sample size with reasonable statistical power).	• Controls consider all relevant factors • Controls have become methods of differentiating between multiple hypotheses. • Replication is robust (sample size is larger than average for the type of study).
If the instructor designed the experiment	• Student fails to mention controls and/or replication or mentions them, but the description or explanation is incomprehensible	• Student explanations of controls and/or replication are vague, inaccurate or indicate only a rudimentary sense of the need for controls and or replication	• Student evidences a reasonable sense of why controls/ replication matter to this experiment • Explanations are mostly accurate.	• Explanations of why these controls matter to this experiment are thorough, clear and tied into sections on assumptions and limitations
Methods: Experimental design				
Experimental design is likely to produce salient and fruitful results (tests the hypotheses posed.) Methods are:	• inappropriate • poorly explained / indecipherable	• appropriate • clearly explained • drawn directly from coursework • not modified where appropriate	• appropriate • clearly explained • modified from coursework in appropriate places • or drawn directly from a novel source (outside the course)	• appropriate • clearly explained • a synthesis of multiple previous approaches or an entirely new approach

Criteria	Emerging	Developing	Intermediate	Proficient
Results: Data selection				
Data are comprehensive, accurate and relevant	Data are too incomplete or haphazard to provide a reasonable basis for testing the hypothesis	• At least one relevant dataset per hypothesis is provided but some necessary data are missing or inaccurate • Reader can satisfactorily evaluate some but not all of writer's conclusions.	• Data are relevant, accurate and complete with any gaps being minor. • Reader can fully evaluate whether the hypotheses were supported or rejected with the data provided.	• Data are relevant, accurate and comprehensive. • Reader can fully evaluate validity of writer's conclusions and assumptions. • Data may be synthesized or manipulated in a novel way to provide additional insight.
Results: Data presentation				
Data are summarized in a logical format. Table or graph types are appropriate. Data are properly labeled including units. Graph axes are appropriately labeled and scaled and captions are informative and complete. <u>Presentation of data:</u>	• No graph and/or table is included • Labels or units are missing which prevent the reader from being able to derive any useful information from the graph or table. • Presentation of data is in an inappropriate format or graph type • Captions are confusing or indecipherable. • No summary of data is given	• contains some errors in or omissions of labels, scales, units etc., but the reader is able to derive some relevant meaning from each figure. • is technically correct but inappropriate format prevents the reader from deriving meaning or using it. • Captions are missing or inadequate • Poor summary of data • Data description is inaccurate, missing description of trends • Hypothesis, methods and/or conclusions are included in summary	• contains only minor mistakes that do not interfere with the reader's understanding and the figure's meaning is clear without the reader referring to the text. • Graph types or table formats are appropriate for data type. • includes captions that are at least somewhat useful. • Data summary is accurate but missing descriptions of any trends in the data	• contains no mistakes • uses a format or graph type which highlights relationships • between the data points or other relevant aspects of the data. • may be elegant, novel, or otherwise allow unusual insight into data • has informative, concise and complete captions. • Data summary is accurate and complete. • Trends in data are accurately described

Criteria	Emerging	Developing	Intermediate	Proficient
Results: Statistical analysis				
Statistical analysis is appropriate for hypotheses tested and appears correctly performed and interpreted with relevant values reported and explained.	• No statistical analysis is performed. • Statistics are provided but are inappropriate, inaccurate or incorrectly performed or interpreted so as to provide no value to the reader.	• Appropriate, accurate descriptive statistics only are provided. • Inferential statistics are provided but either incorrectly performed or interpreted or an inappropriate test was used. • Appropriate, correct inferential statistics are provided, but lack sufficient explanation.	• Appropriate inferential (comparative) statistical analysis is properly performed and reasonably well explained. • Explanation of significant value may be limited or rote (e.g. use of $p<0.05$ only)	• Statistical analysis is appropriate, correct and clearly explained • includes a description of what constitutes a significant value and why that value was chosen as the threshold (may choose values beyond $p<0.05$).
Discussion: Conclusions based on data selected				
Conclusion is clearly and logically drawn from data provided. A logical chain of reasoning from hypothesis to data to conclusions is clearly and persuasively explained. Conflicting data, if present, are adequately addressed	• No conclusion given • Conclusions have little or no basis in data provided. • Connections between hypothesis, data and conclusion are non-existent, limited, vague or otherwise insufficient to allow reasonable evaluation of their merit. • Conflicting data are not addressed.	• Conclusions have some direct basis in the data, but may contain some gaps in logic or data or are overly broad. • Connections between hypothesis, data and conclusions are present but weak. • Conflicting or missing data are poorly addressed.	• Conclusions are clearly and logically drawn from and bounded by the data provided with no gaps in logic. • A reasonable and clear chain of logic from hypothesis to data to conclusions is made. • Conclusions attempt to discuss or explain conflicting or missing data.	• Conclusions are completely justified by data. • Connections between hypothesis, data, and conclusions are comprehensive and persuasive. • Conclusions address and logically refute or explain conflicting data • Synthesis of data in conclusion may generate new insights.

Criteria	Emerging	Developing	Intermediate	Proficient
Discussion: Alternative explanations				
Alternative explanations are considered and clearly eliminated by data in a persuasive discussion. Alternative explanations:	• are not provided • are trivial or irrelevant • are mentioned but not discussed or eliminated.	• are provided in the discussion only • may include some trivial or irrelevant alternatives. • Discussion addresses some but not all of the alternatives in a reasonable way.	• Some alternative explanations are tested as hypotheses; those not tested are reasonably evaluated in the discussion. • Discussion of alternatives is reasonably complete, uses data where possible and results in at least some alternatives being persuasively dismissed.	• have become a suite of interrelated hypotheses that are explicitly tested with data. • Discussion and analysis of alternatives is based on data, complete and persuasive with a single clearly supported explanation remaining by the end of the discussion.
Discussion: Limitations of design				
Limitations of the data and/or experimental design and corresponding implications discussed.	• are not discussed.	• are discussed in a trivial way (e.g. "human error" is the major limitation invoked).	• are relevant, but not addressed in a comprehensive way • Conclusions fail to address or overstep the bounds indicated by the limitations.	• are presented as factors modifying the author's conclusions. • Conclusions take these limitations into account.
Discussion: Significance of research				
Paper gives a clear indication of the significance of the research and its future directions. Future directions and significance of this research:	• are not addressed.	• are vague, implausible (not possible with current technologies or methodologies), trivial or off topic	• are useful, but indicate incomplete knowledge of the field (suggest research that has already been done or is improbable with current methodologies) • suggest a fruitful line of research, but lack detail to indicate motivations for or implications of the future research	• are salient, plausible and insightful • suggest work that would fill knowledge gaps and move the field forward.

Criteria	Emergent	Developing	Intermediate	Proficient
References and use of Primary Literature				
Relevant and reasonably complete discussion of how this research project relates to others' work in the field (scientific context provided). Primary literature is defined as: - peer reviewed - reports original data - authors are the people who collected the data. - published by a non-commercial publisher.	• References are absent, inappropriate or incorrect. • Primary literature references are not included.	• Primary literature references are limited (only one or two primary references in the whole paper) • References to the textbook, lab manual, or websites given. • Citations are at least partially correctly formatted. Note that proper format includes a one-to-one correspondence between in-text and end of text references (no references at end that are not in text and vice versa) as well as any citation style currently in use by a relevant biology journal.	• References are more extensive (at least one citation for each major concept) • Literature cited is predominantly (> 90%) primary literature • Primary literature references are used primarily to provide background information and context for conclusions	• Primary literature references indicate • an extensive literature search was performed. • Primary literature references frame the question in the introduction by indicating the gaps in current knowledge of the field. • Primary literature references are used in the discussion to make the connections between the writer's work and other research in the field clear • Primary literature references are properly and accurately cited

Appendix Rubric for Learning Outcome #2

SCORING DIMENSION	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARTICULATING A SCIENCE-RELATED ISSUE *What is the evidence that the student can articulate a clear risk/benefit analysis and explain its context?*	• The scientific or technological or social significance of the issue is missing, vague, or unclear • Social context is limited and/or contains biases • Relates issue to personal experience , but does not situate the issue within any other context	• The scientific or technological or social significance of the issue is clear, but lends itself to readily available answers • Social context is described in a general manner • Relates issue to personal experience and makes references to another context	• The scientific or technological or social significance of the issue is thoughtful and lends itself to a challenging research project • Social context is described in clear and objective manner • Relates issue to personal experience and situates issue in a cultural, historical, and/or global context	• The scientific or technologic or social significance of the issue is thought-provoking a lends itself to a challenging and interesting research proj • Social context is described i clear, objective and comprehensive manner • Situates the issue within thei genres: cultural, historical context, global context, and personal experience and elaborates on the significanc of the issue in these contexts
☐ *Significant evidence of these indicators are not present in the work sample*	• Scientific content is limited and/or contains inaccuracies	• Scientific content is limited but accurate	• Scientific content is clear, accurate, detailed, and relevant.	• Scientific content is clear, detailed, accurate, relevant, well organized and conveys depth and breadth of the topi
CONDUCTING THE RESEARCH *What is the evidence that the student can gather information and analyze its credibility?*	• Information is gathered from a few sources but some sources may not be appropriate/relevant • The credibility and reliability of the sources are not discussed • Some of the information cited may be irrelevant to the issue • Discussion of questions, counter-arguments, or alternative claims are unclear or absent	• Information is gathered • from multiple relevant sources. • The credibility and reliability of some of the sources are discussed • Most of the information is relevant to the issue • Briefly alludes to questions, counter-arguments, or alternative claims	• Sufficient information for understanding the issue is gathered from a combination of primary and secondary sources • The credibility and reliability of some of the sources are analyzed and discussed • All of the information cited is relevant and essential to understand the issue • Acknowledges questions, counter-arguments, or alternative claims where appropriate	• Extensive information is gathered from primary sourc that support all major aspect of analysis, but may include secondary sources. • The credibility and reliabilit of these sources are fully analyzed and discussed • All of the information cited i relevant and provides differe perspectives to fully explore the issue • Acknowledges and responds questions, counter-argument or alternative claims
☐ *Significant evidence of these indicators are not present in the work sample*				

SCORING DIMENSION	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
CONDUCTING THE RISK-BENEFIT ANALYSIS? *What is the evidence that the student can make determinations about relative risks and benefits?* ☐ *Significant evidence of these indicators are not present in the work sample*	• Define the conflict but have not articulated the benefits or risks. • Position is not clearly stated.	• Either benefits or risks are not clearly stated and/or supported by details • States a clear position with regards to the issue but the decision is not well-supported.	• Benefits are clearly stated and supported by details • Risks are clearly stated and supported by details • States a clear position with regards to the issue supported by sufficient, accurate and relevant details	• The validity and limitations of the risk/benefit analysis are clearly articulated and well-supported by arguments.
DEVELOPING AND SUPPORTING A THESIS *What is the evidence that the student can develop a thesis and support it with evidence?* ☐ *Significant evidence of these indicators are not present in the work sample*	• Thesis is weak and lacks arguable position • Limited use of data and/or examples • Conclusions are not logical or are unclear. • No discussion of limitations of the conclusions • Not clear how the student's thinking about the issue was informed by the project	• Thesis presents a general position • Data and/or examples are used to illustrate one point of view • Conclusions are logical and describe the thesis. • Limited discussion of the validity and/or limitations of the conclusions • Student's thinking about the issue is clearly discussed	• Thesis is clear and includes a statement of position • Data and/or examples are used to illustrate varying points of view • Conclusions are logical, describe the thesis; and convey ideas supported by evidence • Validity and limitations of the conclusions are evaluated • Reflection on the issue shows evidence of how the student's thinking evolved	• Thesis is well developed and includes a definitive statement of position supported logically • Data and/or examples are used to illustrate different points of view and justify the thesis • Conclusions are logical and insightful, describe the thesis, and convey ideas with compelling evidence • Validity and limitations of the conclusion are evaluated and other explanations are considered • Reflection on the issue indicates how student's thinking evolved and strengthens student's argument

SCORING DIMENSION	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
COMMUNICATION *What is the evidence that the student can clearly communicate ideas to others?* ☐ *Significant evidence of these indicators are not present in the work sample*	• Product is somewhat disorganized. • Reveals low awareness of the subject and inability to connect to audience • The product does not follow conventions of scientific writing • Visuals representations do not assist in understanding the issue	• Product is organized but makes generalizations without specific details • Provides a general sense of confidence about the subject but shows an inability to connect to audience • The product partially follows the conventions of scientific writing • Visual representations provide an example of the issue	• Product is organized and supported by sufficient detail • Conveys a sense of authority on the subject and is suitable to the audience • The product generally follows the conventions of scientific writing • Visual representations assist in understanding the issue	• Product is organized, clear, an supported by relevant evidenc • Demonstrates a thorough command of the subject and is engaging for audience • The product follows all specif conventions of scientific writi • Visual representations greatly enhance understanding of the issue

Appendix Rubric for Learning Outcome #3

L.O. #3: Diversity and Characteristics of Life.					Related Course
	Deficient	**Needs Improvement**	**Satisfactory**	**Mastery**	
MFAT Scores of Cell, molecular, and organismal and ecology)	Scores greater than 10% below the national average	Scores greater than 10% but less than 5% below the national average	Scores at the national average ±5%	Score over 5% above national average	
Domains	Student did not meet the criteria for the next higher category.	Students can list the three domains but cannot give any rational for the development of this taxon or are unable to list the three domains.	Student is able to list the three domains and give justification for the domain system but had one or more errors .	Student is able to list and describe the three domains and give the justification for the development of the domain system.	BIOL1114
Characteristic of life	Students omitted 3 or more characteristics listed in "mastery" or did not give accurate examples for all of those listed	Student omitted 2 of the characteristics listed in "mastery" or did not give accurate examples for all of those listed	Student omitted one of the characteristics listed in "mastery" or had errors in their descriptions for those listed	Students are able to communicate that the characteristics of life include; organization, cell composition, metabolism, reproduction, diversity, evolution, stimuli response, and homeostasis and is able to describe variation within each character.	BIOL1114
Kingdom Diversity	Student did not meet the criteria for the next higher category.	Student can interpret evolutionary relationships between major groups in a clade or is able to list and describe the fundamental characteristics (including cell type, metabolism, organization, and motility) for the organisms in at least four kingdoms	Student can interpret evolutionary relationships between major groups in a clade and is able to list and describe the fundamental characteristics (including cell type, metabolism, organization, and motility) for the organisms in at least four kingdoms	Student can interpret evolutionary relationships between major groups in a clade and is able to list and describe the fundamental characteristics (including cell type, metabolism, organization, and motility) for the organisms in the six kingdoms	BIOL1114 Archaea Bacteria BIOL2124 Bacteria Protista Fungi Plantae BIOL2134 Protista Animalia BIOl3054 Bacteria
Making Connections (How mechanisms, pathways, organelles, organs, and organ are involved in each the characteristics of life.)	Students are unable to meet the criteria of the next higher category	Student is only able to communicate what specific mechanism, pathways, organs, or organ systems are directly linked to each characteristic of life.	Student is able to communicate how a mechanism, pathway, organ or organ system contributes to or performs in more than three of the characteristics of life	Student is able communicate how a mechanism, pathway, organ, or organ system, contributes to or performs in the accomplishment of each the characteristic of life.	BIOL1114 BIOL3074 BIOL3174 Others?
Defining life	Student did not meet the criteria for the next higher category	Student could only list two example but all information was correct **or** listed 3 examples but had multiple errors in their explanation.	Student is able to list three examples but gave inaccurate information in one explanation.	Student is able to list and explain at least three examples as to why it may be difficult to differentiate between living and nonliving.	BIOL1114 Others?

Appendix Rubric for Learning Outcome #4

Specific dissection student learning outcomes:

a. Students will demonstrate basic dissection technique by correctly identifying assigned anatomic structures, and by demonstrating good quality of dissection.

b. Students will demonstrate an understanding of the safety concerns involved in preserved specimen dissection. Evidence of this understanding might include: a. providing evidence of preparation for dissection, b. safe use of dissection instruments, c. following instructions for clean-up and tissue disposal.

***These are the grading rubrics used for the microscopy skills assessment for BIOL 1114, and BIOL 3054**

Microscopy techniques Rubric Principles BIOL 1114	**Emerging (0-3)**	**Intermediate (4)**	**Proficient (5)**
Set-up/dismantle	Student demonstrates limited knowledge of set-up/dismantle technique	Minor issues (1) with setting up and putting away scope	Student demonstrates proper technique setting up and putting scope away including carrying, resetting low power objective, stage position, cleaning lens as needed, dust cover.
Clear focus on named structure	Student is unable to identify cellular structures; e.g. focuses on non-cellular artifacts	Student incorrectly identifies named structure; but pointer is in focus and within a cell.	Student correctly focuses on a specified cellular structure (e.g. chloroplast, nucleus, or other)
Uses lenses , light intensity, mechanical stage, to find and focus	Student demonstrates inability (or limited ability) to methodically find, view and resolve microscopic structures	Student demonstrates good technique, but achieves less than ideal resolution	Students correctly uses scanning and other lenses, appropriate light intensity (iris diaphragm), mechanical stage, to maximize resolution of named structure

Microscopy techniques Rubric Microbiology BIOL 3054	**Emerging (0)**	**Intermediate (0.5)**	**Proficient (1)**
Default settings (set-up)	Student does not check default settings	Student partially checks default settings	Student checks and adjusts microscope default settings correctly to begin scanning specimen
Focal reference	Student is unable or does not know how to achieve focal reference	Student partially achieves focal reference with scanning lens	Student correctly achieves focal reference on scanning lens
Clear image on all 4 lenses	Student uses 1 or 2 lenses correctly, but does not achieve clear focus on other lenses	Student correctly uses some, but not all lenses to bring specimen into clear focus	Students correctly uses all 4 lenses, to bring specimen into clear focus
Adjusts light intensity correctly	Student does not use, or does not know how to use light intensity to maximize image resolution	Student does not adjust light intensity when changing objective lenses; and some resolution is lost	Student adjusts light intensity using iris diaphragm when increasing magnification so that maximum resolution is achieved
Resets default settings (puts away)	Student does not reset default settings without prompting	Student partially resets microscope	Student correctly returns scope to default settings

Appendix Rubric for Learning Outcome #5

RUBRIC FOR ASSESSMENT OF 4891 SEMINAR PRESENTATION

Criteria		Performance assessment score (total available = 80pt)			
		2	3	4	5
Study Overview	Background and literature review	Omitted	Review was insufficient Only minimal background given.	Review was adequate providing the basic knowledge to interpret the manuscript	Review covered the background material and reduced complex terms for clear understanding
	Significance of the study	Not stated	Significance poorly explained	Significance was well explained	Significance of the study relative to the wider field of biology or human condition was clearly explained
	Data Presentation	No data presented	Data presentation was poorly organized	Data were organized and appropriately displayed	Data were well organized for easy analysis and interpretation by the audience. Key elements were highlighted
Study Analysis and Critique	Experimental design	Not explained	Design poorly explained	Methodology was explained and generally clear and understandable	Methodology covered all significant points. Student demonstrated a deep understanding and insight about the experimental design
	Analysis and interpretation of data	No critical analysis of data	Inappropriate treatment or poor analysis of the data	Appropriate critical analysis of the data shown	Thorough analysis and interpretation of the data including statistical methods where appropriate.
	Discussion	No discussion of the implications of the study Student just presented the authors comments/ discussion	Minimal or poor discussion of the study. Presenter did not show a grasp of the manuscript	The discussion revealed that the presenter understood the success and limitations of the study	Discussion revealed a deep reflective insight into the study and its relationship to the wider biological field
Study Conclusion	Final Conclusion	None stated Student presented the authors conclusion only	Conclusion not clearly related to the study. Student mainly presented author's conclusion, with minimal further addition	Student presented independent conclusion, related to the problem and supported by the data	Student presented independent conclusion, based on the data analysis and clearly related study to others in the field
Adequate source material	Each performance assessment is worth 3x i.e., 6, 9, 12, and 15pts respectively	Student presented a primary research manuscript in biology, but article not full length or very limited in scope. Paper older than 10 years	Student presented a primary research manuscript in biology. Paper older than 7 years.	Student presented a refereed research article in the biological field of choice. Included additional review articles beyond those in the article.	Student presented a complex recent refereed research article in the biological field of choice. Included additional review articles and/or data from additional refereed primary research articles with critical assessment of the added articles.

Preparedness	Organization and clarity	Non-sequential and confusing Poor explanation of technical terms/acronyms	Technical terms and acronyms adequately defined and mostly used appropriately	Logical flow and left no major unanswered pertinent questions related to the study. Technical terms mostly used correctly.	Presenter explained the material in a clear logical manner. Complex subject was reduced to easily understandable terms suitable for the target audience
	Demonstration of understanding the material	The speaker was unable to answer study-directed questions	Answers demonstrated only a basic understanding of the study	Answers revealed a clear grounding in the issues pertinent to the study	Answers to subsequent questions showed exceptional insight, beyond knowledge gleaned from the central paper
	Construction of powerpoints	Slides difficult to read: Poor choice of background. Writing too small. Too much writing per slide. Figures unclear Extensive cutting and pasting of text from the paper.	Slides generally fine Poor choice of background Several slides had too much writing/too small. Some figures unclear.	Slides generally fine Good background/writing contrast Some slides unclear	Well laid out: appropriate amount writing per slide, figures/graphics clear. Visually pleasing. Break/summary slides added in appropriate place
Presentation	Personal Style: Eye Contact	The presenter seemed oblivious to the audience. Or read extensively from script or slides	The speaker occasionally made eye contact with the audience Often read from script or slides	The presenter connected with the audience. Made good eye contact. Used notes/slides, only in more difficult sections of talk	Presenter engaged the audience. Made good eye contact Rarely, if ever read from notes/slides. The presenter added extra interest through humor drama
	Personal Style: Speaking Delivery	Major difficulty in communicating: difficult to hear and/or understand	Speaks with some nervousness, communicates with some difficulty or lack of ease	Smooth speaking style, few umms or ahhs, but generally at ease.	Smooth, spontaneous speaking style, easy to understand, interesting to listen to.
	Time management	Talk lasted 10 minutes or less.	Presentation was hurried or delivery too slow. Talk lasted less than 15 minutes or more than 18 minutes.	Adequate time spent on the presentation delivery as a whole, but some areas required more time. Talk lasted 18 minutes	Overall presentation well balanced. Delivery pace perfect.
Extra credit for (up to 5pt)	Effective use of additional audio, visual or other aids	They were confusing	They added little or nothing to the overall understanding. Did not contribute information that the presenter could not have easily presented themselves	They complemented the presentation and enhanced overall understanding	They were extraordinarily well designed with extra aids or sources added to help information delivery

Note: for purpose of HLC/ program assessment: categories "2" and "3" should merge to produce "emerging" cat. 4 would be "intermediate" and cat 5 would be "proficient". The "yellow" blocked boxes should be categorized as "intermediate". The "green" rows are not counted toward program assessment

October 27, 2020 Curriculum Committee/November 10, 2020 Faculty Senate

SUMMARY

College of Arts & Humanities – Department of Communication & Journalism

a. Add TH 3263: Narrative Film Production, to the course descriptions;
b. Modify the Curriculum in Drama and Speech Education for Teacher Licensure, as follows: (1) delete the following courses: TH 4313: Theatre History I: Antiquity to Romanticism, TH 4323: Theatre History II: Late 18th Century to the Present, and 3 hours of Fine Arts and Humanities; and (2) add the following courses: COMM 3163: Writing for Performance, TH 2273: Introduction to Theatre, and TH 3263: Narrative Film Production;
c. Modify the Curriculum in Communication with the Theatre Option, as follows: (1) delete the following courses: COMM2013: Voice and Diction, TH 2203: Play Analysis, TH 2513: Introduction to Theatrical Design and Production, 3 hours of Theatre history; and (2) add the following courses: COMM 3163: Writing for Performance, TH 3263: Narrative Film Production, TH 3803: Directing Theories and Techniques, 3 hours of Theatre Electives (3000-4000 level); and
d. Modify the Minor in Theatre, as follows: (1) delete the following courses: TH 2203: Play Analysis, TH 2513: Introduction to Theatrical Design and Production, TH 3513 Stagecraft Techniques, 3 hours of Theatre history; and (2) add the following courses: 12 hours of Theatre Electives or theatre related courses such as COMM 2013: Voice and Diction, COMM 3063: Oral Interpretation, COMM 3163: Writing for Performance, or course approved by Theatre advisor.

College of Arts & Humanities – Department of Music

a. Add the following courses to the course descriptions:
   (1) MUS 1400: Piano Proficiency;
   (2) MUS 2000: Sophomore Barrier;
   (3) MUS 3723: Electronic Music Creation; and
   (4) MUS 4983: Sound Design Seminar;
b. (1) Change the course number for MUS 4001: Senior Recital, to 4000; (2) change the title to Capstone Recital; (3) modify the Prerequisite FROM: Prerequisite: Six semesters of major applied study; TO: Six semesters of major applied study, permission of instructor, and required of all music education majors; (4) add the Corequisite: 3000-level applied instruction on major performance instrument or voice of 1, 2, or 3 hours credit; (5) modify the course description FROM: Required of all music education majors; TO: a cumulation of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area; and (6) change the grading;
c. (1) Change the title for MUS 4701: Special Methods in Music, TO: Teaching Music in the Elementary and Secondary School; (2) modify the Prerequisites FROM: Prerequisites: Admission to Stage II of the Teacher Education program; TO: Admission to Stage II and Student Teaching; (3) add the Corequisite: SEED 4809; and (4) modify the course description FROM: Intensive on

campus exploration of the principles of curriculum construction, teaching methods, use of community resources, evaluation as related to teaching music, and dealing with diversity in the classroom; TO: Supervised student teaching in the music classroom exploring the principles of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.

d. Modify the Curriculum in Music Education for Teacher Licensure - Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
e. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - , Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
f. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Vocal Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) Add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments; and
g. Modify Music Education for Teacher Licensure - Vocal Music Option, as follows: : (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments.

College of Business – Department of Management and Marketing

a. Modify the Minor in Business and Entrepreneurship, as follows: add BUAD 2003: Business Information Systems; and delete 3 hours of directed electives.

College of Education – Department of Curriculum & Instruction

a. Delete ELED 3113: Human Development and Learning Theories, from the course descriptions;
b. Delete SPED 3023: Development and Characteristics of Diverse Learners, from the course descriptions;
c. Add ELED 2113: Human Development and Learning Theories, from the course descriptions;

d. Add SPED 2023: Development and Characteristics of Diverse Learners, from the course descriptions; and
e. Modify the Curriculum in Elementary Education, as follows: (1) delete ELED 3113: Human Development and Learning, and SPED 3023: Development and Characteristics of Diverse Learners; and (2) add ELED 2113: Human Development and Learning Theories, and SPED 2023: Development and Characteristics of Diverse Learners.

College of Engineering & Applied Sciences – Department of Electrical Engineering

a. Modify the Curriculum in Computer Engineering, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; and (2) add STAT 3153: Applied Statistics I;
b. Modify the Curriculum in Electrical Engineering, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; (2) add STAT 3153: Applied Statistics I; (3) delete 3 hours of Mathematics Elective; (4) add COMS 2903: Discrete Structures for Technical Majors, OR MATH 2703: Discrete Mathematics; and (5) delete footnote 3; and
c. Modify the Curriculum in Electrical Engineering with Biomedical Option, as follows: (1) delete ELEG/MATH3173: Math Methods for Engineers; (2) add STAT 3153: Applied Statistics I; (3) delete COMS 2203: Foundations of Computer Programming II; and (4) add COMS 2903: Discrete Structures for Technical Majors, OR MATH 2703: Discrete Mathematics.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	5.28.20

Title	Signature	Date
Department Head Anthony Caton		5.28.20
Dean Jeffrey Cass	Jeffrey Cass	06/03/2020
Assessment Christine Austin		6/10/20
Registrar	Tammy Weaver	9/11/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
TH	3263	○ Spring ◉ Summer I

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

Narrative Film Production

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

Narrative Film 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):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every year

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

N/A

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

It can be taught in the theatre space.

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 addresses the film-making outcome (see program change): Produce a short film or live scene as a means of visual storytelling. This course gives students the fundamental skills in narrative film-making. As the Theatre Program shifts its emphasis from Theatre to Theatre & Film, many skills from the theatre can be applied to film. However, students will need a course to introduce them directly to skills of film production---esp. shot planning, camera work, and editing.

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

Students will create a short narrative film that will be screened on campus, published online, and submitted to film festivals. This video will demonstrate their cumulative knowledge of filmmaking (narrative structure, shot planning, camera work, and editing) and distribution.

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

We believe that students who are interested in theatre are also interested in film and see this as a skill that will lead to careers and professional work (see our Program Change proposal). If we are adding a film component, we need a film production course.

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

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

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

TH 3263 : Narrative Film Production

- - - - COURSE SYLLABUS - - - -

COURSE AND CONTACT INFORMATION

Catalogue description:
A course studying the fundamental skills in film-making, including narrative structure, shot planning, camera work, and editing.

Rationale:
In the technological age, it is sensible to teach film-making, which gives our students a practical outlet to apply their theatrical skill set. Film-making offers skills that easily translate to every other industry, therefore making our students more marketable.

Instructor:
Office hours:
Contact info:

WHAT WE'LL READ

Digital Filmmaking: An Introduction
by Peter Shaner
ISBN: 9781936420117
(Yes, you have to buy the book.)

SUPPLIES

- An electronic device that films (smart phone, tablet, etc.)
- Video editing software on your phone (most devices offer free apps for this)
- A tripod that fits your device (One per team)
- Notebook, pencils, pens

Note: If you are unable to obtain any of the supplies, please speak with your professor.

ASSIGNMENTS AND GRADING

80% Projects/final exam

20% Classwork, quizzes, & participation

Your grade will be figured out of 1500 points.
1,500-1,350 = A ; 1,349-1,200 = B ; 1,199-1,050 = C ; 1,049-900 = D ; 899 and under = F

Talking Heads Exercise: 50
Visual Story Script: 50
Visual Story Film: 100
Dialogue Script: 50
Camera Movement Project: 50
Dialogue Project Shot list: 50
Dialogue Project Slideshow: 50
Dialogue Project Dailies: 50
Dialogue film: 100
3-2-1 Script rough draft: 50
3-2-1 Final script: 50
3-2-1 Shot list: 50
3-2-1 rough cut: 50
3-2-1 revised cut: 50
3-2-1 final screener: 200
3-2-1 distribution proposal: 100
Final exam: 100
Classwork/quizzes/participation: 300

EXPECTATIONS

IN THIS COURSE, YOU WILL

- obtain a basic understanding of digital filmmaking.
- learn how to create videos with high production quality on your own device.
- create a short narrative video that will be screened on campus, published online, and submitted to film festivals.

In other words, you will be a filmmaker!

STUDENT ACADEMIC CONDUCT POLICIES

As per the rules and regulations of Arkansas Tech University, an academic atmosphere must be maintained in the classroom in order "to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner, and refrain from cheating, plagiarism, or other unfair and dishonest practices" (Faculty Handbook, p. 68). Academic misconduct and plagiarism in any form will not be tolerated.

Academic misconduct. "Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal and nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during class" (Faculty Handbook, p. 69).

Plagiarism. "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 acknowledgment 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" (Faculty Handbook, p. 69).

All work that you submit must be your own work. You may not do any of the following:

1) Turn in or copy someone else's work.
2) Copy someone's work and change a few of the words.
3) Copying words from a source without citing it and giving credit to the source.
4) Attempt to use any notes on a closed-note assignment.
5) Look at someone else's work during an quiz, test, or otherwise individual assessment.

If you are doing any of the above or anything else that constitutes cheating, you will receive a zero on that assignment. Per the university's academic integrity policy, incidents of plagiarism and cheating will be reported to the Office of Academic Affairs.

Policies
COURSE SYLLABUS

CLASS PARTICIPATION

You will earn participation points for every day that you attend class and take part in an engaged manner. Missing class will adversely affect your participation grade. If you know in advance that you will be absent, please inform the instructor as a courtesy.

For each class period, you will receive between 0 and 5 points. The criteria are as follows:

5 --- on time, not disruptive, actively participating in class discussion, volunteering for class exercises
4 --- the average grade, student is on time, not disruptive, doing the work asked
1-3 --- tardy, not paying attention, not doing assignments, inappropriate cell phone usage
0 --- absent or disruptive

Your total participation points will be averaged to get a score out of 100, which will apply to your total grade.

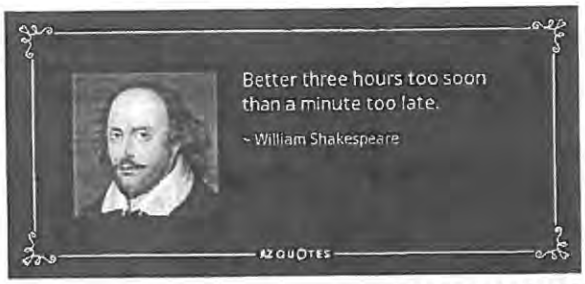
ATTENDANCE DEDUCTION

You are expected to attend every class. Because of the nature of this class, the classes you miss cannot be made up. After 2 unexcused absences, each absence will be penalized by deducting 2.5% from the final grade. (In other words the first six absences will cause your grade to drop one letter.) Twelve absences constitute an automatic FE "failure due to excessive absence."

Absences will only be excused for university-sanctioned events.

TARDINESS

Please arrive on time. Each tardy deducts at least two participation points and will severely impact your grade.



Policies
COURSE SYLLABUS

DISABILITY SERVICES

Your instructor will willingly make accommodations for those requiring them. As soon as possible, students needing accommodations should first contact the ATU Office of Disability Services at 479-968-0302.

SENSITIVITY STATEMENT

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

NEEDS STATEMENT

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

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

TECHNOLOGY

We will be utilizing various resources to access the Internet to research, review materials, and submit assignments. You must hold yourselves to high expectations when you use these resources. Your time must be spent well.

I will ask you to use common courtesy in your phone usage. Please do not use your phone for unrelated activities while in class, particularly when I or your classmates are talking. Inappropriate cell phone usage will result in a deduction in classroom participation points.

Be respectful.
Be successful.

Course Calendar
COURSE SYLLABUS

(This calendar is subject to change. Check your e-mail for announcements.)

Aug. 21-- Introduction and overview of syllabus
Aug. 23-- *Digital Filmmaking (DF)*: Preface

Aug. 26-- *DF*: Ch. 1
Aug. 28-- Workshop: Talking Heads Exercise
Aug. 30-- Screen Talking Heads Exercise.
Talking Heads Exercise due to Google Drive by 11:00 a.m.

Sept. 2-- Labor Day Holiday: NO CLASS
Sept. 4-- *DF*: Ch. 2
Sept. 6-- Short film analysis. Begin Visual Story Script Exercise.

Sept. 9-- Workshop: Peer review Visual Story Scripts.
Sept. 11-- Dialogue discussion. Begin Dialogue Script Exercise.
Visual Story Script due to Blackboard by 11:00 a.m.
Sept. 13-- Workshop: Peer review Dialogue Script Exercise.
Optional reading: *DF*: Ch. 3 (p. 58-82)

Sept. 16-- *DF*: Ch. 3 (p. 82-97).
Camera movement analysis and practice.
Dialogue Script due to Blackboard by 11:00 a.m.
Sept. 18-- Workshop: Playing with camera movement
Sept. 20-- Screen Camera Movement Projects
Camera Movement Project due to Blackboard by 11:00 a.m.

Sept. 23-- *DF*: Ch. 4 (p. 115-129)
Sept. 25-- Workshop: Playing with shots and angles
Sept. 27-- *DF*: Ch. 4 (p. 129-147)

Sept. 30-- Workshop: Playing with composition. Begin shot list for Dialogue Project
Oct. 2-- Workshop: Photographing Dialogue Project
Shot list for Dialogue Project due to Blackboard by 11:00 a.m.
Oct. 4 -- Screen Dialogue Project Slideshow
Slideshow due to Google Drive by 11:00 a.m.

Oct. 7-- Workshop: Film Visual Story Script in a moving master
Oct. 9-- *DF*: Ch. 7; Screen Visual Story Films;
Assignment: Students are to film Dialogue Project outside of class.
Visual Story Films due to Google Drive by 11:00 a.m.
Oct. 11-- Fall break: NO CLASS

Course Calendar (cont.)
- - - - COURSE SYLLABUS | FALL 2019 - - - -

(This calendar is subject to change. Check your e-mail for announcements.)

Oct. 14-- *DF*: Ch. 8; begin editing Dialogue project.
Dailies from Dialogue Project due in class.
Oct. 16-- Independent Workshop: Editing Dialogue Project– Class will not meet
Oct. 18-- Online screening of Dialogue scripts--Class will not meet
Dialogue films due to Google Drove by 11:00 a.m.;
Student feedback due for each film due to Blackboard by 11:00 p.m.

Oct. 21-- Workshop: Peer review of 3-2-1 script
Oct. 23-- Guest speaker: Working with actors
Final Draft of 3-2-1 script due to Blackboard by 11:00 a.m.
Oct. 25-- 3-2-1 preparations
Shot list for 3-2-1 due to Blackboard by 11:00 a.m.

Oct. 28-- Workshop: 3-2-1 production
Oct. 30-- Workshop: 3-2-1 production
Nov. 1-- Workshop: 3-2-1 production

Nov. 4-- Workshop: Editing 3-2-1
Nov. 6-- Rough cut screenings and feedback
3-2-1 rough cut due to Google Drive by 11:00 a.m.
Nov. 8-- Rough cut screenings and feedback (cont.)

Nov. 11-- 3-2-1 Revised film screening and feedback
3-2-1 revised cut due to Google Drive by 11:00 a.m.
Nov. 13-- 3-2-1 Revised film screening and feedback (cont.)
Nov. 15-- Final preparations for final viewing even
3-2-1 final screener due to Google Drive by 8:00 a.m.

Nov. 15-16: 8:00 p.m. — Digital Filmmaking Viewing Event (public screenings of 3-2-1)

Nov. 18-- Review and reflections on Watch Party
Nov. 20-- *DF*: Ch. 10; Guest Speaker: The festival circuit
Nov. 22-- Workshop: Distribution & festival planning

Nov. 25-- Field Trip: IMC Studios in Russellville
Nov. 27-- Thanksgiving Holiday: NO CLASS
Nov. 29-- Thanksgiving Holiday: NO CLASS

Dec. 2-- Guest speaker: The distribution process
Distribution proposal due to Blackboard by 11:00 a.m.

Dec. 5: 8:00 a.m. — Final Exam

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Journalism	5.28.20

Title	Signature	Date
Department Head Anthony Caton		5.28.20
Dean Jeffrey Cass	Jeffrey Cass	06/03/2020
Assessment Christine Austin		06/10/20
Registrar	Tammy Weaver	9/11/2020
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)	9/21/2020
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Speech 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)

Delete:
Th 4313 Theatre History I
Th 4323 Theatre History II
Fine Arts and Humanities Gen Ed (3 hrs)

Add:
COMM 3163 Writing for Performance
Th 2273 Introduction to Theatre (counts as Fine Arts and Humanities Gen Ed)
Th 3263 Narrative Film Production

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

N/A. The curriculum changes can be taught with current faculty.

Answer the following Assessment questions:

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

The Theatre Program is modernizing its offers to include film, thus building on ATU's technological traditions with this move to new media. Unfortunately, with the small number of theatre faculty, this means that some older theatre classes---Theatre History---will not be able to be offered as we make room for more innovative and forward thinking courses. Luckily, TH 2273 Introduction to Theatre spends one half of its teaching time on theatre history, meaning that Sph Ed students can still get a background in this coursework. Th 3263 Narrative Film Production is added in anticipation of Drama Teachers being required to know new sets of skills. For example, the Thespian Festival now has a film component; so coursework in film will be useful to teachers. COMM 3163 Writing for Performance fits with the mission's emphasis on access and the community: by knowing how to write scripts, teachers can instruct students on how to write scripts and write their own scripts to accommodate diverse theatre participants.

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?

      Students will learn theatre history in TH 2273, which was not previously required. They will also gain film and writing skills.

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

The program currently does not require course work in dramatic writing or film-making, skills which are becoming more common in the field.

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.
While there are no other Speech Education for Teacher Licensure programs in the state, University of Central Missouri and Tennessee Tech have similar programs. These changes to our curriculum put us on par with the others as far as an emphasis on directing and puts us ahead of them as far as creation--our students will have more opportunity to write, produce,

and film their own work. These curriculum changes streamline our program while also advancing it into the technological age by emphasizing digital filmmaking. Basically, they put our program a step ahead of the others by addressing where the discipline is going, not just where it has been.

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 student learning outcomes as posted on the ATU Assessment page have very little about theatre. We propose adding the following:

Outcome: Compose a script using Aristotelian principles.
Assessment: Ten-Minute Play: Students in Comm 3163 (Writing for Performance) will demonstrate Aristotelian principles by writing a script that effectively utilizes plot, dialogue, and spectacle at an intermediate level.

Outcome: Apply behind-the-scenes techniques for a play or film.
Assessment: 321 Production: Students in Th 3263 (Narrative Film Production) will demonstrate their ability to tell a visual story by successfully writing, shooting, and editing a short film at an intermediate level.

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

Curriculum Matrix for Catalog Curriculum in Speech Education for Teaching Licensure (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Th 2273 Introduction to Theatre Delete: Elective (2 hours) Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Comm 3163 Writing for Performance Delete: Fine Arts and Humanities (3 hours) Total Hours:
Junior Fall Semester Add/Change: Th 3263: Narrative Film Production Delete: Th 4313 Total Hours:	Junior Spring Semester Add/Change: Elective (2 hours) Delete: Th 4323 Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Journalism	5.28.20

Title	Signature	Date
Department Head Anthony Caton		5.28.20
Dean Jeffrey Cass	Jeffrey Cass	06/03/2020
Assessment Christine Austin		6/10/20
Registrar		6/10/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Communication --- Theatre 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)

Change name to Communication --- Theatre and Film Production Option

~~Add new course:~~
~~TH 3263: Narrative Film Production~~

Delete the following requirements:
COMM 2013: Voice and Diction
TH 2203: Play Analysis
TH 2513: Introduction to Theatrical Design and Production
Theatre history 3 hours

Add the following requirements:
COMM 3163: Writing for Performance
TH 3803: Directing Theories and Techniques
TH 3263: Narrative Film Production
TH Elective (3000-4000 level)^3

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

N/A. These curriculum changes can be taught with the current faculty.

Answer the following Assessment questions:

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

By expanding our theatre offerings to include film, we build on our technological traditions to move into new media. By emphasizing film production for the small screen, we give our students skills that will be needed in the future without costing the university a lot of money. By looking toward the future, we provide the students with a progressive intellectual experience that will help them shape the future of the performing arts in our community, state, and nation.

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?

Today's students no longer see a strong distinction between film and theatre. Semester after semester, we get students who are just as interested---or more interested---in careers in film.

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

Currently, our students are not required to learn certain key elements of the theatrical arts today---namely directing, dramatic writing, and film-making.

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.

ATU's Theatre Department prides itself on giving students opportunities to lead and create. When compared to the theatre departments at University of the Ozarks and UCA, this curriculum change will give more hands-on creative opportunities to our students. While both other programs offer script writing and directing courses, our program gives students the opportunities to bring their work in those courses to life in front of audiences (live or streaming). Additionally, this adjustment uniquely positions our program to lead the way in the technological age by teaching students how to create and distribute digital films, which no other Theatre program does.

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.)

Outcome: Plan and create a performance using Stanislavskian acting technique.
Assessment: Short scene: Students in Th 2703 (Acting Theories and Techniques) will demonstrate an ability to satisfactorily embody internally and externally a character using the Stanislavskian technique at an intermediate level.

Outcome: Compose a script using Aristotelian principles.
Assessment: Ten-Minute Play: Students in Comm 3163 (Writing for Performance) will demonstrate Aristotelian principles by writing a script that effectively utilizes plot, dialogue, and spectacle at an intermediate level.

Outcome: Apply behind-the-scenes techniques for a play or film.
Assessment: Final Presentation: Students in Th 3513 (Stagecraft Techniques) will demonstrate an adequate understanding of set construction, light mechanics, and costume creation by satisfactorily completing these processes and presenting their work to the class.

Outcome: Produce a short film or live scene as a means of visual storytelling.
Assessment: 321 Production: Students in Th 3263 (Narrative Film Production) will demonstrate their ability to tell a visual story by successfully writing, shooting, and editing a short film at an intermediate level.

Outcome: Demonstrate the above skills by collaborating on a program-wide performance endeavor.
Assessment: Departmental Production: Students taking practicum courses in performance, directing, and behind-the-scenes work will complete their tasks at least to an intermediate level and then have the chance to present their work to the respondents for the Kennedy Center American College Theater Festival for oral feedback.

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

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

Curriculum Matrix for Catalog Curriculum in Communication --- Theatre and Film Production concentration (enter title for program changing)	
Freshman Fall Semester Add/Change: Social Sciences Delete: Th 2203 Total Hours:	Freshman Spring Semester Add/Change: Comm 3163 Writing for Performance Delete: Social Sciences Total Hours:
Sophomore Fall Semester Add/Change: Th 3263 Narrative Film Production Delete: Th 2513 Total Hours:	Sophomore Spring Semester Add/Change: Th 3513 Stagecraft Techniques Delete: Comm 2013 Total Hours:
Junior Fall Semester Add/Change: Th elective 3 hours Delete: Th 3513 Total Hours:	Junior Spring Semester Add/Change: Th 3803 Directing Theories and Techniques Delete: TH History Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication & Journalism	5.28.20

Title	Signature	Date
Department Head Anthony Caton		5.28.20
Dean Jeffrey Cass	Jeffrey Cass	06/03/2020
Assessment Christine Austin	Christine Austin	6/10/20
Registrar		6/10/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Minor in Theatre

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

Delete the following minor requirements: TH 2203, TH 2513, TH 3513, Theatre history

Replace with: Elective in TH or theatre-related courses (e.g., COMM 2013: Voice and Diction, COMM 3063: Oral Interpretation, COMM 3163: Writing for Performance, or approved by Theatre advisor).

What impact will the change have on staffing, on other programs and space allocation?
There will be no effect on staff.

Answer the following Assessment questions:

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

   This change promotes student access by allowing students who have taken a number of theatre courses to receive some sort of credit---a minor. Also, by studying a variety of theatre courses, students improve their 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 program change makes the minor less restrictive. It will allow more students to receive minor credit.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
      As a small program, we cannot always offer courses a regularly as students might want them. In the past, we have been very lenient with course substitutions. This program change allows policy to follow practice. Also, we have proposed some curricular changes to the Theatre Program (becoming Theatre & Film) meaning that several of the classes required for the minor will not be offered frequently in the future.

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

   This change puts us more in-line with neighboring institutions. UCA, for instance, requires only two specific theatre courses for the minor with the rest being electives. The University of the Ozarks requires three specific courses, but one is Intro to Theatre. Hendrix has required courses that an individual student chooses from a menu. UAFS is alone in that their minor requirements are more restrictive than ours. In general, though, allowing more options will let students take the courses that they choose, tailoring the minor to their particular needs.

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.)

Overall, students will be able to apply skills from the field of theatre to a variety of other fields, as befits a minor. For more specific course outcomes, see below.

Outcome: Plan and create a performance using Stanislavskian acting technique.
Assessment: Short scene: Students in Th 2703 (Acting Theories and Techniques) will demonstrate an ability to satisfactorily embody internally and externally a character using the Stanislavskian technique at an intermediate level.

Other outcomes will fit the course taken. For examples, see the outcomes for the proposed changes to the Theatre & Film concentration.

If this course will affect other departments, a Departmental Support Form for each 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
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Bruton	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christine Austin	7/21/20
Registrar	Tammy Reaves	7/21/2020
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)	9/21/2020 JEW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**1440**	○ Spring ◉ **Summer I**

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

Piano Proficiency

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

PIANO PROFICIENCY

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?

Each fall and 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.
      BME-MUED & BA Music 1.1 Performance>1.1.2 Piano Proficiency Exam Jury panel evaluation of the student's final exam performance in the 4th semester of MUS 1441, Class Piano IV.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Tool is a performance exam (see syllabus for skills to be demonstrated).*

c. What is the rationale for adding this course? What evidence demonstrates this need?
   Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

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.

MUS 1440 – Piano Proficiency Fall 2021 Syllabus	
Instructor: Dr. Jeff Bright – WPN 106	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: To Be Arranged Class Time: To Be Arranged	
Instructor's Office Hours: by appointment	

Catalogue Description: A pass/fail course for students to demonstrate piano proficiency emphasizing those aspects most useful to non-piano majors. A demonstration of chords, sight reading, improvising, playing in all keys, harmonizing melodies, multiple-part score reading, modulation, harmonizing with secondary chords, improvising in various styles, playing a wide variety of literature, and accompanying is expected.
Co-requisite: MUS 1441 Class Piano IV or MUS 1201 Piano or MUS 1202 Piano or permission of instructor.

Course Rationale/Justification

This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

Course Objectives

- Read and play intermediate level piano music, including solo and ensemble literature
- Accompany, and improvise, in several styles
- Interpret and play from a lead sheet
- Lead and accompany in a music classroom

Instructional Materials

Required Texts: Lancaster, E.L. and Renfrow, Kenon D., Alfred's Group Piano for Adults, Book 2, 2nd edition; Alfred Publishing Company.

Attendance Policy

Strict attendance is essential and class participation is required, due to the large amount of material covered in class. Students are expected to attend all proficiency assessments. An absence from any proficiency assessment will lead to a failure of the course unless given prior approval by the instructor.

GRADING RUBRIC FOR MUS 1440 Piano Proficiency

"A" Grade (PASS): An accurate, fluent, musical performance. This includes:
Appropriate tempo, steady (You will be given metronome markings for "A" level tempo, per piece.) Correct notes and rhythms. Good touch and technique.
All markings observed—dynamics, articulations, phrasing, tempo changes, etc.
Musicality, including awareness of style/character

"B" Grade (PASS): Not as high a level as "A", but still "professionally useable;" could include slight problems: Tempo might be slower than the appropriate tempo but still steady
Some wrong notes, but not so much so that it is highly distracting, problematic
Adequate touch and technique. Markings not always fully observed
Not as musical/not as good a representation of the style/character

"C" Grade (PASS): Barely at the "useable" level:
Tempo too slow and/or unsteady
Wrong notes that would be very distracting and cause problems in an ensemble
Poor touch and technique, including poor fingerings
Markings inconsistently observed
Poor musicality/style/character

"D" Grade (FAIL): Very poor performance, not useable in a music making setting:
Tempo slow, unsteady, stopping and starting
Many wrong notes. Poor technique, many inaccuracies and/or inconsistencies in fingering that create many problems. Markings not observed
Obviously, musicality, style, and character cannot really be noticed with so many problems.

"F" Grade (FAIL): Inability to get through the piece/exercise, or all of the above parameters so poor that it is the same as not "performing" the piece/exercise—not useable at all

Academic Dishonesty

Academic dishonesty in any form is unacceptable. Student work may be checked using plagiarism detection software. Students caught using others work will lose ALL credit for that assignment. Students may appeal in accordance with official school policy (see Arkansas Tech Student Handbook Article V: Classroom Provisions).

Disability Services Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Sexual Misconduct Policy

The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases.

This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities.

A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.

This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity.

Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Proficiency Outline – Skills students will be expected to demonstrate

A. Triad Types
B. Major Cadences
C. Minor Cadences
D. Major Arpeggios
E. Minor Arpeggios
F. White-key Major Scales
G. White-key Minor Scales
H. Black-key Major Scales
I. Solo
J. Harmonization
K. Short-term Prepared Piece
L. 4-part Song
M. Sight Reading
N. Transposition

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Butts	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Pearce	7/21/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**2000**	○ Spring ◉ **Summer I**

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

Sophomore Barrier

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

SOPHOMORE BARRIER

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

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

Grading: ○ Standard Letter ◉ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every fall and 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.
      BA Music 1.1 Performance>1.1.1 Sophomore Major Applied Barrier Exam Jury panel evaluation of the student's final exam performance in the 4th semester of MUS 1__2, Applied Music on the student's major instrument.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Performance exam judged by a jury panel.*

c. What is the rationale for adding this course? What evidence demonstrates this need?
   Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

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.

MUS 2000 – Sophomore Barrier Fall 2021 Syllabus	
Instructor: Dr. Jeff Bright – WPN 106	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: To Be Arranged Class Time: To Be Arranged	
Instructor's Office Hours: by appointment	

Catalogue Description: A pass/fail course for students to demonstrate proficiency on their major performing instrument. Students demonstrate technical and musical performance proficiency by performing a solo/etude, major and minor scales as well as sight reading.
Pre-requisite: 3 semesters of applied study on major performance instrument
Co-requisite: 2 hours of applied study on major performance instrument

Course Rationale/Justification
The study of applied music is essential to the student's growth as a musician and music educator. Individual performance is a way for students to put their music learning into practice.

Courses included in the general education component should meet one or more objectives contained in the General Education Objectives in the undergraduate catalog. In this course, students will learn to communicate effectively, to think critically and demonstrate knowledge for the arts and humanities.

Course Objectives
- demonstrate a knowledge of the student's major performance instrument repertoire.
- practice efficiently and effectively.
- demonstrate musicianship and awareness of varying interpretations.
- perform on the instrument, as well as instruct others at a proficient level.
- demonstrate characteristic tone quality on major performance instrument.
- demonstrate appropriate fundamentals and technique on major performance instrument.
- perform major and minor scales.
- ability to read music at sight on major performance instrument.

Instructional Materials
Required Texts: Dependent on instrument and instructor.

Attendance Policy
Attendance is essential and class participation is required. Students are expected to attend all lessons and their sophomore barrier exam. An absence from the barrier exam will lead to a failure of the course.

GRADING RUBRIC FOR MUS 2000 Sophomore Barrier

"A" Grade (PASS): An accurate, fluent, musical performance. This includes:
Appropriate tempo, steady (You will be given metronome markings for "A" level tempo, per piece.) Correct notes and rhythms. Good tone and technique.
All markings observed—dynamics, articulations, phrasing, tempo changes, etc.
Musicality, including awareness of style/character

"B" Grade (PASS): Not as high a level as "A", but still "professionally useable;" could include slight problems: Tempo might be slower than the appropriate tempo but still steady
Some wrong notes, but not so much so that it is highly distracting, problematic
Adequate tone and technique. Markings not always fully observed
Not as musical/not as good a representation of the style/character

"C" Grade (PASS): Barely at the "useable" level:
Tempo too slow and/or unsteady
Wrong notes that would be very distracting and cause problems in an ensemble
Poor tone and technique
Markings inconsistently observed
Poor musicality/style/character

"D" Grade (FAIL): Very poor performance, not useable in a music making setting:
Tempo slow, unsteady, stopping and starting
Many wrong notes. Poor technique, many inaccuracies and/or inconsistencies in technique that create musical distractions. Markings not observed
Musicality, style, and character cannot really be expressed with so many problems.

"F" Grade (FAIL): Inability to get through the piece/exercise, or all of the above parameters so poor that it is the same as not "performing" the piece/exercise—not useable at all

Academic Dishonesty

Academic dishonesty in any form is unacceptable. Student work may be checked using plagiarism detection software. Students caught using others work will lose ALL credit for that assignment. Students may appeal in accordance with official school policy (see Arkansas Tech Student Handbook Article V: Classroom Provisions).

Disability Services Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Sexual Misconduct Policy

The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases.

This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities.

A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.
This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity.

Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Course Content Outline – Skills students will be expected to demonstrate

A. Repertoire Solo or Etude determined by instructor
B. Major Scales*
C. Natural Minor Scales*
D. Harmonic Minor Scales*
E. Melodic Minor Scales*
F. Sight reading excerpt provided by instructor

*Instrumental Students Only

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	6/4/20

Title	Signature	Date
Department Head		June 17, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		7/21/2020
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)	9/21/2020 SW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**3723**	☐ Spring ☐ **Summer I**

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

Electronic Music Creation

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

Electronic Music Creation

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? 3

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
ATU Media & Audio Lab and/or Online

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
b. If this course is required for the major or minor, complete the following.
    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?
    Music created with computers is now pervasive and the foundation for all music listened to via electronic media. This course meets an increasing demand for instruction in electronic music composing and production through readily available computer software and hardware.

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

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

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

SYLLABUS

MUS 3723

Electronic Music Creation

Spring 2021
Tuesday – Thursday 5:30 – 7:00 pm

ATU Audio and Media Labs
Ross Pendergraft Library RPL-204/210

Instructor
Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Media Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

This course will develop the knowledge and skills required for the composition and production of electronic music through in-class exercises and bi-weekly assignments that utilize digital audio workstation (DAW) software programs. Select electronic music genres and sound designs will be surveyed along with their application to the music, video, and game industries.

Pre-requisite: None.

No text required. All readings, exercises, and assignments are web-based.

Catalog Description

Composition and production of select electronic music genres through in-class exercises and bi-weekly assignments.

Pre-requisite: None.

$25 SSCH curriculum content fee

Objectives

- Introduction to composing and producing select styles of contemporary electronic music.
- Understanding the three major stages of the creative process in electronic music.
- Proficiency with DAW software programs for music production.
- Experience with MIDI, and Subtractive/Wave-Table/FM Synthesis in audio production.
- Introduction to digital sampling technologies and techniques.

Text and Readings

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 Media 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.
Kusek, D. 2005. Future of music: manifesto for the digital music revolution.
Savage, S. 2011 Art of Digital Audio Recording : A Practical Guide for Home and Studio. (Online access)
Savage, S. 2014 Mixing and mastering in the box : The guide to making great mixes and final masters on your computer.

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.

Assessment

Your grade will be determined by the following assessment opportunities: attendance (10 points total), six project assignments (10 points each, 60% total) and final project (30%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Assignments

All bi-weekly assignments will be submitted via USB flash drive or the Instructors T drive. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Music Composition 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 music composition/production that demonstrates the skills and knowledge acquired through the class lectures and assignments. A presentation will be given during the final exam period as part of the assignment grade.

Attendance Policy:
Attendance, Punctuality and Student Success – Attendance is a crucial component to student success and requires:

1. Arrive on time to class
2. Attend classes.
3. Complete Assignments on Time

Attendance points will be given for each class. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on time). In-class work missed may not be made up. When more than 3 classes have been missed, student services will be alerted and they will contact you about your attendance.

For more than 6 classes missed, the student will be dropped from the class and receive a failing grade (FE).
More than 3 late arrivals (+10 min. late) = one absence.
If you arrive more than 30 minutes late or leave 30+ minutes early you will be counted as absent for the class.

*Absence Exceptions: Students with documented medical conditions or emergencies who request an exception must notify the instructor or disability services ASAP and provide documentation upon their return to class. They will be reviewed on a case-by-case basis.

Students will not be counted absent for participating in ATU sanctioned events, official games, and field trips. ALL students missing for any reason are responsible for making up the work missed and turning their work in on time. You must notify me at least one class before the event.

Communication: You are expected to check your campus e-mail and Blackboard regularly. I often post homework reminders and info for the next class on Blackboard. If you have any reason to contact me, email is the most reliable method.

Blackboard: You can view the syllabus on "Blackboard" along with additional readings, links, quizzes and your individual grades.

Lab Equipment: The ATU Media Lab is a communal studio space shared by several classes and the entire university community; please treat the room and its contents with mindfulness and respect.

Building Safety: Located on the second floor of the ATU Library, the ATU Media and Audio Labs have extended hours for multimedia learning production when art and music classes are not being held in these

facilities. The specific hours are posted on the Media Lab website: www.atu.edu/medialab Two Media Lab assistants, ATU Library staff, and OIS staff are present throughout the library for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your access privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

Academic Integrity: Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

https://issuu.com/arkansastechuniversity/docs/student_handbook__2017_

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them.

The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php

Accommodations: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Third-Party Privacy and Accessibility Policies:
Third-Party Privacy and Accessibility Policies or
https://www.atu.edu/etech/privacy_accessibility.php

* Instructor reserves the right of flexibility. This syllabus is subject to change and individual and class needs dictate. Students will be given adequate notice of changes made.

Application for New Course Addendum:

Justification/rationale for the course:
Music created with computers is now pervasive and the foundation for all music experienced via modern electronic media. This course meets an increasing demand for instruction in electronic music composing and production through readily available computer software and hardware.

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)

Course content (outline of material to be covered in course).

(see next page)

MUS 3723 Electronic Music Creation – Spring 2021 – Class Schedule				
Assessment	**Week**	**Date**	**Lecture**	**Practice & Production**
	1	Jan.12 Jan.14	Class Overview, Lecture Format, Assignments, Assessment, Introduction, Audio Editing	*Windows OS Review, Keyboard Shortcuts, Introduction/History of EM, Basic Audio Editing*
	2	Jan.19 Jan.21	Sound, Signal Flow, Wave/Audio Editors Hardware Configuration, Wave/Audio Editors	*Audio Editor (SoundForge) Basics* *Rhythm, Groove, BPM*
Project 1 Due (Jan.28) (Rhythm)	3	Jan.26 Jan.28	Digital Audio Workstation Introduction (Cubase) MIDI Sequencing	*DAW (Cubase) Basics, Audio Editing* *DAW (Cubase) Basics, MIDI Editing*
	4	Feb.2 Feb.5	Ambient Music Composition, Musical vs. Non-musical Soundscapes, Ambient in contemporary media	*History of Ambient, Audio & MIDI Editing, Sound FX, Time-based FX, Basic Automation*
Project 2 Due (Feb.11) (Ambient)	5	Feb.9 Feb.11	Recording Equipment, Microphones, Vocal Recording and Production	*Sound Recording, Vocal Recording and Production, EQ, Dynamics-based FX*
	6	Feb.16 Feb.18	Song Structure, EM Composition Methods LoFi Music (Trap, HipHop)	*History of LoFi, Micro & Macro Structures and Gestures, Tension-Release, Movement, Breath, and Silence*
	7	Feb.23 Feb.25	Sound Design: Synthesis pt.1 LoFi Music (Trap, HipHop) continued	*Synthesizer Basics, Signal Flow, Preset Patches* *Melody and Harmony in EM, Cubase Chord Pads/Tracks*
Project 3 Due (Mar.2) (Melody&Harmony)	8	Mar.2 Mar.5	Sound Design: Synthesis pt.2 LoFi Music (Trap, HipHop) continued	*Synthesizer Basics continued, Creating Presets/Patches* *Percussion Synthesis in EM, Groove Agent Drum Machine*
Project 4 Due (Mar.11) (LoFi)	9	Mar.9 Mar.11	Sound Design: Sampling pt.1 Sound Design: Sampling pt.2	*History of Sampling, Akai-MPC, Groove Agent Sampler, Cubase Sampler Track, HALion 6 demo*
	10	Mar.15-22 Spring Break		
	11	Mar.23 Mar.25	EM Creation Stage 1: Pre-Production Techno	*Checklist and Production Schedule, Outline of Structure,* *Techno Rhythms, Grooves, Textures, Timbres, Samples*
Project 5 Due (Apr.8) (Pre-Production Plan)	12	Apr.6-8	EM Creation Stage 2: Production Techno continued	*Composing, Sequencing, Arranging* *Techno Melodies, Harmonies, Sound FX, Samples*
	13	Apr.13-15	EM Creation Stage 3: Post-Production: Mixing Techno continued	*Mixing EM*
Project 6 Due (Apr.20) (Rough Mix)	14	Apr.20 Apr.22	Performing EM: History, DJ-ing EM Creation Stage 3: Post-Production: Mastering	*Live Performance* *Mastering EM*
Final Projects & Exam	15	Apr.29	*Final Exam* (Final Projects Presentations)	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	6/16/20

Title	Signature	Date
Department Head	Jeff Butts	June 17, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Weaver	7/21/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	N/A

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**4983**	☐ Spring ☒ **Summer I**

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

Sound Design Seminar

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

Sound Design Seminar

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 ART 4983

Is this course repeatable for additional earned hours? ☒ Yes ☐ No How many total hours? 3

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Software available at the **ATU Media & Audio Labs**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
ATU Media & Audio Labs

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
b. If this course is required for the major or minor, complete the following.
    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?
    Synthesis and sampling technologies are pervasive tools used for the creation of musical and sonic experiences in contemporary societies. This course is for students seeking advanced instruction in sound design technologies through the state-of-the art computer software and hardware available at the ATU Media and Audio Labs. The course will serve as the fourth and final requirement for a future certificate in sound design offered jointly by the ATU Music and Art Departments.

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

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

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

SYLLABUS

MUS 4983 / ART 4983

Sound Design Seminar

TBD
Independent Study/Seminar
(meets twice per week, 1.5 hours each)

ATU Audio and Media Labs
Ross Pendergraft Library RPL-204/210

Instructor
Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Media Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

Advanced study of synthesis and sampling technologies through state-of-the-art audio technology available at the ATU Media and Audio Labs.

Pre-requisite: GAME 2013 / MUS 2013 and MUS 3723

No text required. All readings, exercises, and assignments are web-based.

Catalog Description

Advanced study of synthesis and sampling technologies through state-of-the-art audio technology available at the ATU Media and Audio Labs.

Pre-requisite: GAME 2013 / MUS 2013 and MUS 3723

Cross-listed : ART 4983

Objectives

- An in-depth study of sound synthesis and sampling technologies for game audio, electronic music, and contemporary art music applications in the music, video, and game design industries.
- Knowledge of and practical skills in using analog and digital-based synthesizers.
- Knowledge of and practical skills in using sampling technologies from single to multi-sample software to MPC-style software emulated samplers.
- Proficiency with specific software programs, including: AIR Hybrid3, the Cubase Sampler Track, Steinberg Groove Agent, and Steinberg HALion 6.
- Creation of a complex, multi-program, VSTi synth-sample patch.

Text and Readings

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 Media Lab Control Room as reference works for the class:

Dowsett, P. 2016. Audio production tips : Getting the sound right at the source.
Franzen, B. 2010. Copyright Criminals
Roads, C. 2001. Microsound.
TransTel. 2004. Synthesizer.
Walsh, F. 2006 Welsh's synthesizer cookbook.
Kusek, D. 2005. Future of music: manifesto for the digital music revolution.
Baars, B. 2013 Sample this : the birth of hip hop.

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.

Assessment

Your grade will be determined by the following assessment opportunities: 4 quizzes (40 points total), three project assignments (30 points each, 60% total) and 1 final project/exam (30%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Assignments

All assignments will be submitted via USB flash drive or the instructor's T drive. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Advanced Sound Design Instrument (VSTi)

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 creating a complex, advanced, original VSTi (Virtual Studio Technology instrument) utilizing the sampler-synth *HALion 6*, which demonstrates the skills and knowledge acquired through the class lectures and assignments. A presentation will be given during the final exam period as part of the assignment grade.

Attendance Policy:
Attendance, Punctuality and Student Success – Attendance is a crucial component to student success and requires:

1. Arrive on time to class
2. Attend classes.
3. Complete Assignments on Time

Attendance points will be given for each class. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on time). In-class work missed may not be made up. When more than 3 classes have been missed, student services will be alerted and they will contact you about your attendance.

For more than 6 classes missed, the student will be dropped from the class and receive a failing grade (FE).
More than 3 late arrivals (+10 min. late) = one absence.
If you arrive more than 30 minutes late or leave 30+ minutes early you will be counted as absent for the class.

*Absence Exceptions: Students with documented medical conditions or emergencies who request an exception must notify the instructor or disability services ASAP and provide documentation upon their return to class. They will be reviewed on a case-by-case basis.

Students will not be counted absent for participating in ATU sanctioned events, official games, and field trips. ALL students missing for any reason are responsible for making up the work missed and turning their work in on time. You must notify me at least one class before the event.

Communication: You are expected to check your campus e-mail and Blackboard regularly. I often post homework reminders and info for the next class on Blackboard. If you have any reason to contact me, email is the most reliable method.

Blackboard: You can view the syllabus on "Blackboard" along with additional readings, links, quizzes and your individual grades.

Lab Equipment: The ATU Media Lab is a communal studio space shared by several classes and the entire university community; please treat the room and its contents with mindfulness and respect.

Building Safety: Located on the second floor of the ATU Library, the ATU Media and Audio Labs have

extended hours for multimedia learning production when art and music classes are not being held in these facilities. The specific hours are posted on the Media Lab website: www.atu.edu/medialab Two Media Lab assistants, ATU Library staff, and OIS staff are present throughout the library for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your access privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

Academic Integrity: Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

https://issuu.com/arkansastechuniversity/docs/student_handbook__2017_

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them.

The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php

Accommodations: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Third-Party Privacy and Accessibility Policies:
Third-Party Privacy and Accessibility Policies or
https://www.atu.edu/etech/privacy_accessibility.php

* Instructor reserves the right of flexibility. This syllabus is subject to change and individual and class needs dictate. Students will be given adequate notice of changes made.

Application for New Course Addendum:

Justification/rationale for the course:

Synthesis and sampling technologies are pervasive tools used for the creation of musical and sonic experiences in contemporary societies. This course is for students seeking advanced instruction in sound design technologies through the state-of-the art computer software and hardware available at the ATU Media and Audio Labs. The course will serve as the third and final requirement for a future *certificate in sound design* offered jointly by the ATU Music and Art Departments.

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)

Course content (outline of material to be covered in course).

(see next page)

MUS/ART 4983 Sound Design Seminar – Class Schedule				
Assessment	**Week**	**Date**	**Lecture**	**Practice & Production**
	1	Jan.12 Jan.14	Class Overview, Lecture Format, Assignments, Assessment, Introduction to Sound Synthesis	*Windows OS Review, Keyboard Shortcuts,* *Introduction/History of Synthesizers*
	2	Jan.19 Jan.21	Synthesizer Basic Components & Modules Hardware Synthesizer Basics (Roland System-1)	*Oscillators, Pitch, Filters, Amplifier, Envelopes, LFO, FX, Arp*
Quiz 1 (Jan.28) (Synthesis Basics)	3	Jan.26 Jan.28	Software Synthesizer Basics pt. 1 (AIR Hybrid3) Software Synthesizer Basics pt. 2 (AIR Hybrid3)	*Oscillators, Pitch, Filters, Amplifier, Envelopes, LFO, FX, Arp* *Loading and Tweaking Presets/Patches*
	4	Feb.2 Feb.5	Software Synthesizer Basics pt. 3 (AIR Hybrid3) Software Synthesizer Basics pt. 4 (AIR Hybrid3)	*Designing Presets/Patches* *Designing Presets/Patches*
	5	Feb.9 Feb.11	Software Synthesizer Basics pt. 5 (AIR Hybrid3) Software Synthesizer Basics pt. 6 (AIR Hybrid3)	*Designing Presets/Patches* *Designing Presets/Patches*
Project 1 (Feb.9) (Subtractive Synthesis)	6	Feb.16 Feb.18	Cubase Sampler Track pt. 1 Cubase Sampler Track pt. 2	*Loading, Mapping, Editing Samples* *Sound Design and Patch Creation*
Quiz 2 (Feb.23) (Sampler Track, Drum Machines)	7	Feb.23 Feb.25	Drum Machines, Groove Agent Groove Agent continued	*History of Drum Machines, Akai-MPC, Modern Controllers* *Groove Agent Drum Machine and Sampler*
Project 2 Due (Mar.11) (Groove Agent)	8	Mar.2 Mar.4	HALion 6 (synth-sampler) Introduction & Basics HALion 6 (synth-sampler) Subtractive Synthesis	*Interface Overview, Terminology, Zones, Layers, Programs* *Subtractive Synthesis with HALion 6*
Quiz 3 (Mar.9) (HALion 6 synth-sampler Basics)	9	Mar.9 Mar.11	HALion 6 Wavetable Synthesis HALion 6 Granular Synthesis	*Wavetable Synthesis with HALion 6* *Granular Synthesis with HALion 6*
	10	Fall Break/Thanksgiving or Spring Break (course rescheduled as needed)		
	11	Mar.23 Mar.25	HALion 6 Sampling pt. 1 HALion 6 Sampling pt. 2	*Interface Overview, Basics* *Sample Editor, Zone, Mapping, Wavetable*
Quiz 4 (Apr.6) (HALion 6 Sampling)	12	Mar.30 Apr.2	HALion 6 Sampling pt. 3 HALion 6 Sampling pt. 4	*Recording and Sampling Voice and Instruments* *Found Sound Sampling*
Project 3 Due (Apr.6) (HALion 6 Sampling)	13	Apr.7 Apr.9	HALion 6 Building Complex Synth-Sample Instruments: Program Creation	*Preset Analysis* *Layers, Zones, Programs, Multis*
	14	Apr.14-16	HALion 6 Building Complex Synth-Sample Instruments	*Practice*
	15	Apr.21-23	HALion 6 Building Complex Synth-Sample Instruments: Authoring VSTis for HALion SE/3	*Quick Controls, Skins/UserInterface Design* *Marketing Your VSTi*
Final Exam/Project	15	Apr.28	*Final Exam* (Final Project Presentations)	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeffrey Cass	June 4, 2020
Dean	Jeffrey Cass by Christi Austin	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Williams	7/21/2020
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)	9/21/2020 SW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MUS	**4001**

Official Catalog Title:

Senior Recital

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 change to pass/fail ☐ 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)

4000

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

Capstone Recital

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

CAPSTONE RECITAL

New Course Description: A culmination of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area.

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):
Six semesters of major applied study
Permission of instructor
Required of all music education majors

New Co-requisite (list all, as you want them to appear in the catalog):
3000 level applied instruction on major performance instrument or voice for 1, 2 or 3 hours credit

☐ 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.
   BME Music Education 1.1 Performance>1.1.1 Capstone Recital Applied Exam Jury panel evaluation of the student's senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the student's major instrument.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Performance exam judged by a jury panel.*

c. What is the rationale for adding this course? What evidence supports this action? *Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner 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.

Alexis Scrimshire

From: Jeff Bright
Sent: Monday, December 21, 2020 8:39 AM
To: Alexis Scrimshire
Subject: Re: Curriculum Changes

Hi Alexis,
For your first question these courses should be listed under the MUS Music section of the catalog.
For the second question the grade for MUS 4000 should be pass/fail.
I hope that was the information you were looking for. Let me know if you have any other questions.
JB

From: Alexis Scrimshire <ascrimshire@atu.edu>
Date: Friday, December 18, 2020 at 1:17 PM
To: Jeff Bright <jbright6@atu.edu>
Subject: Curriculum Changes

Dr. Bright:

I am updating the 2021-22 catalog with your curriculum changes that were approved in November. I have a couple of questions.

1. Should all the new courses (MUS 1400 Piano Proficiency, 2000 Sophomore Barrier, 3723 Electronic Music Creation, and 4983 Sound Design Seminar) be categorized in the plain Music category in the course descriptions: https://www.atu.edu/catalog/descriptions/courses.php?catalog=U
2. The proposal for MUS 4001 to be changed to MUS 4000 has the grading box checked for a change, but no change regarding grading is indicated on the proposal. Were you wanting the grade mode to be updated to pass/fail like the other 0 credit hour courses?

Thank you,

Alexis

Alexis Scrimshire, Associate Registrar
Arkansas Tech University | Office of the Registrar
Brown Hall, Suite 307 | 105 W O Street | Russellville, AR 72801
☎ 479-964-0800 | 🖷 479-968-0683 | www.atu.edu/registrar

ATU™ ARKANSAS TECH UNIVERSITY

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Bryton	June 4, 2020
Dean	Jeffrey Lapp	06/18/2020
Assessment Christine Austin	Christine Austin	7/21/20
Registrar	Tammy Weaver	7/21/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MUS	**4701**

Official Catalog Title:

Special Methods in Music

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)

Teaching Music in the Elementary and Secondary School

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

TEACH MUSIC ELEM/SEC SCHOOL

New Course Description: Supervised student teaching in the music classroom exploring the principals of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.

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):
Admission to stage II and student teaching

New Co-requisite (list all, as you want them to appear in the catalog):
SEED 4809

☐ 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.
   BME Music Education 1.5 Synthesis>1.5.1 Student Teaching University supervisor evaluation of the students student teaching in the elementary and secondary school.

   b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Internship evaluation of student's*

capability to use their knowledge of performance; aural, verbal and visual analysis; composition/improvisation; and history and repertory in the public school classroom.

c. What is the rationale for adding this course? What evidence supports this action?
Visitors from our last NASM campus visit recommended music faculty participate in the supervision of music student teachers.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Butts	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Leverett	8/20/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/20
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
(BME-MUED-INS) Music Education – Instrumental Music

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 MUS 1440 Piano Proficiency
- Allow MUS 1631 to fulfill requirement for MUS 1501 in spring semesters
- Allow MUS 3631 to fulfill requirement for MUS 3501 in spring semesters
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Add MUS 4701 Teaching Music in the Elementary and Secondary School

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding additional supervision during the student teaching experience.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?

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

The zero credit courses are for record keeping purposes. The addition of MUS 4701 will give students an additional supervisor with content and area specialization during their student teaching experience.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

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 or a program similar to this is offered at all state regional institutions of our size.

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.)
Refer to attached music education program assessment.

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

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

<table>
<tr><td colspan="2">Curriculum Matrix for Catalog
Curriculum in (BME-MUED-INS) Music Education – Instrumental Music
(enter title for program changing)</td></tr>
<tr><td>Freshman Fall Semester

Add/Change:

Delete:

Total Hours:</td><td>Freshman Spring Semester

~~Add/~~Change:
MUS 1501 to MUS 1501 or MUS 1631
Delete:

Total Hours:</td></tr>
<tr><td>Sophomore Fall Semester

Add/Change:

Delete:

Total Hours:</td><td>Sophomore Spring Semester

Add/~~Change:~~

MUS 1440 Piano Proficiency

MUS 2000 Sophomore Barrier

~~Delete:~~ Change: MUS 1501 to MUS 1501 or MUS 1631
Total Hours:</td></tr>
<tr><td>Junior Fall Semester

Add/Change:

Delete:

Total Hours:</td><td>Junior Spring Semester

~~Add/~~Change:
MUS 3501 to MUS 3501 or MUS 3631
Delete:

Total Hours:</td></tr>
<tr><td>Senior Fall Semester

Add/Change:

Delete:

Total Hours:

Semester 9

Add: MUS 4701 Teaching Music in the Elementary and Secondary School</td><td>Senior Spring Semester

Add/Change:

MUS 4000 Capstone Recital

Delete:

MUS 4001 Senior Recital

Total Hours:</td></tr>
</table>

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Bruton	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Leclaire	8/20/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
(BME-MUED-KBI) Music Education – Keyboard Instrumental Music

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 MUS 1440 Piano Proficiency
- Allow MUS 1631 to fulfill requirement for MUS 1501 in spring semesters
- Allow MUS 3631 to fulfill requirement for MUS 3501 in spring semesters
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Add MUS 4701 Teaching Music in the Elementary and Secondary School

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding additional supervision during the student teaching experience.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
The zero credit courses are for record keeping purposes. The addition of MUS 4701 will give students an additional supervisor with content and area specialization during their student teaching experience.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

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 or a program similar to this is offered at all state regional institutions of our size.

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.)
Refer to attached music education program assessment

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

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

Curriculum Matrix for Catalog Curriculum in (BME-MUED-KBI) Music Education – Keyboard Instrumental Music (enter title for program changing)	
Freshman Fall Semester Delete: Total Hours:	Freshman Spring Semester ~~Add~~/Change: MUS 1501 to MUS 1501 or MUS 1631 Delete: Total Hours:
Sophomore Fall Semester Delete: Total Hours:	Sophomore Spring Semester Add/~~Change:~~ MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~Delete:~~ Change: MUS 1501 to MUS 1501 or MUS 1631 Total Hours:
Junior Fall Semester Delete: Total Hours:	Junior Spring Semester ~~Add~~/Change: MUS 3501 to MUS 3501 or MUS 3631 Delete: Total Hours:
Senior Fall Semester Delete: Total Hours: Semester 9 Add: MUS 4701 Teaching Music in the Elementary and Secondary School	Senior Spring Semester Add/Change: MUS 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours: 15

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head		June 4, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		8/20/2020
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)	9/21/2020
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: (BME-MUED-KBV) Music Education – Keyboard Vocal Music

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 MUS 1440 Piano Proficiency
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Delete MUS 3441 Instrumental Concepts
- Add two hours of techniques courses to be selected from MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, MUS 4461 Percussion Instruments

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding instruction on instrument techniques.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?

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

The zero credit courses are for record keeping purposes. The addition of instrumental techniques courses will provide more depth of knowledge in instrumental pedagogy.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

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 or a program similar to this is offered at all state regional institutions of our size.

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.)
Refer to attached music education program assessment

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

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

Curriculum Matrix for Catalog Keyboard (KBV) Curriculum in ~~(BME-MUED-VOC)~~ Music Education – Vocal Music (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: ~~MUS 3401 Brass Instruments and/or one of the following MUS 3421, 3431, 3481 & 4461~~ Delete: Total Hours:	Sophomore Spring Semester Add/Change: MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~MUS 3431 Woodwind Instruments, Single Reed~~ and/or one of the following ~~MUS 3401, 3421, 3481 & 4461~~ Delete: Total Hours:
Junior Fall Semester Add/Change: Take one of the following: MUS 3401, 3421, 3431, 3481, or 4461 ~~MUS 3421 Woodwind Instruments, Double Reeds and/or one of the following MUS 3401, 3431, 3481 & 4461~~ Delete: Total Hours: 16	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Take on of the following: MUS 3401, 3421, 3431, 3481, or 4461 MUS 3481 Stringed Instruments and/or MUS 4461 Percussion Instruments and/or one of the following MUS 3401, 3421, & 3431 Delete: MUS 3441 Instrumental Concepts Total Hours:	Senior Spring Semester Add/Change: 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours: 14

Major-AH-MUS-Music Education (BME) All Options

2019 - 2020

1 GOALS 8 OUTCOMES 13 MEASURES 13 TARGETS 2 FINDINGS 0 ATTACHMENTS

Program Learning Outcomes	Measures	Expectations for this Outcome
1 ACADEMIC YEAR 2019-2020		
1.1 ⚠ 2 FINDING NOT ENTERED Performance (and 3 Functional Performance) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills,	1.1.1 Senior Recital Applied Exam Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the students major instrument.	1.1.1.1 90% of the students will complete the senior recital performance with a grade of "C" or above.
	1.1.2 Piano Proficiency Exam Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.	1.1.2.1 70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes	Measures	Expectations for this Outcome
collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.		
1.2 ⚠ 2 FINDING NOT ENTERED Musicianship Skills and Analysis An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.	1.2.1 Music Theory IV Final Exam Final exam in MUS 2723, Theory IV.	1.2.1.1 70% of the students will complete the Music Theory IV final exam with a grade of "C" or above.
	1.2.2 Ear Training IV Final Exam Final exam in MUS 2741, Ear Training IV.	1.2.2.1 70% of the students will complete the Ear Training IV final exam with a grade of "C" or above.
1.3 ⚠ 1 FINDING NOT ENTERED Composition/Improvisation Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or	1.3.1 Music Theory IV Composition Project Composition assignment in MUS 2723, Theory IV.	1.3.1.1 80% of the students will complete the composition project assignment with a grade of "C" or above.

Program Learning Outcomes	Measures	Expectations for this Outcome
improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.		
1.4 ▲ 2 FINDING NOT ENTERED History Students must acquire basic knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.	1.4.1 History of Music I Final Exam Final exam in MUS 3773, History of Music I.	1.4.1.1 Met 70% of the students will complete the History of Music I final exam with a grade of "C" or above.
	1.4.2 History of Music II Final Exam Final Exam in MUS 3783, History of Music II	1.4.2.1 70% of the students will complete the History of Music II final exam with a grade of "C" or above.
	1.4.3 History of Music III Final Exam Final Exam in MUS 3692, History of Music III.	1.4.3.1 70% of the students will complete the History of Music III final exam with a grade of "C" or above.
1.5	1.5.1	1.5.1.1 Met

Program Learning Outcomes	Measures	Expectations for this Outcome
Synthesis While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.	Student Teaching University supervisor evaluation of the students student teaching experience in SEED 4809, teaching in the elementary and secondary school.	90% of the students will complete their student teaching experience with a rating or of "" or better.
1.6 ▲ 1 FINDING NOT ENTERED Conducting and Musical Leadership The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.	1.6.1 PRAXIS Exam (Performance) PRAXIS Music Content Knowledge Exam Section III Performance.	1.6.1.1 90% of the students will pass the Performance section of the PRAXIS exam with a score of 70% or better.
1.7 ▲ 2 FINDING NOT ENTERED	1.7.1	1.7.1.1

Program Learning Outcomes	Measures	Expectations for this Outcome
Analysis/History/Literature and Arranging The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.	PRAXIS Exam (Music History and Literature) PRAXIS Music Content Knowledge Exam Section I Music History and Literature.	90% of the students will pass the music history and literature section of the PRAXIS exam with a score of 70% or better.
	1.7.2 PRAXIS EXAM (Theory and Composition) PRAXIS Music Content Knowledge Exam Section II Theory and Composition.	1.7.2.1 90% of the students will pass the theory and composition section of the PRAXIS exam with a score of 70% or better.
1.8 ⚠ 1 FINDING NOT ENTERED Specialization Competencies Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.	1.8.1 PRAXIS Exam (Pedagogy, Professional Issues & Technology) PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.	1.8.1.1 90% of the students will pass the pedagogy, professional issue and technology section of the PRAXIS exam with a score of 70% or better.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Butts	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Weaden	8/20/2020
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)	9/21/2020
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: (BME-MUED-VOC) Music Education – Vocal Music

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 MUS 1440 Piano Proficiency
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Delete MUS 3441 Instrumental Concepts
- Add two hours of techniques courses to be selected from MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, MUS 4461 Percussion Instruments

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding instruction on instrument techniques.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
The zero credit courses are for record keeping purposes. The addition of instrumental techniques courses will provide more depth of knowledge in instrumental pedagogy.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

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 or a program similar to this is offered at all state regional institutions of our size.

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.)
Refer to attached music education program assessment.

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

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

Curriculum Matrix for Catalog Curriculum in (BME-MUED-VOC) Music Education – Vocal Music (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: ~~MUS 3401 Brass Instruments and/or one of the following MUS 3421, 3431, 3481 & 4461~~ Delete: Total Hours:	Sophomore Spring Semester Add/Change: MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~MUS 3431 Woodwind Instruments, Single Reed and/or one of the following MUS 3401, 3421, 3481 & 4461~~ Delete: Total Hours:
Junior Fall Semester Add/Change: Take one of the following MUS 3401, 3421, 3431, 3481, 4461 ~~MUS 3421 Woodwind Instruments, Double Reeds and/or one of the following MUS 3401, 3431, 3481 & 4461~~ Delete: Total Hours: 17	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Take one of the following MUS 3401, 3421, 3431, 3481, 4461 ~~MUS 3481 Stringed Instruments and/or MUS 4461 Percussion Instruments and/or one of the following MUS 3401, 3421, & 3431~~ Delete: MUS 3441 Instrumental Concepts Total Hours:	Senior Spring Semester Add/Change: 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours: 15

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Management and Marketing	9-3-20

Title	Signature	Date
Department Head Kevin Mason	Kevin Mason	9/9/20
Dean Russell Jones		9/9/20
Assessment Christine Austin	Christie Austin	9/9/20
Registrar		9/9/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: **Minor in Business and Entrepreneurship**

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 BUAD 2003 Business Information Systems and delete three hours of directed elective.

What impact will the change have on staffing, on other programs and space allocation?
No Impact.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
The program change explicitly adds a course that is currently a "hidden" requirement (BUAD 2003 is a pre-requisite to ACCT 2003 which is required for this minor) and removes three hours of directed elective to keep the minor at 18 hours, this is better for the student as it clarifies what is needed to successfully complete the minor while keeping the hour requirement the same.

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?
Since an already existing requirement is just being made explicit and the directed elective was not deemed necessary for the minor by Management and Marketing Faculty, there is no impactful change to learning for students enrolled in this program.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The motivating factor for this change was to clarify the minor requirements for students while keeping the minor at a level of hours typical to other minor programs of study at Arkansas Tech.

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 program remains current in the discipline. (The College of Business has a scheduled cycle of review for all program curriculum.)

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
BUAD 2003 has been and continues to be part of the general business core and thus it continues to be subject to the overall COB assessment plan documented in WEAVE (see attachment). The College of Business has an active assessment process, this change does not impact that process.

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

Updated content for the catalog (addition highlighted; deleted lines struck through):

Business and Entrepreneurship
The minor in Business and Entrepreneurship 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.

BUAD 2003 Business Information Systems
ACCT 2003 Accounting Principles I
ECON 2013 Principles of Economics II*
MGMT 3003 Management and Organizational Behavior**
MGMT 4053 Small Business Management
MKT 3043 Principles of Marketing**
~~and one of the following:~~

~~MGMT 3023 Principles of Human Resource Management~~
~~MGMT 4063 Entrepreneurial Development~~
~~MGMT 4213 Strategy and Leadership~~
~~MKT 3163 Consumer Behavior~~
~~MKT 4053 Sport and Event Marketing~~
*for many majors ECON 2013 Principles of Economics II can be used to satisfy 3 hours of the general education social science requirement.

**in order to take the upper division (3000-4000 level) MKT and MGMT courses, a non-business major must have completed 54 hours including all 2000 level courses listed above and have a cumulative GPA of at least 2.0.

In the attached matrix, include requested changes in the matrix and include course number and title. **(not applicable)**

Curriculum Matrix for Catalog Curriculum in_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change:	Sophomore Spring Semester Add/Change:

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

College of Business AOL Process

Overview of the College of Business Assessment Process

1. During the Fall 2018 semester the faculty helped create the following five rubrics for the first four COB learning objectives:

a. Oral Communication – summary data to be collected in MGMT 4083

b. Written Communication – summary data to be collected in MGMT 4083; formative data in BLAW 2033

c. Technology – summary data to be collected in MGMT 4013 & ACCT 3023

d. Professionalism – summary data to be collected in BUAD 3023 (using multiple volunteers)

e. Ethics – summary data to be collected in MGMT 3123.

2. Foundational business knowledge has been assessed using the ETS Major Field Test. During the Spring 2019 semester, the faculty developed an in-house Senior Business Exam. This exam will be administered along with the ETS test for the Spring 2019 and Fall 2019 semesters to ensure the reliability of the exam. After that, only the Senior Business Exam will be administered. Formative data will also be collected in the individual business core classes.

College of Business

3. The Director of Assessment's office will compile all data collected from the rubrics and the Senior Business Exam and will produce reports/charts showing the results. These will be shared with all members of the AOL/Curriculum Committee. The designated department representative on the committee will then discuss the results with his/her department to determine any corrective actions that are determined to be needed. Any curriculum proposals will be submitted to the committee; teaching techniques, change in textbooks, etc., will be implemented by the appropriate faculty.

Master Schedule of Activities to meet the Mission of the ATU College of Business

College of Business

	F2019	SP2020	F2020	SP2021	F2021	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026
AACSB	Visit	Update[1]									Visit			
Mission Statement			Revise[2]										Revise	
Strategic Plan	Update		Assess/Revise[2]		Implement		Update		Update		Update		Assess/Revise	
Internal Program Review	BDA		ACCT		MKT		MGMT		FIN, ECON, MBA		BDA		ACCT	

[1] - AACSB will be implementing new standards for accreditation

[2] - ATU will begin university strategic plan, mission, and vision update; COB will do the same to ensure congruence

Undergraduate

	F2019	SP2020	F2020	SP2021	F2021	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026
Written Comm	MGMT 4083/ BLAW 2033		MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083	
Oral Comm	BLAW 2033	MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083		MGMT 4083
Ethics			MGMT 3123				MGMT 3123				MGMT 3123			
Professionalism	BUAD 3023				BUAD 3023				BUAD 3023				BUAD 3023	
Technology		MGMT 4013/ AIS 3023				MGMT 4013/ AIS 3023				MGMT 4013/ AIS 3023				MGMT 4013/ AIS 3023
ETS*	X													
Senior Business Exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X

* - The ETS will be replaced with the college's own Senior Business Exam

Graduate

	F2019	SP2020	F2020	SP2021	F2021	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026
Ethics			FIN 6103				FIN 6103				FIN 6103			
Oral Comm				MGMT 6903				MGMT 6903				MGMT 6903		
Technology			BDA 6203				BDA 6203				BDA 6203			
Written Comm	MGMT 6103				MGMT 6103				MGMT 6103				MGMT 6103	
ETS*	X	X	X											
Graduate Business Exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X

* - The ETS will be replaced with the college's own Graduate Business Exam

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum and Instruction	07/27/2020

Title	Signature	Date
Department Head	Theresa A Cullen	7/27/2020
Dean	Linda Bean	7/27/2020
Assessment Christine Austin	Christi Austin	8/13/2020
Registrar	[illegible]	8/13/2020
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)	9/21/2020 CW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
ELED	3113
Official Catalog Title: Human Development and Learning Theories	

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.
   The course is just going to go through a number change from 3000 to 2000 level.
b. If this course was required for the major or minor, complete the following.
   1. How will program level learning outcome(s) previously addressed by this course now be addressed?
      The course has just been renumbered so this will take out the old course number from the catalog.
c. What is the rationale for deleting this course? What evidence supports this action?
   We have another proposal that changes this course from 3000 to 2000 level. We want to delete the 3000 level so that the program is clear and there is not problems with transferring courses.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum and Instruction	07/27/2020

Title	Signature	Date
Department Head	Theresa A Cullen	7/27/2020
Dean	Linda Bean	7/27/2020
Assessment Christine Austin	Christie Austin	8/13/2020
Registrar	[illegible]	8/13/2020
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)	9/21/2020 YW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SPED	3023
Official Catalog Title: Development & Characteristics of Diverse Learners	

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.
   The course is just going to go through a number change from 3000 to 2000 level.
b. If this course was required for the major or minor, complete the following.
   1. How will program level learning outcome(s) previously addressed by this course now be addressed?
      The course has just been renumbered so this will take out the old course number from the catalog.
c. What is the rationale for deleting this course? What evidence supports this action?
   We have another proposal that changes this course from 3000 to 2000 level. We want to delete the 3000 level so that the program is clear and there is not problems with transferring courses.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum & Instruction	

Title	Signature	Date
Department Head		3/6/20
Dean	Linda Bear	3/6/2020
Assessment C. Austin		3/30/2020
Registrar	Tammy Wear	7/13/2020
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)	9/21/2020
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ELED	2113	X Spring ☐ Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Human Development and Learning Theories		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) HUMAN DEVEL/LEARNING THEORIES		

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 X Major Minor

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

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

Fall and Spring

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.
    1. 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.
        i. Please see the attached assessment rubrics and syllabus
        ii. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
        iii. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
        iv. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)

v. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)

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

i. Culminating Exercise – video or other technology-based creation explaining the what was observed in the placement classroom and makes connections from the observation to what was learned in class.

ii. UDL Lesson Plan – You are expected to design a UDL Lesson Plan that is developmentally appropriate for use in your field placement classroom. This lesson plan will provide evidence that you can differentiate content and accommodate diversity in the classroom. At least three forms of technology must be included with details on how they were used in your lesson. A template is attached for use in preparing this artifact.

iii. Research Action Project – You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.

1. Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school's website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.
2. Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)
3. Development of the Child-How does your student's development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.
4. UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.
5. IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.
6. Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?
7. Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-

reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

8. Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

iv. Artifact – Intervention Plan

v. Integrated Literacy Framework – Students will plan an integrated literacy framework designed to increase understanding of how language arts can be integrated effectively.

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

1. By adding this course, students will be able to earn concurrent credit that will align with the BS-EED.
2. This will allow for direct transfer credit from community colleges who offer a similar course and would assist us in our Stage II application process by denoting this clearly as a pre-Stage II, pre-professional education course.

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

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

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

ARKANSAS TECH UNIVERSITY

ELED 2113 Human Development and Learning Theories
CRN:
TERM:

Credit Hours: 3 Hours Credit

Instructor:
Office:
Email:
Preferred contact:

You can expect a reply to email within a 24-hour response window.

*Office Hours:
Monday
Tuesday
Wednesday
Thursday
Friday
*other times by appointment

The instructor reserves the right to amend the syllabus, if deemed necessary, and students will be notified of such changes.

Course Description:
This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Prerequisite:
None
Note: A field experience is required in this course

Justification and Rationale:

This course helps the student become aware of human development and learning theories involved in the learning process. This course will focus on the following: physical, socioemotional and cognitive development in early childhood, physical, socioemotional, and cognitive development in middle to late childhood, physical, socioemotional, and cognitive

development in adolescence, the theory of multiple intelligence, motivation, social constructivism, and the theories of development.

Course Competencies/objectives:

1. Define what is meant by development and describe the nature of developmental change. ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
2. Identify methods of studying children. ACEI 1.0; ATS 1.b; TESS 1.b; InTASC 1
3. Compare and contrast theories of development. ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
4. Describe principles of heredity that provide the biological foundation for human development. ACEI 1.0; ATS 2.g; InTASC 1
5. Describe the physical, cognitive, and psychosocial, development in early childhood. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
6. Describe the physical, cognitive, and psychosocial development of middle/late childhood. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
7. Describe the physical, cognitive, and psychosocial development of early adolescence. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
8. Define multicultural issues related to child development. ACEI 3.2; ATS 1.a.k, 2.k ; TESS 1.a.b; InTASC 1
9. Discuss conceptual understanding and strategies for teaching concepts. ACEI 3.1, 3.2; ATS 1.a, 8.a; TESS 1.b; InTASC 7
10. Describe several types of thinking and ways that teachers can foster them. ACEI 3.1, 3.2, 3.3, 3.4; ATS 1.a, 1.e, 8.e; TESS 1.b, 4.a; InTASC 2, 8
11. Compare the social constructivist approach with other constructivist approaches. ACEI 3.1; ATS 1.d; TESS 1.b; InTASC 1, 2
12. Define motivation and compare the behavioral, humanistic, cognitive, and social perspectives on motivation. ACEI 3.1; ATS 1.e; TESS 1.b; InTASC 1
13. Discuss what intelligence is, how it is measured, a theory of multiple intelligences, the neuroscience of intelligence, and some controversies and issues about its use by educators. ACEI 1.0, 3.2; ATS 1.g, 4.j; TESS 1.b; InTASC 1, 2

CAEP= 2018 Council for the Accreditation of Educator Preparation
CEC= Council for Exceptional Children,
ATS (InTASC)= 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)
ACEI= 2007 edition of Association for Childhood Education International
TESS= Teacher Excellence and Support System

Textbook Required for Course:

Foundations in Human Development 2nd edition TopHat

Taskstream Required for Course:

Taskstream is an electronic service utilized during the courses and internship at Arkansas Tech University. Students are required to pay for the use of TaskStream. To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com

Course Outline:

Topic

1. The Field of Human Development

2. The Dawn of Development
3. Infancy
4. Early Childhood
5. Middle Childhood
6. Adolescence
7. Early Adulthood
8. Middle Adulthood
9. Late Adulthood
10. The Dusk of Life

Course Assignments:

A variety of experiences and assignments will be used to assess the course objectives and student competencies.

Field Experience Expectations: Students will engage in a twenty-hour field experience. Students are expected to read the student handbook and conduct themselves in a professional manner. Students will not pass this course without completion of field experience.

Methods of Instruction, and Student Performance Assessment and Evaluation:

Methods of Instruction:

The delivery of instruction in this course will include lecture, discussion, videos, projects, speakers, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment:

Written examinations, checklists, rubrics, and performance assessments will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Late Assignments:

All assignments are expected to be on time. No late assignment will be accepted after two calendar TECH scheduled days of classes unless there are extenuating circumstances. Any accepted late assignment will be lowered one letter grade.

- The professor works very hard on the class calendar before the class begins. This is so you can see the entire class and all of the assignments ahead of time so you can plan accordingly.

- It is **imperative** that you work ahead with upcoming assignments, so that you do not fall behind if sudden issues arise. I recommend you submitting things *early,* so that you can be sure you don't miss the deadlines. If you are early with your submissions, you will have time to work through sudden issues that would cause you to be late.

- All work must be submitted in Blackboard. Do not email me your work.

All formal assignments must be in APA Style (An APA template as well as guidelines for writing an APA formatted paper are provided in Blackboard as a reference).

Grading Policy

Course Evaluation:

GRADING SCALE

A	90%	-	100%
B	80%	-	89%
C	70%	-	79%
D	60%	-	69%
F	59% and below		

Course grades will be based on the accuracy, completeness, and quality of the contents of student's assigned work and course examinations. Grades will be assigned according to percentages based on the total points earned.

Incomplete Grade Contract:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Attendance: (Face-to-Face students only)
Punctual and regular attendance is vital to your success. Chronic lack of attendance and tardiness will not be tolerated. Although the goal is to be in class every day of the semester, you have 4 excused absences. Use these days wisely. Regardless of your total points earned for this course…

1) On the 5th absence, your final grade will be lowered one grade.
2) On the 6th absence, your final grade will be lowered one more grade.
3) *Automatic failure of the course occurs on the 7th absence.

You will be responsible for signing the roll each day and will be responsible for knowing how many absences you have accumulated.

Punctuality is an important part of becoming a professional teacher. It is the expectation that all students attend class on time. Each instructor is fully justified in requiring student promptness and in barring from class any student who persists in being tardy. In addition, attendance will be taken for each class thus absences and tardiness will be recorded.

University & College Information:

Mission and Vision

Arkansas Tech University

University

Vision:

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

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.*

College of Education

"SUCCESSFUL AND INNOVATIVE PROFESSIONALS"

Vision:

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Adopted January 2017

Mission:

- *The Arkansas Tech University College of Education prepares professionals who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Adopted January 2017

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646
Toll-Free: (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week
Website: https://ois.atu.edu/

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university's policy access the link: https://www.atu.edu/studentconduct/

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

Cheating and/or plagiarism will not be tolerated. Any suspected cases will be referred for administrative action. Please refer to your Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. ATU Student Handbook

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations will be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for

academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at http://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

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

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

Special accommodations:

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

***PRIVACY & ACCESSIBILTY POLICIES*:** See the following links:

Third-Party Privacy and Accessibility Policies or

https://www.atu.edu/etech/privacy_accessibility.php

- While this information is currently accurate, links and policies will change over time.

Food Insecurity

- The Green and Gold Cupboard exists to fight hunger right here at home by providing healthy, nutritious food to all members of the Tech community, including students, faculty, and staff. Details on how to access this service can be found at: https://www.atu.edu/foodpantry/

University Sexual Misconduct Policy:

- The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Federal Attendance Policy

- Students MUST complete the Policy Agreements assignment in the Federal Attendance Module to be considered as "actively participating" in the course and receive a grade. The assignment in the module consists of three questions that students must answer "Yes" to receive a 100%. Students are allowed multiple attempts to do this correctly, but they must do so to be considered as "actively participating" in the course.

Representative Bibliography:

Allyn, P. (2012). *Best books for boys: How to engage boys in reading in ways that will change their lives.* New York: Scholastic.

Allyn, P. (2009). *What to read when: the books and stories to read with your child and all the best times to read them.* New York, NY: Penguin Group.

Anderson, N. A. (2010). *Elementary children's literature: Infancy through age 13*, (3rd ed.). Boston: Allyn & Bacon.

Birckmayer, J., Kennedy, A. & Stonehouse, A. (2008). *From lullabies to literature: stories in the lives of infants and toddlers*. Washington, D. C.: National Association for the Education of Young Children.

Buchoff, R. (1994). Joyful voices: Facilitating language growth through the rhythmic response to chants. *Young children*, 49.4, 26-30.

Butler, D. & Clay, M. (2008). *Reading begins at home: Preparing children before they go to school,* (2nd ed.). NH: Heinemann.

Chaney, C. (1994). Language development, meta-linguistic awareness, and emergent literacy skill of three-year-old children in relation to social class. *Applied Psycholinguistics*, 15.3, 371-394.

Cianciolio, P. J. (1997). *Picture books for children,* (4th ed.). American Library Association. Copple C. & Bredekamp, S., eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, (3rd ed.). National Association for the Education of Young Children.

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding Readers and Writers. Teaching Comprehension, Genre, and Content Literacy.* Portsmouth, NH: Heinemann.

Fox, M. (2008). *Reading magic: why reading aloud to our children will change their livesforever,* (2nd ed.). New York, NY: Harcourt, Inc..

Galda, L., Cullinan, B. E., & Sipe, L.R. (2010). *Literature and the child*, (7th ed.). Belmont, CA: Wadsworth Cengage Learning.

Glazer, J. & Giorgis, C. (2005). *Literature for young children*, (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Hancock, M. (2008). *Celebration of literature and response: Children, books, and teachers in K-8 classrooms*, (3rd ed.). Upper Saddle River, NY: Prentice-Hall, Inc.

Kiefer, B. Z. & Tyson, C. A. (2010). *Charlotte Huck's children's literature: A brief guide.* New York, NY: McGraw-Hill.

Kilpatrick, W., Wolfe, G. & Wolfe, S. M. (1994). *Books that build character: A guide to teaching your child moral values through stories.* New York, NY: Touchstone.

Kruse, G. M., Horning, K. T. Updated by Horning, K. T., Febry, C., Lindgren, M. T. & Schliesman, M. (2010). Fifty Multicultural Books Every Child Should Know. *Cooperative children's book center.* Retrieved from http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=42

Lukens, R. J., Smith, J. J. & Coffel, C. M. (2012). *A Critical Handbook of Children's Literature,* (9th ed.). New York, NY: Allyn & Bacon.

Lynch-Brown, C., Tomlinson, C. & Short, K. (2010). *Essentials of children's literature*, (7thed.). Boston: Pearson Education, Inc.

Moen, C., Kruse, G. & Moore, G. (2010). *Teaching with Caldecott Books: Activities across the Curriculum*. New York, NY: Scholastic Professional Book Division.

Russell, David L. (2008). *Literature for Children, A Short Introduction,* (6th ed.). Allyn & Bacon.

Sawyer, W. (2011). *Growing up with literature: What's new in early childhood*, (6th ed.). Albany, NY: Wadsworth Cengage Learning.

Steffen, S. (2001). Internet resources for the study of children's literature. *Elmhurst Education Library*. Retrieved from: http://elmhurst.edu/library/Childlit/childinternet.html

Stoodt, B. D. & Amspaugh, L. B. (2009). *Children's literature: Discovery for a lifetime,* (4thed.). Boston: Allyn & Bacon.

Temple, C., Martinez, M. & Yokota, J. (2011). *Children's books in children's hands: An introduction to their literature*, (4th ed.). Boston: Allyn & Bacon.

Trelease, J. (2006). *The Read-Aloud handbook,* (6th ed.). New York, NY: Penguin Books.

Vacca, R., Vacca, J. & Mraz. M. (2010). *Content area reading: Literacy and learning across the curriculum,* (10th ed.). New York, NY: Allyn & Bacon.

Description evidenced in the Video		Point Value	I	P	E	HE
Completed on Time Video prepared and submitted on blackboard by due date	**Late receives a I and 0 points**	/5				
Focus Introduction and beginning of the video. Just like a lesson, you should preview what is to come.	**Missing receives 0 points, there but no creativity or interest is P, grabs my attention is an E, extremely well done is HE**	/10				
Background Give some overview of the classroom you are in: Grade, city, type of school, type of classroom management system in place, what the day is like. You can have more than this…this is a starting point.	**Gives me a good understanding of what you saw this semester in your observation**	/10				
Connections Make connections from the classroom to what we have learned in class. Each Item you mention above should be addressed.	**Missing receives a I, brief discussion is a P, helps me understand that you learned something is a E, extremely well done is HE**	/55				
Interest Level Video engages the viewer	**Makes me think and is entertaining**	/10				
Closure Provides a summary of something we did or learned in class/ observation that changed the way you thought, act, feel, or teach.	**Helps me to know what you got out of the semester**	/10				
	Total (100 points possible)	/100				
Comments:						

Notes: I=Ineffective for the criteria – will receive 0 points P=Progressing for the criteria – will receive partial points. E=Effective for the criteria – will receive partial points. HE=Highly Effective—must have everything and be extremely well done to get full points for that section.

SPED-ELED UDL Lesson Plan

	Unacceptable	Acceptable	Highly Effective
Lesson Description Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.	Meets less than half the requirements for developing a lesson description.	Meets the requirements for developing a lesson description.	Exceeds requirements for developing a lesson description by providing extensive details in each area.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs			
Lesson Goals – Objectives Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	Meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.	Meets the requirement requirements for developing specific lesson goals outlining the objective for the lesson.	Exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

1) Anticipatory Set 5-10 minutes Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/ experience.	Little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e.	Good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Little explanation for it's use.	Strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Explains rationale for use.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015) **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
2) Introduction and model new knowledge 15-20 minutes Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	Little evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.	Good evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Little explanation of outlined information.	Strong evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Explains outlined information in detail.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 3: Instruction **Component:** 3a Communicating With Students **Component:** 3c Engaging Students in Learning **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
3) Guided Practice 20-30 minutes Models various ways that students can engage with the new content. Then guides the students as they interact with partners	Little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.

or groups practicing the new material in various meaningful ways.		Little explanation of how the activities were used.	Extensive explanation of how the activities were used.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3b Using Questioning and Discussion Techniques

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently.	Little evidence of an effective independent practice activity that enables students to engage with the new content.	Good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.	Strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Little evidence of effective wrap up activity that successfully reviews the important points of the lesson.	Good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.	Strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the activity effectively wrapped up the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

6) Assessment of Student Learning – Formative 5-10 minutes Describes an	Little evidence of an effective assessment plan that directly matches the lesson objective and	Good evidence of an effective assessment plan that directly matches the lesson objective and	Strong evidence of an effective assessment plan that directly matches the lesson objective and

assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	accurately assessing student's understanding.	accurately assessing student's understanding. Little or no explanation for the use of the assessment(s).	accurately assessing student's understanding. Clear rationale for use of the assessment(s).

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc.)	Little evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students.	Good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.	Strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Differentiated-Accommodation Strategies Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	Little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks.	Good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.	Strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 3: Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Materials All materials are listed and clearly relate to the lesson.	Little evidence of that all lesson materials were listed that were utilized in the UDL plan.	Good evidence that all lesson materials were listed that were utilized in the UDL plan.	Strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

ELED, MLED, & SEED Research Action Project (RAP)

	Unacceptable	Acceptable	Exceptional
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview .	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Proved an overview that gave extensive details about the requested information.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1d Demonstrating Knowledge of Resources			

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

meet the needs of each learner.			
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ELED 3123 Intervention Plan

	Unacceptable	Acceptable	Exceptional
The candidate provides evidence pertinent to family and to the students in the classroom. Students/Classroom Demographics # of students "at risk" due to poverty, learning gaps, language, speech, etc InTasc/ATS 1, 2,3 TESS Domain 1, 2 CAEP 1.a, 1.b, 1.c	Minimum evidence is included to give insight to the setting for the at risk student/students. Little or no information from public sources is included. FERPA regulations may have been violated.	Significant evidence is included giving insight to the setting for the at risk student/students. Significant information available through public sources is included. The information that is provided does not violate FERPA regulation.	Superior evidence is included to give insight to the setting for the student and/or students who are at risk and in need of intervention. Information includes poverty level of the school or building as defined by the # of free/reduced lunches. (Privacy will prevent this information being given on a child by child basis). The information available through available public sources is included. Specific information about the child or children that can be determined without violating FERPA is included.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

The candidate provides a matrix based on the district's intervention assessment plan to include: students requiring intervention. InTASC/ATS 6; TESS 1f, 3d; and CAEP 6.	Minimum evidence of the information describing the identification of student or students requiring information is included. The matrix is disorganized but can be followed to some degree.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format.	Superior evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix the Arkansas Math and ELA Standards aligned to student's specific intervention needs. InTASC/ATS 6 ; TESS 1f, 3d; CAEP 3.a, 3.b, and 3.d	Matrix provides little to no evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs.	Significant evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs is provided The matrix is organized in a readable format.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix Behaviorally Stated	Matrix includes few or no behaviorally stated objectives.	Matrix includes all behaviorally stated objectives.	Matrix includes exceptionally stated behaviorally

Objectives for Interventions planned for each student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	For those objectives included, some are stated in the standard ABCD behavioral format. Few or no objectives align with standards, data or intervention.	All objectives are stated in the standard ABCD behavioral format. Objectives align with standards, data or intervention.	objectives. All objectives are stated in the standard ABCD behavioral format. Objectives show exceptional alignment with standards, data or intervention.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1f Designing Student Assessments **Domain:** Domain 3: Instruction **Component:** 3d Using Assessment in Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will include the results of Intervention pre-tests and/or formative assessment. InTASC/ATS6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	The plan includes no or limited results of Intervention pre-tests and/or formative assessment. No or limited student evidence is provided.	The plan includes significant results of Intervention pre-tests and/or formative assessment. Student evidence is provided.	The plan includes superior results of Intervention pre-tests and/or formative assessment. Superior evidence of student performance on pre-test is provided.
Standards **USA- The Danielson Group Framework for Teaching (2013)**			

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The student will state 3 Intervention Strategies aligned with stated objectives using 3 different engagement strategies. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited parts of intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes significant description of 3 Intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes 3 intervention strategies aligned with stated objectives using 3 different engagement strategies.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will provide results post assessment with analysis of success or lack of success of the interventions. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited post assessment data and/or some analysis of success or lack of success of the interventions.	The plan includes significant results of post assessment with analysis of success or lack of success of the interventions.	The plan provides superior information on the results post assessment with analysis of success or lack of success of the interventions.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or a limited plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.	The plan includes significant information plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student	The plan includes superior details of the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit documentation of the intervention plan as per state requirements for documentation of intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	Little to no evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Significant evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Superior evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit a reflection on intervention planning process including self evaluation of the success or lack of success of the intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b, 3d and 4a.	Limited or no evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted	Significance of the reflection on intervention planning process including self-evaluation of the success or lack of success of the intervention is omitted	Superior evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

RDNG 3163 Integrated Literacy Framework Rubric

	Unacceptable	Acceptable	Highly Effective
Demonstrates knowledge of content by planning a literacy project based on how children learn and develop language skills.	Project design and content has few opportunities for engaging learners in an inquiry based problem and/or using literacy.	Meets requirements; project design and content is organized to engage learners in an inquiry based problem which will develop some literacy skills.	Exceeds requirements; Well-developed, investigative, inquiry based project that is well organized to immerse children in literacy.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates understanding of diversity through the development of learning experiences for all learners.	Few activities planned to provide experiences for common understanding of theme.	Meets requirements of relating prior experiences and/or providing experiences to create a common understanding and vocabulary related to the topic.	Exceeds requirements; Establishes prior knowledge and experiences; plans provide additional experiences where needed; plans allow time to develop vocabulary and create a common understanding about the topic to allow all learners participation in developing questions for investigation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Component: 2b Establishing a Culture for Learning

Component: 2c Managing Classroom Procedures

Component: 2d Managing Student Behavior

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates planning and	Little evidence of standards-based	Good evidence of standards-based	Strong evidence of standards-based

implementing of developmentally appropriate curriculum aligned with standards and objectives.	planning and implementation of a literacy project, few opportunities to practice and apply skills.	planning and implementation; some opportunities to practice and apply language, social and intellectual skills.	planning and implementation; Multiple opportunities to practice and apply language, social and intellectual skills.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Demonstrates planning of lessons which include methodologies to	Does not meet requirements for lesson planning using format in	Meets requirements for lesson planning using format and template in	Exceeds requirements for lesson planning using format and template

promote and engage students in meaningful, integrated literacy experiences.	Taskstream. Includes little variety for children to combine and integrate the language areas of reading, writing, speaking, listening, and viewing and to react and respond to what they read and write.	Taskstream. Includes many opportunities for children to use the language areas and to react and respond to what they read and write.	in Taskstream. Includes multiple opportunities for children to use the language areas and to react and respond to what they read and write.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates knowledge of using individual and group performance in order to design and modify instruction to meet learners' needs.	Little evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Good evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Strong evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates appropriate and relevant use of formative and summative assessments.	Little evidence of assessment planning, or assessments do not correspond with learning objectives.	Good evidence for assessment plan. Assessments are varied and represent what the students are learning.	Strong evidence supporting assessment plan. Plans a variety of ways to represent what they are learning and to communicate that knowledge through a form of expression, such as dramatic play, writing, or music. Multiple assessments pertinent to age and stage levels.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **Standard:** STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction			
Written communication: No errors in writing (mechanics); thoughts are logically ordered.	Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.	Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant thoughts.	No errors; clarity, logic, and relevance enhance the meaningfulness.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4f Showing Professionalism			

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum & Instruction	

Title	Signature	Date
Department Head Tim Cate		3/6/20
Dean	Linda Bean	3/6/2020
Assessment C. Austin		3/30/2020
Registrar	Tammy Keeaun	7/13/2020
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)	9/20/2020
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SPED	2023	X Spring ☐ Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Development & Characteristics of Divers Learners		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) DEV & CHAR OF DIVERSE LEARNERS		

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 X Major Minor

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

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

Fall and Spring

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.
    1. 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.
        i. *Please see the attached assessment rubrics and syllabus*
        ii. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
        iii. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
        iv. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)

v. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (See attached Rubrics)
   i. Culminating Exercise – video or other technology-based creation explaining the what was observed in the placement classroom and makes connections from the observation to what was learned in class.
   ii. UDL Lesson Plan – You are expected to design a UDL Lesson Plan that is developmentally appropriate for use in your field placement classroom. This lesson plan will provide evidence that you can differentiate content and accommodate diversity in the classroom. At least three forms of technology must be included with details on how they were used in your lesson. A template is attached for use in preparing this artifact.
   iii. Research Action Project – You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.
      1. Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school's website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.
      2. Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)
      3. Development of the Child-How does your student's development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.
      4. UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.
      5. IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.
      6. Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?
      7. Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-

reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

8. Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

iv. Artifact – Reflective Diversity Presentation

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

1. By adding this course, students will be able to earn concurrent credit that will align with the BS-EED.
2. This will allow for direct transfer credit from community colleges who offer a similar course and would assist us in our Stage II application process by denoting this clearly as a pre-Stage II, pre-professional education course.

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

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

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

ARKANSAS TECH UNIVERSITY

SPED 2023 Development & Characteristics of Diverse Learners
CRN:
TERM:

Credit Hours: 3 Hours Credit
Instructor:
Office:
Email:
Preferred contact:
You can expect a reply to email within a 24-hour response window.

*Office Hours:
Monday
Tuesday
Wednesday
Thursday
Friday
*other times by appointment
The instructor reserves the right to amend the syllabus, if deemed necessary, and students will be notified of such changes.

Catalog Description:
This course covers characteristics of children with exceptional learning needs. An emphasis will be placed on typical and atypical development, an overview of various exceptionalities including Giftedness, and the special needs of children from different cultures and language backgrounds. A field experience is required.

Prerequisites: None

Objectives:
1. The student will develop an understanding of the biological and environmental factors that may place the child at risk including maternal health, pre-maturity, teratogens, birth trauma, and attachment disorders. CEC 1.1, 1.2; TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a, AECI 1.0

2. The student will develop an understanding of typical and atypical development; and the similarities and differences between children with and without exceptional learning needs. CEC 1.2, TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a,; AECI 5.2

3. The student will develop knowledge of how poverty impacts the learning and development of children. CEC 1.1, TESS 1b, 1d, 1e, 2a, 2b, 2d, 3a, 3e, 4c; ATS 1.1.4, 1.2.3, 1.3.4, 1.3.6, 1.3.9, 2.1.4, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.7, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.2, 3.3.4, 3.3.5, 3.3.6, 3.3.9, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.4, 4.3.5, 4.3.6, 5.1.6, 5.2.3. INTASC 3, CAEP 1.a, 1.b; AECI 5.2

4. The student will develop knowledge and respect for cultural diversity among children and their families. CEC 1.1, 1.2, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6.; INTASC 3, CAEP 1.b, 1.c; AECI 5.2

5. The student will develop knowledge of the learning abilities of the individual with exceptional learning needs. This includes the various Special Education categories. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; AECI 3.2

6. The student will develop knowledge of the learning abilities of individuals who are considered gifted. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; ACEI 3.2

7. The student will develop knowledge of the learning needs of children who do not speak English as their primary language. CEC 1.2,CEC 6.3, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 2, 3, 6,; CAEP 1.a, 1.b; AECI 3.2

8. The student will develop knowledge of the importance of social interaction for the individual with exceptional learning needs. CEC 2.1; TESS 1b, 2c, 3a, 3e, 4c, 4f; ATS, INTASC 2, 3; CAEP 1.a, 1.b, 1.c; AECI 5.2

CEC= Council for Exceptional Children,
TESS=Teacher Excellence Support System,
ATS=Arkansas State Standards for Initial Licensure.
INTASC= Interstate New Teacher Assessment and Support Consortium
CAEP= Council for the Accreditation of Educator Preparation
AECI- Association for Childhood Education International

Textbook Required for Course:

Hunt, N. & Marshall, K. (2012). *Exceptional children and youth* (5th Ed.). Cengage Learning.

ISBN: 9781111833428

- Cultural diversity
- Giftedness
- English Language Learners
- Learning abilities of children with exceptionalities

Course Outline:

Topics

1. Typical development in childhood
2. Atypical development during childhood
3. Impact of poverty on children
4. Cultural diversity
5. Giftedness
6. English Language Learners
7. Learning abilities of children with exceptionalities
8. Learning as it relates to the various Special Education categories
9. Social interaction and learning among children with exceptionalities

Course Assignments:

The following are the experiences and assignments that will be used to assess the course objectives and student competencies in these areas:

Field Experience Expectations: Students will engage in a twenty-hour field experience. Students are expected to read the student handbook and conduct themselves in a professional manner. Students will not pass this course without completion of field experience.

Students will complete the following assignments to demonstrate mastery of the following competencies:

1. The student will take **Exams** on selected "units" of study.
2. Students will be grouped in pairs or small groups to develop **reports** on the **multicultural and pluralistic nature of American education today**. Students will examine characteristics of various cultures and home environments in the United States and present their findings in class.
3. **Field Experience/Summary Paper-** Each student will complete a minimum of 20 hours field experience with a diverse population in a school-based site.
4. **Mini Report-**Students will present a brief 3 to 5-minute video report to the class regarding the causes and characteristics of selected exceptionalities. This video will also be posted in Blackboard.
5. **In Class Assignments**
6. **Attendance**

Methods of Instruction, and Student Performance Assessment and Evaluation:

Methods of Instruction:

The delivery of instruction in this course will include lecture, discussion, videos, projects, speakers, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment:

A variety of assessment methods will serve to evaluate comprehension and application of the concepts and skills outlined in the course objectives.

Written examinations, checklists, rubrics, and performance assessments will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Late Assignments:

All assignments are expected to be on time. No late assignment will be accepted after two calendar TECH scheduled days of classes unless there are extenuating circumstances. Any accepted late assignment will be lowered one letter grade.

All formal assignments must be in APA Style (An APA template as well as guidelines for writing an APA formatted paper are provided in Blackboard as a reference).

Grading Policy

Course Evaluation:

GRADING SCALE

A	90%	-	100%
B	80%	-	89%
C	70%	-	79%
D	60%	-	69%
F	59% and below		

Course grades will be based on the accuracy, completeness, and quality of the contents of student's assigned work and course examinations. Grades will be assigned according to percentages based on the total points earned.

Incomplete Grade Contract:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Attendance: (Face-to-Face students only)
Punctual and regular attendance is vital to your success. Chronic lack of attendance and tardiness will not be tolerated. Although the goal is to be in class every day of the semester, you have 4 excused absences. Use these days wisely. Regardless of your total points earned for this course…

1) On the 5th absence, your final grade will be lowered one grade.
2) On the 6th absence, your final grade will be lowered one more grade.
3) *Automatic failure of the course occurs on the 7th absence.

You will be responsible for signing the roll each day and will be responsible for knowing how many absences you have accumulated.

Punctuality is an important part of becoming a professional teacher. It is the expectation that all students attend class on time. Each instructor is fully justified in requiring student promptness and in barring from class any student who persists in being tardy. In addition, attendance will be taken for each class thus absences and tardiness will be recorded.

University & College Information:

Mission and Vision
Arkansas Tech University

University
Vision:

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

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.*

College of Education

"SUCCESSFUL AND INNOVATIVE PROFESSIONALS"

Vision:

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Adopted January 2017

Mission:

- *The Arkansas Tech University College of Education prepares professionals who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Adopted January 2017

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646
Toll-Free: (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week
Website: https://ois.atu.edu/

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university's policy access the link: https://www.atu.edu/studentconduct/

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall

2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

Cheating and/or plagiarism will not be tolerated. Any suspected cases will be referred for administrative action. Please refer to your Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. ATU Student Handbook

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations will be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss

your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at http://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

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

Special accommodations:

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

***PRIVACY & ACCESSIBILTY POLICIES*:** See the following links:
Third-Party Privacy and Accessibility Policies or

https://www.atu.edu/etech/privacy_accessibility.php

- While this information is currently accurate, links and policies will change over time.

Food Insecurity

- The Green and Gold Cupboard exists to fight hunger right here at home by providing healthy, nutritious food to all members of the Tech community, including students, faculty, and staff. Details on how to access this service can be found at: https://www.atu.edu/foodpantry/

University Sexual Misconduct Policy:

- The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct

giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Federal Attendance Policy

- Students MUST complete the Policy Agreements assignment in the Federal Attendance Module to be considered as "actively participating" in the course and receive a grade. The assignment in the module consists of three questions that students must answer "Yes" to receive a 100%. Students are allowed multiple attempts to do this correctly, but they must do so to be considered as "actively participating" in the course.

Representative Bibliography:

Bayat,M. (2011). Teaching Exceptional children (11th ed.) Boston, MA. McGraw-Hill.

Friend, M. (2014), Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

Hunt, N. & Marshall, K. (2012). Exceptional Children and Youth. Wadsworth Cengage.

Howard, W. (2013). Exceptional Children: An Introduction to Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

Kirk, S., Gallagher, J., Coleman, M.R., & Anastasiow, N. (2012). Educating Exceptional Children (13th ed.) Wadsworth Cengage.

Lewis, R. & Doorlag, Donald (2011). Teaching Students in General Education Classrooms (8th ed). New York, New York: Prentice Hall

Smith, D. & Tyler, N. (2014). Introduction to Contemporary Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

The Multicultural Nature of American Education

Multicultural Presentation:

This will be a group presentation. 3 people (or less) per group. Your group will select a multicultural group as your topic to present to the class. You will select your topic from the following list.

Group 1 – Hispanic American
Group 2 – Hindu American
Group 3- Ozarka/Appalachian American
Group 4- Rural/Urban
Group 5- Muslim American
Group 6- Americans in Poverty
Group 7- Roma
Group 8- Native American
Group 9-Asian Americans
Group 10- Marshallese-South Pacific

Here are a few ideas to think about for the presentation. You are not limited to just this information. **You may bring examples of food common within the culture; wear clothing similar to that found in the culture, play games found in the culture, music, etc.**

What are some characteristics of the following cultures immigrating to the United States, or specific sub-areas of American culture? How can we as teachers personally understand these students more fully in order to "include" them appropriately in our classrooms?

To help structure your presentation you might consider the following in your online research:

1) Cultural expectations
2) Values of the culture
3) Style of communication (verbal and nonverbal)
4) Attitudes toward authority figures
5) Attitudes toward the opposite sex (gender roles)
6) Attitudes toward age groups (older people, children, etc.)
7) Male and female roles (expectations/norms) in society
8) The work ethic
9) The home environment and childrearing practices
10) Community standards and expectations
11) How do we assess these students
12) Are different motivational strategies needed

In preparing this presentation:

1. Prepare a 5 minute overview to be presented to the entire class.
2. When you present you may use video, poster board, pictures, food, music, dress, games, etc in a way that it explains and gives insight to the culture you are addressing.
3. DO NOT USE POWERPOINT

SPED 3023 Multicultural Presentations:

	Below Expectations 0-1	**Meets Expectations 2**	**Exceeds Expectations 3**	**Score**
Understands how language influences student learning CEC 1.1, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 1, 2; CAEP 1.a, 1.b	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how culture influences student learning CEC 1.1, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6. INTASC 2; CAEP 1.b, 1.c	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how family background influences student learning. CEC 1.1, TESS 1b, 2c, 3a, 3e, 4c, f. ATS 2d, INTASC 2; CAEP1.a,1.b,1.c	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how to create safe, inclusive, culturally responsive learning environments. CEC 2.1, TESS 2e; ATS 3a INTASC 3, CAEP3.e	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how to modify learning	Does not address this area	Gives at least one example	Gives more than one example	

environments to meet individual needs CEC 2.2, TESS 2a,b,c,d,e; ATS 1.2.3, 1.3.6, 2.2.1, 2.3.2, 3.2.2, 3.2.4, 3.2.6, 3.3.1, 3.3.6, 4.1.1, 4.2.1, 4.3.3, 4.3.4, 5.1.1, 5.1.3, 5.2.1; INTASC 3; CAEP 3.e	or briefly addresses the issue.	and provides in-depth information	and provides in-depth information on each	

Mini Reports

This is a group project. (No more than 3 per group). Select one of the following topics and prepare a 3 to 5 minute video report to present to the class. Also, post on Blackboard.

Angelman syndrome	
Cri-du-chat syndrome	
Glactosemia	
Fragile X syndrome	
Fetal Alcohol syndrome	
Tay Sachs	
Williams's syndrome	
Prader-Willi syndrome	
Multiple Personality Disorder	
Schizophrenia	
Phenylketonuria (PKU)	

Hydrocephaly, Macrocephaly & Microcephaly	
Turner Syndrome	
Rett syndrome	
Tourettes Syndrome	
Maple Syrup Urine Disease	
Tuberous Sclerosis	
Muscular Dystrophy	
Spina Bifida	

SPED-ELED UDL Lesson Plan

	Unacceptable	Acceptable	Highly Effective
Lesson Description Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.	Meets less than half the requirements for developing a lesson description.	Meets the requirements for developing a lesson description.	Exceeds requirements for developing a lesson description by providing extensive details in each area.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs			
Lesson Goals – Objectives Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	Meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.	Meets the requirement requirements for developing specific lesson goals outlining the objective for the lesson.	Exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

1) Anticipatory Set 5-10 minutes Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/ experience.	Little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e.	Good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Little explanation for it's use.	Strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Explains rationale for use.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

2) Introduction and model new knowledge 15-20 minutes Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	Little evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.	Good evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Little explanation of outlined information.	Strong evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Explains outlined information in detail.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

3) Guided Practice 20-30 minutes Models various ways that students can engage with the new content. Then guides the students as they interact with partners	Little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.

or groups practicing the new material in various meaningful ways.		Little explanation of how the activities were used.	Extensive explanation of how the activities were used.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3b Using Questioning and Discussion Techniques

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently.	Little evidence of an effective independent practice activity that enables students to engage with the new content.	Good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.	Strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Little evidence of effective wrap up activity that successfully reviews the important points of the lesson.	Good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.	Strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the activity effectively wrapped up the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

6) Assessment of Student Learning – Formative 5-10 minutes Describes an	Little evidence of an effective assessment plan that directly matches the lesson objective and	Good evidence of an effective assessment plan that directly matches the lesson objective and	Strong evidence of an effective assessment plan that directly matches the lesson objective and

assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	accurately assessing student's understanding.	accurately assessing student's understanding. Little or no explanation for the use of the assessment(s).	accurately assessing student's understanding. Clear rationale for use of the assessment(s).
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1f Designing Student Assessments **Domain:** Domain 3: Instruction **Component:** 3d Using Assessment in Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc.)	Little evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students.	Good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.	Strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized.
Standards **USA- The Danielson Group Framework for Teaching (2013)**			

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Differentiated-Accommodation Strategies Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	Little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks.	Good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.	Strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 3: Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Materials All materials are listed and clearly relate to the lesson.	Little evidence of that all lesson materials were listed that were utilized in the UDL plan.	Good evidence that all lesson materials were listed that were utilized in the UDL plan.	Strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

ELED, MLED, & SEED Research Action Project (RAP)

	Unacceptable	Acceptable	Exceptional
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview .	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Proved an overview that gave extensive details about the requested information.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1d Demonstrating Knowledge of Resources			

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

meet the needs of each learner.			
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ELED 3123 Intervention Plan

	Unacceptable	Acceptable	Exceptional
The candidate provides evidence pertinent to family and to the students in the classroom. Students/Classroom Demographics # of students "at risk" due to poverty, learning gaps, language, speech, etc InTasc/ATS 1, 2,3 TESS Domain 1, 2 CAEP 1.a, 1.b, 1.c	Minimum evidence is included to give insight to the setting for the at risk student/students. Little or no information from public sources is included. FERPA regulations may have been violated.	Significant evidence is included giving insight to the setting for the at risk student/students. Significant information available through public sources is included. The information that is provided does not violate FERPA regulation.	Superior evidence is included to give insight to the setting for the student and/or students who are at risk and in need of intervention. Information includes poverty level of the school or building as defined by the # of free/reduced lunches. (Privacy will prevent this information being given on a child by child basis). The information available through available public sources is included. Specific information about the child or children that can be determined without violating FERPA is included.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

The candidate provides a matrix based on the district's intervention assessment plan to include: students requiring intervention. InTASC/ATS 6; TESS 1f, 3d; and CAEP 6.	Minimum evidence of the information describing the identification of student or students requiring information is included. The matrix is disorganized but can be followed to some degree.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format.	Superior evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix the Arkansas Math and ELA Standards aligned to student's specific intervention needs. InTASC/ATS 6 ; TESS 1f, 3d; CAEP 3.a, 3.b, and 3.d	Matrix provides little to no evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs.	Significant evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs is provided The matrix is organized in a readable format.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix Behaviorally Stated	Matrix includes few or no behaviorally stated objectives.	Matrix includes all behaviorally stated objectives.	Matrix includes exceptionally stated behaviorally

Objectives for Interventions planned for each student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	For those objectives included, some are stated in the standard ABCD behavioral format. Few or no objectives align with standards, data or intervention.	All objectives are stated in the standard ABCD behavioral format. Objectives align with standards, data or intervention.	objectives. All objectives are stated in the standard ABCD behavioral format. Objectives show exceptional alignment with standards, data or intervention.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1f Designing Student Assessments **Domain:** Domain 3: Instruction **Component:** 3d Using Assessment in Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will include the results of Intervention pre-tests and/or formative assessment. InTASC/ATS6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	The plan includes no or limited results of Intervention pre-tests and/or formative assessment. No or limited student evidence is provided.	The plan includes significant results of Intervention pre-tests and/or formative assessment. Student evidence is provided.	The plan includes superior results of Intervention pre-tests and/or formative assessment. Superior evidence of student performance on pre-test is provided.
Standards **USA- The Danielson Group Framework for Teaching (2013)**			

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The student will state 3 Intervention Strategies aligned with stated objectives using 3 different engagement strategies. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited parts of intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes significant description of 3 Intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes 3 intervention strategies aligned with stated objectives using 3 different engagement strategies.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will provide results post assessment with analysis of success or lack of success of the interventions. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited post assessment data and/or some analysis of success or lack of success of the interventions.	The plan includes significant results of post assessment with analysis of success or lack of success of the interventions.	The plan provides superior information on the results post assessment with analysis of success or lack of success of the interventions.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or a limited plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.	The plan includes significant information plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student	The plan includes superior details of the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit documentation of the intervention plan as per state requirements for documentation of intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	Little to no evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Significant evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Superior evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit a reflection on intervention planning process including self evaluation of the success or lack of success of the intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b, 3d and 4a.	Limited or no evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted	Significance of the reflection on intervention planning process including self-evaluation of the success or lack of success of the intervention is omitted	Superior evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

RDNG 3163 Integrated Literacy Framework Rubric

	Unacceptable	Acceptable	Highly Effective
Demonstrates knowledge of content by planning a literacy project based on how children learn and develop language skills.	Project design and content has few opportunities for engaging learners in an inquiry based problem and/or using literacy.	Meets requirements; project design and content is organized to engage learners in an inquiry based problem which will develop some literacy skills.	Exceeds requirements; Well-developed, investigative, inquiry based project that is well organized to immerse children in literacy.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates understanding of diversity through the development of learning experiences for all learners.	Few activities planned to provide experiences for common understanding of theme.	Meets requirements of relating prior experiences and/or providing experiences to create a common understanding and vocabulary related to the topic.	Exceeds requirements; Establishes prior knowledge and experiences; plans provide additional experiences where needed; plans allow time to develop vocabulary and create a common understanding about the topic to allow all learners participation in developing questions for investigation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Component: 2b Establishing a Culture for Learning

Component: 2c Managing Classroom Procedures

Component: 2d Managing Student Behavior

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates planning and	Little evidence of standards-based	Good evidence of standards-based	Strong evidence of standards-based

implementing of developmentally appropriate curriculum aligned with standards and objectives.	planning and implementation of a literacy project, few opportunities to practice and apply skills.	planning and implementation; some opportunities to practice and apply language, social and intellectual skills.	planning and implementation; Multiple opportunities to practice and apply language, social and intellectual skills.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Demonstrates planning of lessons which include methodologies to	Does not meet requirements for lesson planning using format in	Meets requirements for lesson planning using format and template in	Exceeds requirements for lesson planning using format and template

promote and engage students in meaningful, integrated literacy experiences.	Taskstream. Includes little variety for children to combine and integrate the language areas of reading, writing, speaking, listening, and viewing and to react and respond to what they read and write.	Taskstream. Includes many opportunities for children to use the language areas and to react and respond to what they read and write.	in Taskstream. Includes multiple opportunities for children to use the language areas and to react and respond to what they read and write.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates knowledge of using individual and group performance in order to design and modify instruction to meet learners' needs.	Little evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Good evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Strong evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates appropriate and relevant use of formative and summative assessments.	Little evidence of assessment planning, or assessments do not correspond with learning objectives.	Good evidence for assessment plan. Assessments are varied and represent what the students are learning.	Strong evidence supporting assessment plan. Plans a variety of ways to represent what they are learning and to communicate that knowledge through a form of expression, such as dramatic play, writing, or music. Multiple assessments pertinent to age and stage levels.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **Standard:** STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction			
Written communication: No errors in writing (mechanics); thoughts are logically ordered.	Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.	Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant thoughts.	No errors; clarity, logic, and relevance enhance the meaningfulness.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4f Showing Professionalism			

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	7/16/20

Title	Signature	Date
Department Head	Theresa A Cullen	7/16/20
Dean Dr. Linda Bean	Linda Bean	07/17/2020
Assessment Dr. Christine Austin	Christine Austin	7/27/2020
Registrar	[illegible]	8/13/2020
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)	9/21/2020 JW
Curriculum Committee (Undergraduate Proposals Only)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Elementary Education

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)
SPED 3023 – Development & Characteristics of Diverse Learners and ELED 3113 – Human Development and Learning Theories will be moved from 3000 level to 2000 level to meet transfer articulation agreements and due to these courses being stage 1 instead of stage 2 courses. SPED 3023 will become SPED 2023 - Development & Characteristics of Diverse Learners, and ELED 3113 will become ELED 2113- Human Development and Learning Theories. This will also assist in concurrent credit opportunities and will better align with Arkansas Department of Elementary and Secondary Education expectations.

What impact will the change have on staffing, on other programs and space allocation?
No.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
It makes our program more accessible to 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?
   Because we have enough classes at the 3000 level, they will still meet graduation ratios. It will not negatively impact learning.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   This is based on requests for articulation agreements with both community colleges and partner high schools. The faculty have examined and have determined that these courses should be numbered 2000 since they are stage 1 courses, which will bring this more in line with other institutions.

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 is a teacher licensure program in elementary education and meets the requirements for licensure for the state of Arkansas and meets the requirements of the Arkansas Department of Higher Education.

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.)
Courses are aligned to Arkansas Teaching Standards, Praxis Assessment requirements, accreditation expectations, and DESE expectations. See attached assessment examples that are aligned to required standards.

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

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

Curriculum Matrix for Catalog Curriculum in Elementary Education_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: SPED 2023, ELED 2113 Delete: SPED 3023, ELED 3113 Total Hours: 6 – net change of zero
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Assessments Alignment to Teaching Standards

Arkansas Teaching Standards and CAEP Accreditation Standards	Praxis Content Assessment	Formative Observation Forms	Internship Supervisor's Ratings of Intern	Teach and Reflection	Professional Responsibilities	Praxis PLT
Standard 1 Learner Development		X	X	X		X
Standard 2 Learning Differences		X	X	X	X	X
Standard 3 Learning Environments		X	X	X		X
Standard 4 Content Knowledge	X	X	X	X		
Standard 5 Application of Content		X	X	X		
Standard 6 Assessment		X	X	X	X	X
Standard 7 Planning for Instruction		X	X	X	X	X
Standard 8 Instructional Strategies		X	X	X		X
Standard 9 Professional Learning and Ethical Practice		X	X	X	X	X
Standard 10 Leadership and Collaboration		X	X			X
CAEP 1.2 Research and Evidence Use		X	X	X	X	X
CAEP 1.3 Content and Pedagogical Knowledge	X	X	X	X	X	
CAEP 1.4 Use of College- and Career-ready Standards		X	X	X	X	X
CAEP 1.5 Technology Modeling and Application		X	X	X	X	

TASK 3
Domain 4: Professional Responsibilities

The goal for TASK 3 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to analyze and reflect upon student learning while maintaining records of this learning. You will also provide evidence that you are communicating with families, participating as a professional, and considering how you may improve in the future based on feedback from your supervisor(s), your own self-evaluation, and from what you observe in student learning. You will include the following:

- A chart/grade book record demonstrating a classroom set of students with the names removed. Within this chart, you will include student pretest/pre-assessment scores, scores on assignments used within the unit, and posttest/post-assessments scores completed at the end of you unit of instruction.
- At least four students' scanned work including their pretest/pre-assessment work that has been scored, assignments used within the unit that have been scored, and posttest/post-assessment work that has been scored. Included in these work samples needs to be your student's with exceptionalities work. Label these as Student 1, Student 2, etc. Label your student with exceptional learning needs as "Student with Exceptional Learning Needs."
- A 1 to 1 ½ page reflection of your students' learning discussing how they did on their pretest/pre-assessment scores versus their posttest/post-assessment scores, what this tells you about their meeting of your objectives and standards you have set in your unit, and what you will do in the future based on these results.
- Scanned copies of communication or potential communication efforts with parents. See the chart below for more details.
- Scanned copies of evidence of your attendance at professional development meetings, team-planning meetings, school service initiatives, minutes from school meetings demonstrating your participation, etc. On these, be certain to include evidence that you attended through a signed note, certificate, name appearance on minutes, comments from supervisors, etc.
- A 1 to 1 ½ page plan delineating areas you will seek to improve based on the learning of students, feedback from your supervisor(s), and/or self-evaluation of your teaching. This plan should also include ways in which you will specifically seek to improve these areas.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching	
Domain 4 – Professional Responsibilities **TASK 3**	
4a Reflecting on Teaching 4b Maintaining Accurate Records	1. A chart of student scores for the unit including pretest/pre-assessment, assessment scores from assignments within the unit, and posttest/post-assessment scores at the end of the unit. 2. Scanned student work for students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples your student with exceptional learning needs, and label this student's work "Student with Exceptional Learning Needs." 3. A reflection concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment. Within this discussion, you must discuss the specific content-area technologies you used to engage and impact student learning and which ones you will use in future instruction based on your students' learning in this unit.
4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	4. To demonstrate communication with parents, evidence such as the following would be beneficial: • Example(s) of letters to parents, newsletters, school blog links • Parent-teacher conference evidence (e.g., parent sign-ins) • Copies of emails to and from parents • Any electronic or hardcopy communications with parents 5. Evidence of service to the school or profession while completing the internship experience that goes beyond the classroom setting such as the following (***have supervisor sign-off that you participated in events on a flyer, bulletin, notes, minutes, etc. to scan***): • Participation in after-school events hosted by the school/district (e.g., Math Nights, Literacy Nights, etc.) • Assistance in school clubs • Participation in service at extracurricular events (e.g., concession stand, assisting in Booster clubs, etc.) • School event planning and participation (e.g., school dances, school talent shows, etc.) • Examples of collaborating in online or face-to-face environments with other professionals to solve school problems/make progress. 6. Professional growth/development may be shown by such activities as the following (***have supervisor sign-off that you participated):*** • Professional meeting notes and/or minutes from faculty meetings • Conference and/or professional development evidence • Changes made due to feedback from colleagues and/or other experts in the field 7. Professional plan to improve in any area that needs to be improved based on lesson reflection, supervisor feedback, or student learning that considers professional organization resources (i.e., NCTE, NCTM, NSTA, etc.) and continuing education opportunities.

TASK 3, Domain 4: Professional Responsibilities, Assessment of Student Learning Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 6, FFT 3d, 4b)	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs).	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	
(INTASC Standard 6, FFT 3d, 4a)	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.	
(INTASC Standard 6 & 7, FFT 4a, 4b, 4e)	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others,	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with	

		professional development, etc.).	others, professional development, etc.).	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

TASK 3
Domain 4: Professional Responsibilities
Communication and Professional Behavior Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	
(INTASC Standard 10, FFT 4d)	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	
(INTASC Standard 9, FFT 4e)	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	
(INTASC Standard 9, FFT 4f)	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization	

		resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.	resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Praxis Subject Area and Principles of Learning and Teaching Assessments

Candidates complete their respective Educational Testing Service (ETS) *Praxis II Subject Area Assessments* prior to entering their full-time student teaching internship in the last semester of their senior year. The EPP receives these scores via the ETS portal. Program faculty review these data to determine revisions needed in the respective program of studies.

Candidates complete their respective Educational Testing Service (ETS) Praxis II Principles of Learning and Teaching Assessment typically during their Internship II experience. The EPP receives these scores via the ETS portal. Program faculty review these data to determine revisions needed in the respective program of studies.

These assessments have been aligned to the InTASC Standards. Arkansas adopted the InTASC teaching standards and are titled the Arkansas Teaching Standards.

Formative Observation Form

Formative Observation and Intervention* (Complete and enter in the form found at http://www.atu.edu/education/surveys.php)

Intern _____ Observer _____ School _____ Date_____

What is your supervisory role? ATU Campus-based Supervisor Cohort Supervisor ATU Content-area Supervisor (***circle one)*** **Which Observation is this?** 1 2 3 4 (***circle one***)

Intern T#:_____ **Major Field**: _____

*****Key for rating performance:**

1 Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.

2 Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners' needs.

3 Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

***TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7)**	**Rating (Circle One)**	**Evidence Noted (PRE-OBSERVATION)**
1a. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies) **UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT**	1 2 3	
1b. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences) **UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)**	1 2 3	
1c. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction) **PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS**	1 2 3	
1d. Knowledge of Resources (INTASC Standard 7 Planning for Instruction) **KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS**	1 2 3	

1e. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction) ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED	1 2 3	
1f. Designing Student Assessments (INTASC Standard 6 Assessment) ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING	1 2 3	

*__Notes__: This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience. The EPP Clinical Practice Instructors observe the interns a minimum of four times per semester. Evaluations are completed using a Google Form version of this document.

*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.

**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
2a. Creating an Environment of Respect & Rapport (INTASC Standard 3 Learning Environments) POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE & FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER & STUDENT(S) TO STUDENT(S)]	1 2 3	
2b. Establishing a Culture for Learning (INTASC Standard 3 Learning Environments) IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED	1 2 3	
2c. Managing Classroom Procedures (INTASC Standard 3 Learning Environments) MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS & SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT	1 2 3	
2d. Managing Student Behavior (INTASC Standard 3 Learning Environments) COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXIBITIED BY LEARNERS	1 2 3	
2e. Organizing Physical Space (INTASC Standard 3 Learning Environments) SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY	1 2 3	

*TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, & 8)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
3a. Communicating with Students (INTASC Standard 8 Instructional Strategies) CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANININGFUL ENGAGEMENTS, CONNECTIONS	1 2 3	
3b. Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies) QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING	1 2 3	
3c. Engaging Students in Learning (INTASC Standard 5 Application of Content) ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED	1 2 3	
3d. Using Assessment in Instruction (INTASC Standard 6 Assessment) STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS	1 2 3	
3e. Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies) LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING	1 2 3	

*TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)	Rating	Evidence Noted (POST-OBSERVATION)
4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice) ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING & LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)	1 2 3	
4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice) PROFESSIONAL ETHICS & CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS' ASSIGNMENTS & PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS	1 2 3	
4c. Communicating w/ Families (INTASC Standard 10 Leadership and Collaboration) VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.); DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS	1 2 3	
4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration) SHARES, COORDINATES, COLLABORATES, VOLUNTEERS & ENGAGES IN SCHOOL, DISTRICT & COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM	1 2 3	
4e. Growing and Developing Professionally (INTASC Standard 9) SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS & ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL	1 2 3	
4f. Showing Professionalism (INTASC Standard 9) INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPTIATELY; PUNCTUAL; REGULAR ATTENDANCE	1 2 3	

Was the following STRAND exhibited during the observation?	Yes/ No	*Was the following STRAND exhibited during the observation?*	Yes/ No	For each STRAND noted to the left, please list any evidence observed.
1. High Expectations		*5. Equity*		
2. Cultural Competence		*6. Developmental Appropriateness*		
3. Appropriate Use of Technology		*7. Attention to Individual Needs*		
4. Student Assumption of Responsibility		*8. Engagement of Students' Minds*		

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

OBSERVERS' SIGNATURE: _____ Date: _____

INTERN'S SIGNATURE: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Electrical Engineering	10/1/2020

Title	Signature	Date
Department Head Carl Greco		10/06/2020
Dean Judy Cezeaux		10/7/2020
Assessment Christine Austin		10/8/2020
Registrar		10/8/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title: Computer Engineering

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

(1) delete ELEG/MATH 3173 Math Methods for Engineers.
(2) add STAT 3153 Applied Statistics I as a required course.

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

There will be no impact to staffing if anything this should lessen the teaching load for Electrical Engineering faculty. It might slightly increase teaching load of STAT 3153 courses. A departmental support letter is requested from the Mathematics department. There will be no change to space allocation.

Answer the following Assessment questions:

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

This change is directly related to student success. These changes have been decided upon to maintain our ABET accreditation standards. This contributes to student intellectual development as well as the technological traditions of ATU.

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

The wording used in the requirements from ABET the Criteria for Accrediting Engineering Programs 2020-2021 for Program Criteria for those programs named "Electrical, Computer, Communications, Telecommunications(s) and Similarly Named Engineering Programs" states:

"...The curriculum must include probability and statistics, including applications appropriate to the program name..."

which is the justification for the addition of STAT 3153 in place of ELEG/MATH 3173. In addition the Program Criteria state:

"...The curriculum for programs containing the modifier "electrical," "electronic(s)," "communication(s)," or "telecommunication(s)" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics..."

"The curriculum for programs containing the modifier "computer" in the title must include discrete mathematics."

COMS 2903 Discrete Structures for Technical Majors covers discrete mathematics and is currently included in the Computer Engineering curriculum.

c. What is the rationale for this program change?

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

Recently updated ABET standards for curriculum for curriculums having a modifier "Electrical" in the name state that the curriculum must include probability and statistics. Moreover, the curriculum must include advanced mathematics such as differential equations, linear algebra, complex variables, and discrete mathematics. Through a curricular analysis, the Curriculum Committee of Electrical Engineering has determined its current required course MATH/ELEG 3173 Mathematical Methods for Engineers is not adequate in covering the required courses as stated by ABET. By requiring students to

take STAT 3153, the department can guarantee that students are receiving adequate probability and statistics coverage. Students are already required to take MATH 3243 Differential Equations thus covering the differential equations requirement. It was decided that Linear Algebra can be covered in certain courses through the Electrical Engineering curriculum and documented for assessment purposes. Complex Variables coverage is already contained in the curriculum through courses such as ELEG 2113 Electric Circuits II, ELEG 3123 Signals and Systems, and ELEG 4113 Digital Signal Processing, as well as other courses. Thus, the rationale for these changes is to satisfy the provided ABET curricular standards. Links to these standards are provided below:

https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2020-2021/

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

The proposed changes are required by recent changes in the ABET criteria for the enhanced importance of probability, statistics, and discrete mathematics in addition to linear algebra, and discrete mathematics. The current presentation of these four distinct area of mathematics in a single semester course did not do justice to any one of these areas. Complex variables and linear algebra are currently embedded in existing engineering and mathematical courses including calculus and differential equations. The addition, of separate courses for statistics with probability and another to cover discrete mathematics will meet the enhanced emphasis placed on these in the latest ABET guidelines. The assessment of student learning outcomes for complex variables and linear algebra will be targeted in existing engineering and mathematical courses in the curriculum allowing statistics, probability, and discrete mathematics to be assessed in their respective 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.

The University of Arkansas requires their BSEE degree seekers to take ELEG 3143 Probability & Stochastic processes which provides the probability and statistics requirements.

https://electrical-engineering.uark.edu/_resources/documents/curriculum/EE_curriculum_2012_2013.pdf

Note that even though this degree plan is from 2012-2013, this is linked on their current website as a current document here: https://electrical-engineering.uark.edu/academics/future-students/index.php

The 8-semester degree plan for Arkansas State University requires B.S.E.E degree seekers to take ENGR 2401 Applied Engineering Statistics and EE 3373 Probability and Random Signals. In addition, students are required to take ENGR 4453 Numerical Methods for Engineers which likely contains Linear Algebra, Discrete Mathematics, and Complex Algebra coverage.

https://www.astate.edu/dotAsset/f2cfc85b-f948-46c6-ad18-d07eb739d820

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_____Computer Engineering_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: STAT 3153 Delete: MATH/ELEG 3173 Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: ~~STAT 3153~~ Delete: ~~MATH/ELEG 3173~~ Total Hours: ~~15~~
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

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Electrical Engineering	10/1/2020

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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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Electrical Engineering

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

(1) delete ELEG/MATH 3173 Math Methods for Engineers.
(2) add STAT 3153 Applied Statistics I as a required course.
(3) delete 3 hours Mathematics Elective
(4) add COMS 2903 Discrete Structures for Technical Majors, OR MATH 2703 Discrete Mathematics
(5) delete ~~3 hours Mathematics Elective.~~ footnote #.

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

There will be no impact to staffing if anything this should lessen the teaching load for Electrical Engineering faculty. It might slightly increase teaching load of STAT 3153 courses or COMS 2903 courses. A departmental support letter is requested from the Mathematics department and Computer Science department for this change. There will be no change to space allocation.

Answer the following Assessment questions:

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

This change is directly related to student success. These changes have been decided upon to maintain our ABET accreditation standards. This contributes to student intellectual development as well as the technological traditions of ATU.

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

The wording used in the requirements from ABET the Criteria for Accrediting Engineering Programs 2020-2021 for Program Criteria for those programs named "Electrical, Computer, Communications, Telecommunications(s) and Similarly Named Engineering Programs" states:

"...The curriculum must include probability and statistics, including applications appropriate to the program name..."

Which is the justification for the addition of STAT 3153 in place of ELEG/MATH 3173. In addition the Program Criteria state:

"...The curriculum for programs containing the modifier "electrical," "electronic(s)," "communication(s)," or "telecommunication(s)" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics..."

which is the justification for requiring either MATH 2703 Discrete Mathematics or COMS 2903 Discrete Structures for Technical Majors in place of the 3 hours of Mathematics Electives currently required of Electrical Engineering majors.

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?

Recently updated ABET standards for curriculum for curriculums having a modifier "Electrical" in the

name state that the curriculum must include probability and statistics. Moreover, the curriculum must include advanced mathematics such as differential equations, linear algebra, complex variables, and discrete mathematics. Through a curricular analysis, the Curriculum Committee of Electrical Engineering has determined its current required course MATH/ELEG 3173 Mathematical Methods for Engineers is not adequate in covering the required courses as stated by ABET. By requiring students to take STAT 3153, the department can guarantee that students are receiving adequate probability and statistics coverage. Students are already required to take MATH 3243 Differential Equations thus covering the differential equations requirement. It was decided that Linear Algebra can be covered in certain courses through the Electrical Engineering curriculum and documented for assessment purposes. Complex Variables coverage is already contained in the curriculum through courses such as ELEG 2113 Electric Circuits II, ELEG 3123 Signals and Systems, and ELEG 4113 Digital Signal Processing, as well as other courses. Thus, the rationale for these changes is to satisfy the provided ABET curricular standards. Links to these standards are provided below:

https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2020-2021/

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

The proposed changes are required by recent changes in the ABET criteria for the enhanced importance of probability, statistics, and discrete mathematics in addition to linear algebra, and discrete mathematics. The current presentation of these four distinct area of mathematics in a single semester course did not do justice to any one of these areas. Complex variables and linear algebra are currently embedded in existing engineering and mathematical courses including calculus and differential equations. The addition, of separate courses for statistics with probability and another to cover discrete mathematics will meet the enhanced emphasis placed on these in the latest ABET guidelines. The assessment of student learning outcomes for complex variables and linear algebra will be targeted in existing engineering and mathematical courses in the curriculum allowing statistics, probability, and discrete mathematics to be assessed in their respective courses.

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 Arkansas requires their BSEE degree seekers to take ELEG 3143 Probability & Stochastic processes which provides the probability and statistics requirements.

https://electrical-engineering.uark.edu/_resources/documents/curriculum/EE_curriculum_2012_2013.pdf

Note that even though this degree plan is from 2012-2013, this is linked on their current website as a current document here: https://electrical-engineering.uark.edu/academics/future-students/index.php

The 8-semester degree plan for Arkansas State University requires B.S.E.E degree seekers to take ENGR 2401 Applied Engineering Statistics and EE 3373 Probability and Random Signals. In addition, students are required to take ENGR 4453 Numerical Methods for Engineers which likely contains Linear Algebra, Discrete Mathematics, and Complex Algebra coverage.

https://www.astate.edu/dotAsset/f2cfc85b-f948-46c6-ad18-d07eb739d820

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.)

If this course will affect other departments, a Departmental Support Form for each 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 Electrical Engineering (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: STAT 3153 Delete: MATH/ELEG 3173 Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: COMS 2903 OR MATH 2703 Delete: MATH Elective Total Hours: 14
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Electrical Engineering	10/1/2020

Title	Signature	Date
Department Head Carl Greco		10/06/2020
Dean Judy Cezeaux		10/7/2020
Assessment Christine Austin		10/8/2020
Registrar		10/8/2020
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)	10/27/2020
Faculty Senate (Undergraduate Proposals Only)	11/10/2020
Graduate Council (Graduate Proposals Only)	n/a

Program Title:
Electrical Engineering with Biomedical 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) delete ELEG/MATH3173 Math Methods for Engineers.
(2) add STAT 3153 Applied Statistics I.
(3) delete COMS 2203 Foundations of Computer Programming II.
(4) add COMS 2903 Discrete Structures for Technical Majors, OR MATH 2703 Discrete Mathematics.

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

There will be no impact to staffing if anything this should lessen the teaching load for Electrical Engineering faculty. It might slightly increase teaching load of STAT 3153 courses and MATH 2703 or the Computer Information Systems Department for COMS 2903. A departmental support letter is requested from the Mathematics and the CIS departments for these changes. There will be no change to space allocation.

Answer the following Assessment questions:

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

This change is directly related to student success. These changes have been decided upon to maintain our ABET accreditation standards. This contributes to student intellectual development as well as the technological traditions of ATU.

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

The wording used in the requirements from ABET the Criteria for Accrediting Engineering Programs 2020-2021 for Program Criteria for those programs named "Electrical, Computer, Communications, Telecommunications(s) and Similarly Named Engineering Programs" states:

"...The curriculum must include probability and statistics, including applications appropriate to the program name..."

which is the justification for the addition of STAT 3153 in place of ELEG/MATH 3173. In addition the Program Criteria state:

"...The curriculum for programs containing the modifier "electrical," "electronic(s)," "communication(s)," or "telecommunication(s)" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics..."

which is the justification for requiring either MATH 2703 Discrete Mathematics or COMS 2903 Discrete Structures for Technical Majors in place of the 3 hours of COMS 2203 Foundations of Computer Programming II. The Electrical Engineering with Biomedical Option majors will continue to take the COMS 2104 Foundations of Computer Programming I course.

c. What is the rationale for this program change?

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

Recently updated ABET standards for curriculum for curriculums having a modifier "Electrical" in the name state that the curriculum must include probability and statistics. Moreover, the curriculum must include advanced mathematics such as differential equations, linear algebra, complex variables, and discrete mathematics. Through a curricular analysis, the Curriculum Committee of Electrical Engineering has determined its current required course MATH/ELEG 3173 Mathematical Methods for Engineers is not adequate in covering the required courses as stated by ABET. By requiring students to take STAT 3153, the department can guarantee that students are receiving adequate probability and statistics coverage. Students are already required to take MATH 3243 Differential Equations thus covering the differential equations requirement. It was decided that Linear Algebra can be covered in certain courses through the Electrical Engineering curriculum and documented for assessment purposes. Complex Variables coverage is already contained in the curriculum through courses such as ELEG 2113 Electric Circuits II, ELEG 3123 Signals and Systems, and ELEG 4113 Digital Signal Processing, as well as other courses. Thus, the rationale for these changes is to satisfy the provided ABET curricular standards. Links to these standards are provided below:

https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2020-2021/

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

The proposed changes are required by recent changes in the ABET criteria for the enhanced importance of probability, statistics, and discrete mathematics in addition to linear algebra, and discrete mathematics. The current presentation of these four distinct area of mathematics in a single semester course did not do justice to any one of these areas. Complex variables and linear algebra are currently embedded in existing engineering and mathematical courses including calculus and differential equations. The addition, of separate courses for statistics with probability and another to cover discrete mathematics will meet the enhanced emphasis placed on these in the latest ABET guidelines. The assessment of student learning outcomes for complex variables and linear algebra will be targeted in existing engineering and mathematical courses in the curriculum allowing statistics, probability, and discrete mathematics to be assessed in their respective courses.

f. 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 Arkansas requires their BSEE degree seekers to take ELEG 3143 Probability & Stochastic processes which provides the probability and statistics requirements.

https://electrical-engineering.uark.edu/_resources/documents/curriculum/EE_curriculum_2012_2013.pdf

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The 8-semester degree plan for Arkansas State University requires B.S.E.E degree seekers to take ENGR 2401 Applied Engineering Statistics and EE 3373 Probability and Random Signals. In addition, students are required to take ENGR 4453 Numerical Methods for Engineers which likely contains Linear Algebra, Discrete Mathematics, and Complex Algebra coverage.

https://www.astate.edu/dotAsset/f2cfc85b-f948-46c6-ad18-d07eb739d820

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program

courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

If this course will affect other departments, a Departmental Support Form for each 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 Electrical Engineering with Biomedical Option (enter title for program changing)	
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Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: COMS 2903 OR Math 2703 Delete: COMS 2203 Total Hours: 14	Junior Spring Semester Add/Change: STAT 3153 Delete: MATH/ELEG 3173 Total Hours: 16
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Computer and Information Science	This department ☒ supports ☐ does not support the change.
Comments: The program changes proposed by the Electrical Engineering Department may slightly increase teaching load of COMS 2903.	

Department Head Signature: Jerry Wood

Date: 10/7/2020

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Mathematics	This department ☒ supports ☐ does not support the change.
Comments: The program changes proposed by the Electrical Engineering Department may require additional sections of STAT 3153 and slightly increase teaching load of MATH 2703.	

Department Head Signature: Jamie L. Myers

Date: 10/6/20

Assessment Plan

1. Program Mission

The vision of the Department of Electrical Engineering is to be one of the regions exceptional accredited programs of electrical engineering producing professionals for the state, nation and world.

2. Student Learning Outcomes – ABET

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

3. SLOs targeted with current Program Change

1.an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

4. Measure of Effectiveness

For SLO 1.) students are expected to solve and identify a complex engineering program. ABET defines a complex engineering problem as: "Complex engineering problems include one or more of the following characteristics: involving wide-ranging or conflicting technical issues, having no obvious solution, addressing problems not encompassed by current standards and codes,

involving diverse groups of stakeholders, including many component parts or sub-problems, involving multiple disciplines, or having significant consequences in a range of contexts." These engineering problems are also expected to contain "College-Level Mathematics" which is defined as "mathematics that requires a degree of mathematical sophistication at least equivalent to that of introductory calculus. For illustrative purposes, some examples of college-level mathematics include calculus, differential equations, ***probability, statistics, linear algebra, and discrete mathematics***." Therefore, it will be essential to collect data in courses where probability and statistics, linear algebra, and discrete mathematics are used. Courses where those forms of mathematics are regularly used include ELEG 2130, ELEG 2134, ELEG 2113, ELEG 2111, ELEG 4113, and ELEG 4303.

SLO 2.) requires students to practice engineering design in the context of specified needs. Because this SLO refers to engineering design, it is expected students practice college-level mathematics in the proposed solutions for their design. We expect to collect data related to SLO 2 because of the college-level mathematics that students are expected to use in their design processes.

We expect the proposed curricular changes to also impact SLO 6. This mainly stems from the fact that probability and statistics is the mathematical language of experimentation. SLO 6 requires students to "develop and conduct appropriate experimentation", which is typically done in a laboratory setting with a course such as ELEG 2111. By changing the MATH methods requirement in the various degree programs and options, we will need to be sure to track where students are using mathematics like probability and statistics in the ELEG courses, such as ELEG 2111.

5. Listing of courses that will have assessment impacted due to program change

ELEG 2111 Electric Circuits Laboratory (SLO 6)

ELEG 2134 Digital Logic Design (SLO 1)

ELEG 2113 Electric Circuits II (SLO 1)

ELEG 4113 Digital Signal Processing (SLO 1, 6)

ELEG 4303 Control Systems (SLO 1,2,6)

ELEG 4191 Electrical Design Project I (SLO 1,2,6)

ELEG 4192 Electrical Design Project II (SLO 1,2,6)

Each of the above courses is identified to have course objectives that are linked to one or more student learning outcomes where college-level mathematics is used. It is expected that examples of students practicing mathematics will need to be collected from these courses. In addition, courses where students practice experimentation, will require the use of some probability and statistics.

6. **Performance standards or criteria for success which demonstrate student learning for each outcome**

(those course objectives that are linked the student learning outcomes are bolded, italicized, and underlined.)

Course Objectives for ELEG 2111 Electric Circuits Laboratory (SLO 6)

The successful student should be able to:

1. Use powerful software such as OrCad Capture to design and simulate circuits.

2. Learn and become proficient at using common lab tools such as DMM's, Oscilloscopes, Power Supplies, Frequency Generators/Counters.

3. Write reports every week detailing steps taken to perform each lab as well as things learned.

4. ***Perform experiments*** on basic circuit topics including Kirchoff's Laws, Thevenin/Norton equivalent circuits, voltage/current dividers, Average and RMS measurements of AC signals, first order passive filters, RLC filters, and operational amplifiers.

Course Objectives for ELEG 2134/2130 (combined class) Digital Design Laboratory (SLO 6)

The successful student should be able to:
1.***Take a Boolean expression and minimize it using basic theorems and graphical/tabular techniques.***

2.***Convert numbers from one base to another.***

3.Designminimal and/or hazard free combinational and sequential circuits at the gate level.

4.Design circuits that can add, subtract, multiply, and divide using2's complement representation of numbers.

5.Design finite state machines.

6.Program FPGA's using VHDL.

Course Objectives for ELEG 2113 Electric Circuits II (SLO 1)

The successful student should be able to:
1. ***Perform AC steady-state analysis*** and power calculations on single-phase and balanced three-phase circuits.

2. Analyze circuits containing mutual inductance and ideal transformers.

3. ***Derive transfer functions (variable frequency response) from circuits containing independent sources, dependent sources, resistors, capacitors, transformers, and mutual inductance elements.***

4. Calculation of Laplace transforms and inverse Laplace transforms.

5. Application of Laplace transforms in circuit analysis.

Course Objectives for ELEG 4113 Digital Signal Processing (SLO 1,6)

The successful student should be able to:

1. Describe the basic characteristics of discrete-time signals and systems.

2. Utilize the z-transform to analyze discrete-time signals and systems.

3. Utilize the Discrete Fourier Transform to analyze discrete-time signals and systems.

4. Design and implement FIR and IIR filters.

5. Utilize modern engineering tools to design and implement digital signal processing algorithms.

Course Objectives for ELEG 4303 Control Systems (SLO 1,2,6)

The successful student should be able to:

1. obtain a mathematical model that describes linear time-invariant electrical and mechanical systems

2. analyze and quantify the time response of linear systems

3. simplify systems using block diagrams and signal flow reduction methods

4. determine the stability of a system using the Routh-Hurtwitz criterion

5. determine the steady-state error of a system

6. complete and open-ended problem report that includes some elements of design of a P, PD, PI, and PID controller.

Course Objectives for ELEG 4191 Electrical Design Project I (SLO 1,2,6)

The successful student will be able to:

1. demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare as well as global, cultural, social, environmental, and economic factors.

3. demonstrate an ability to communicate effectively with a range of audiences

4. demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

5. demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Course Objectives for ELEG 4192 Electrical Design Project II (SLO 1,2,6)

The successful student should be able to:

1. Create a hardware and/or software prototype of a solution to an engineering design problem

2. Assess the optimality of their solution(s) to their design problem

3. Plan accordingly to reach their established milestones and goals while working towards a solution of their design problem

4. Practice leadership, collaboration, inclusivity, and team planning while working in specified team roles

5. Communicate the outcomes of their design process in both written and oral form to a range of audiences

Summary November 24, 2020 Curriculum Committee/November 30, 2020 Faculty Senate

1. College of Arts & Humanities – Department of English and World Languages

    a. Accelerated Bachelor of Fine Arts in Creative Writing to Master of Arts in English
    b. Accelerated Bachelor of Arts in English to Master of Arts in English

2. College of Arts & Humanities – Department of History and Political Science

    a. Accelerated Bachelor of Arts in History to Master of Arts in History

3. College of eTech – Department of Professional Studies

    a. Modify the Curriculum in Bachelor of Professional Studies, as follows:
        (1) delete PS3013: Professional Studies Seminar, OL/PS 3143: Applied Professional Research, OL/PS 4943: Applied Leadership Project, six hours of Professional Studies Professional Core Electives, and Footnote 3; and
        (2) add OL/PS 4443: Professional Leadership, OL/PS 4543: Workplace Supervision, OL/PS 4643: Organizational Globalization and Diversity, and six hours of electives.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	10/12/20

Title	Signature	Date
Department Head	Carl Bowden	10-19-20
Dean	Jeffrey Cass	10/20/20
Assessment Christine Austin	Christi Austin	10/21/20
Registrar	Tammy Weaver	10/21/20
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:
Accelerated ~~BA~~ BFA in Creative Writing Plus MA in 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)
The program will allow senior undergraduates majoring in English to take four courses in the MA in English program. Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.25 or better in those undergraduate courses. They can choose from any 5000-level course offered in the MA in English for a total of 12 credit hours that count towards both the BA and MA degrees.

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 will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more 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 program change will allow English undergraduates to get a head start towards a Master's Degree in English during their senior year, thus saving them time and money on both BA and MA. Seniors currently enroll in 4000-level electives which are cross-listed as 5000-level graduate classes, so simply changing the level at which they enroll will allow them to get both undergraduate and graduate credit for these courses and therefore a strong start towards an MA in English.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   The program change fits in to the new policy approved by the Board of Trustees on June 18, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Arkansas universities offer accelerated programs in other fields but not specifically in English. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).

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.)

Measurements for assessment: (1) the required MA English Examination; (2) CPGE assessment embedded in ENGL 6003 Introduction to English Graduate Study.

Students who complete the program will be able to do the following:

- Demonstrate mastery of significant American and British literary works.
- Generate writing that exhibits advanced analysis and synthesis.
- Conduct original research.
- Show familiarity with a variety of interdisciplinary critical approaches.

If this course will affect other departments, a Departmental Support Form for each 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 program change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in Accelerated Bachelor's Plus Master's Degree Program (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: 3 At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723. Delete: Add Footnote 3 to 3 hrs English Electives and 9 hours Elective Total Hours:	Senior Spring Semester Add/Change: 3 At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723. Delete: Add Footnote 3 to 9 hours Elective Total Hours:

DEGREE AUDIT CHECK LIST
(BFA-CRWR) Creative Writing

2021-22

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

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**

Major Requirements		Hrs
ENGL	2043 2063 3043 3073 3083 3093 3313 3323 3413 3423 4093 4813	
ENGL ELEC	(9 HR @2-4000)*	45
	*Excluding ENGL 2003, 2013, 2113, 2173, 2881 4881-4	
FOR LANG	(ONE LANG) 1013 1023	6
	3 hrs ENGL Elec and/or 9 hrs Elective	
***	12 hrs from:	
ENGL	5023 5083 5093 5103	
	5173 5213 5283 5383	
	5483 5683 5703 5713	
	5723	
	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

Skip to main content

Department of English & World Languages

Bachelor of Fine Arts in Creative Writing

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 Introduction to Literary Studies
- ENGL 3043 Literary Editing and Publishing
- ENGL 3073 Creative Nonfiction Workshop
- 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 9 credit hours of English electives

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.

☐ Freshman

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 Introduction to Literary Studies	3		
Total Hours	**16**	**Total Hours**	**15**

☐ Junior

ENGL 3073 Creative Nonfiction Workshop	3	ENGL 3083 Fiction Workshop	3
ENGL 3093 Poetry Workshop	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	Elective[3]	6
Elective[3]	3		
Total Hours	**15**	**Total Hours**	**15**

☐ Senior

ENGL 4093 Seminar in Creative Writing	3	ENGL 4813 Senior Project in Creative Writing	3
English Elective[3]	3	Elective[3]	9
Elective[3]	9		
Total Hours	**15**	**Total Hours**	**12**

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

[2]Any 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.

[3]At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program can substitute twelve (12) hours of the following courses as electives: ENGL

5023,5083,5093,5103,5173,5213,5283,5383, 5483,5683,5703,5713,5723.

[4]All 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.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	10/12/20

Title	Signature	Date
Department Head	Carl Bowden	10-19-20
Dean	Jeffrey Cass	10/20/2020
Assessment Christine Austin	Christi Austin	10/21/20
Registrar	Tammy Weaver	10/21/20
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:
Accelerated BA in English Plus MA in 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)
The program will allow senior undergraduates majoring in creative writing to take four courses in the MA in English program. Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.25 or better in those undergraduate courses. They can choose from any 5000-level course offered in the MA in English for a total of 12 credit hours that count towards both the BA and MA degrees.

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 will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more 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 program change will allow creative writing undergraduates to get a head start towards a Master's Degree in English during their senior year, thus saving them time and money on both BA and MA. Seniors currently enroll in 4000-level electives which are cross-listed as 5000-level graduate classes, so simply changing the level at which they enroll will allow them to get both undergraduate and graduate credit for these courses and therefore a strong start towards an MA in English.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   The program change fits in to the new policy approved by the Board of Trustees on June 18, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Arkansas universities offer accelerated programs in other fields but not specifically in English. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).

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.)

Measurements for assessment: (1) the required MA English Examination; (2) CPGE assessment embedded in ENGL 6003 Introduction to English Graduate Study.

Students who complete the program will be able to do the following:

- Demonstrate mastery of significant American and British literary works.
- Generate writing that exhibits advanced analysis and synthesis.
- Conduct original research.
- Show familiarity with a variety of interdisciplinary critical approaches.

If this course will affect other departments, a Departmental Support Form for each 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 program change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in Accelerated Bachelor's Plus Master's Degree Program (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: [3]At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723, 6003, 6013, 6023. 6033, 6083, 6213, 6283. Delete: Add Footnote 3 to 3 hrs English Electives and Total Hours: 12 hours Electives	Senior Spring Semester Add/Change: [3]At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723, 6003, 6013, 6023. 6033, 6083, 6213, 6283. Delete: Add Footnote 3 to 3 hrs English Electives and Total Hours: 13 hours Electives

DEGREE AUDIT CHECK LIST
(BA-ENGL) English

2021-22

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	(9 @ 2-4000)*	36
	*Excluding Engl 2003, 2013, 2113, 2173 2881, 4881-4	
FOR LANG	1013 1023 (same language)	6
***	12 ENGL Elec and/or Electives	
	12 hrs from:	
ENGL	5023 5083 5093 5103	
	5173 5213 5283 5383	
	5483 5683 5703 5713	
	5723	
	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

Skip to main content

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 Introduction to Literary Studies
- ENGL 3013 Systems of Grammar, ENGL 3023 Introduction to Linguistics or ENGL 4013 History of English Language
- ENGL 3313 American Literature to 1900
- ENGL 3323 Modern American Literature
- ENGL 3413 British Literature to 1800
- ENGL 3423 British Literature since 1800
- ENGL 4103 Literary Theory
- 15 credit hours of English electives

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
- COMM 2003 Public Speaking
- COMM 2111-COMM 2121, Debate Practicum
- COMM 2173 Business and Professional Speaking
- JOUR 4123 Laws of Communication
- PHIL 3073 Philosophy of Law
- PHIL 3103 Logic
- POLS 4033 Principles of Legal Study
- 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 Introduction to Literary Studies	3	ENGL 3013 Systems of Grammar or ENGL 3023 Introduction to Linguistics or ENGL 4013 History of English Language	3
Fine Arts & Humanities[1]	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	ENGL 4103 Literary Theory	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]	3	English Elective (3000-4000 level)[3]	3
Elective[3]	12	Elective[3]	13
Total Hours	**15**	**Total Hours**	**16**

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

[2]All 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.

[3]At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program can substitute twelve (12) hours of the following courses as electives: ENGL 5023,5083,5093,5103,5173,5213,5283,5383, 5483,5683,5703,5713,5723.

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

©

DEGREE AUDIT CHECK LIST
(BA-ENGL) English

~~2020-21~~ 2021-22

Date	
Grade Point	Graduation Date

Student's Name
T#

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		
12 hours 5000-level English will Satisfy ENGL Electives or General Electives		
TOTAL ELECTIVE HOURS		42

Major Requirements		Hrs
ENGL	2063 3313 3323 3413 3423 4103 (3013 or 3023 or 4013)	
ENGL ELEC	(6UD)	
ENGL ELEC	(9 @ 2-4000)*	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

Skip to main content

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.

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- ENGL 3423 British Literature since 1800
- ENGL 4103 Literary Theory
- 15 credit hours of English electives

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- CJ/SOC 2043 Crime and Delinquency
- CJ/POLS 3023 Judicial Process
- CJ 4023 Law and the Legal System
- COMM 2003 Public Speaking
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- JOUR 4123 Laws of Communication
- PHIL 3073 Philosophy of Law
- PHIL 3103 Logic
- POLS 4033 Principles of Legal Study
- 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 Introduction to Literary Studies	3	ENGL 3013 Systems of Grammar or ENGL 3023 Introduction to Linguistics or ENGL 4013 History of English Language	3
Fine Arts & Humanities[1]	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	ENGL 4103 Literary Theory	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**

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

[2]All 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.

[3]Any 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.

[4]At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Insert new footnote information

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Dr. Guolin Yi
gyi@atu.edu

Department of History and Political Science

Department Initiating Proposal	Date
History Accelerated Bachelor's Plus Master's Degree	10/5/2020

Title	Signature	Date
Department Head David Blanks		11/17/20
Dean		11/17/2020
Assessment Christine Austin		11/17/2020
Registrar		11/17/2020
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: History Accelerated Bachelor's Plus Master's Degree

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. This program partners with a BA degree in history.
2. A maximum of six graduate level credit hours can be double counted towards the Bachelor's degree and the Master's degree in history.
3. Two graduate-level courses, HIST 6033 Readings in US History and HIST 6543 Readings in World History, can be used to replace two upper-division undergraduate electives, either US history, or world history, to fulfill the requirements for a BA degree in history.
4. Students may apply in their Junior year for admission into the Accelerated Bachelor's Plus Master's Degree Program; however they must complete a minimum of 90 credit hours towards their Bachelor's degree and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus Master's Degree Program. Once approved the student will be conditionally admitted into the graduate program.
5. An undergraduate student who wishes to take a graduate course for graduate credit must obtain approval of the faculty advisor, course professor, graduate director, and the Graduate Dean
6. Two graduate-level courses, HIST 6033 Readings in US History and HIST 6543 Readings in World History, can be used to replace two upper-division undergraduate electives, either US history, or world history, to fulfill the requirements for a BA degree in history.
7. Only courses with grades B or better will be eligible to count toward graduate credit.
8. The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus Master's Degree Program.
9. All other general requirements for the Bachelor's and Master's degree programs that comprise an Accelerated Bachelor's Plus Master's Degree Program apply and must be satisfied.
10. Upon the completion of Bachelor's degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
11. Students in Accelerated Bachelor's Plus Master's Degree Programs will apply for graduation with the Bachelor's degree on the schedule delineated in the undergraduate catalog and will receive their bachelor's degree upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the graduate degree.

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 contributes to Tech's dedication to "student success." By offering more opportunities for students to access an MA degree, this program "inspires and empowers members of the community." Training more people with advanced degrees also serves for the betterment of "Arkansas, the nation, and the world"

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

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
   For undergraduate students who plan to go to the graduate program at Tech, having six credit hours that count toward both BA and MA degrees would save them one semester of study time and a portion of their tuition. It also gives senior-level undergraduate students access to the graduate study without delaying their graduation schedule.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   This is a new program. We do not have any learning assessment evidence yet.

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

Arkansas State University Jonesboro (ASUJ) offers many accelerated Masters programs and the History MA program is one of them. ASUJ allows up to 12 hours of graduate credit that can also apply toward completion of the undergraduate degree requirements. Under their accelerated master's degree option, a student will be fully admitted to the graduate program upon completion of the baccalaureate degree. This dual counting of a course for both undergraduate and graduate credit will occur only after the student completes the baccalaureate degree. Only courses with grades B or better will be eligible to count toward graduate credit.

ASUJ's MA history program requires 33 hours of graduate history credit, has no foreign language requirement, relies heavily on 6000-level "readings" and "seminar" courses, offers both a thesis option (27 hours of coursework and 6 hours of thesis) and a non-thesis option (33 hours of coursework and comprehensive exams), and offers

three areas of study: United States, global, and public history. ATU's History MA program is similar to ASUJ's in size, role, and scope. We can introduce this program to increase our own competitiveness in graduate recruiting.

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.)

We will make the following changes to the Undergraduate Catalogue

1. To the existing 6 footnotes, no. 7 is added with the following wording: "Students can take up to 6 credit hours at the 5000-level and 6000-level that can count as 4000-level courses."
2. In the degree matric of the senior year, footnote no.2 that goes with "elective" in both spring and fall semesters would be changed to "2,7."

Students who enrolled in the BA/MA accelerated program will get their BA and MA degrees at the same time. This change will not substantially affect the graduation rate of the BA degree because starting from the third year, the number of students who get both degrees will be counted into the BA degree graduation rate, which will stabilize after that. Also, we are expecting 2-3 undergraduate students per year to choose the BA/MA accelerated program, which is less than 5% of our 70 total BA graduates annually. Moreover, since students who choose this track would be among the strongest, they would have no problem graduating.

We will continue to assess the two programs separately because their requirements are different.

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

Matrix
Senior fall
Add footnote 7

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

Curriculum Matrix for Catalog Curriculum in History	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add Footnote 7 to HIST Elective (3000-4000 level)[3] Change Elective[2] from 9 hours to 12 hours Delete: HIST Elective (3000-4000 level)[4] (move to senior spring semester) Total Hours: 15	Senior Spring Semester Add/Change: Add HIST Elective (3000-4000 level)[4] and add Footnote 7 Change Elective[2] from 9 hours to 6 hours Delete: Total Hours:15

DEGREE AUDIT CHECK LIST
(BA-HST) History
2021-22

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		**Hrs**
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**24**
Electives		
TOTAL ELECTIVE HOURS (16 UD)		**36**

Major Requirements		**Hrs**
HIST	1503** 1513** 2003** 2013** 2203 2513 4153 4963	
Public HIST 3 HR	3223 3243 3283 4293 4403	
US HIST 6 HR	3013 3023 3033 3043 3063 3073 3083 3103 3123 4013 4023 4033 4053 4073 4083 4093 4123 4133 4143 4163 4173 4183 4193 4203 4213 4233 4293 4813	
EURO 6 HR	3313 3323 3413 3423 3433 3443 3453 3463 3473 3483 3493 3503 3513 3533 3543 3553 3563 3573 3603 3613 3623 3633 3703 3803 4023 4483 4503 4513 4813 4823	39
ANTH/ SOC	ANTH 2003 OR SOC 1003	3
ECON	2003	3
GEOG	2013	3
GEOG	(3 HRS UD)	3
POLS	2003	3
FOR LANG	(ONE LANG) 1013 1023	6
	TOTAL MAJOR HOURS	**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 _____

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

Skip to main content

Department of History & Political Science

Bachelor of Arts in History

General Education Required Courses

- HIST 1503 World History to 1500
- HIST 1513 World History since 1500
- HIST 2003 United States History to 1877
- HIST 2013 United States History since 1877

Additional courses required for the history degree include,

- POLS 2003 American Government
- ECON 2003 Principles of Economics I
- GEOG 2013 Regional Geography of the World
- ANTH 2003 Cultural Anthropology **OR** SOC 1003 Introductory Sociology
- HIST 2203 Introduction to Public History
- HIST 2513 Sources and Methods in History
- HIST 4153 History of Arkansas
- HIST 4963 Senior Seminar

Fifteen additional semester hours must be 3000-4000 level history courses with at least six hours in U.S. History, six hours in world/European history, and three hours in public history. Three additional hours must be a 3000-4000 level geography course.

History majors are also required to take six hours of beginning foreign language courses or obtain the appropriate waiver for high school language study.

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
Mathematics[1]	3	Fine Arts & Humanities[1]	3
TECH 1001 Orientation of the University	1	POLS 2003 American Government	3
HIST 1503 World History to 1500	3	HIST 1513 World History since 1500	3
Total Hours	**14**	**Total Hours**	**16**

Sophomore

Beginning Language I[6]	3	Beginning Language II[6]	3
ANTH 2003 Cultural Anthropology or SOC 1003 Introductory Sociology	3	HIST 2013 United States History since 1877	3
ECON 2003 Principles of Economics I	3	HIST 2513 Sources and Methods in History	3

GEOG 2013 Regional Geography of the World	3	GEOG Elective (3000-4000 level)	3
HIST 2003 United States History to 1877	3	Elective	3
Total Hours	**15**	**Total Hours**	**15**

☐ Junior

Fine Arts & Humanities[1]	3	HIST Elective (3000-4000 level)[5]	3
HIST 2203 Introduction to Public History	3	Elective[2]	12
HIST Elective (3000-4000 level)[3]	3		
HIST Elective (3000-4000 level)[4]	3		
Elective[2]	3		
Total Hours	**15**	**Total Hours**	**15**

☐ Senior

HIST Elective (3000-4000 level)[3,7]	3	HIST 4153 History of Arkansas	3
Elective[2,7]	12	HIST 4963 Senior Seminar	3
		HIST Elective (3000-4000 level)[4,7]	3
		Elective[2,7]	6
Total Hours	**15**	**Total Hours**	**15**

[1]See appropriate alternatives or substitutions in "General Education Requirements".
[2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.
[3]HIST class must be in the sub-field of United States History.
[4]HIST class must be in the sub-field of European or World History.
[5]HIST class must be in the sub-field of Public History
[6]Must be in one language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.
[7]Students can take up to 6 credit hours at the 5000-level and 6000-level that can count as 4000-level courses. Two graduate-level courses, HIST 6033 Readings in US History and HIST 6543 Readings in World History, can be used to replace two upper-division undergraduate electives, either US history, or world history, to fulfill the requirements for a BA degree in history.

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DEGREE AUDIT CHECK LIST
(BA-HST) History
2020-21

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**24**
Electives		
TOTAL ELECTIVE HOURS (16 UD)		**36**

Major Requirements		Hrs
HIST	1503** 1513** 2003** 2013** 2203 2513 4153 4963	
Public HIST 3 HR	3223 3243 3283 4293 4403	
US HIST 6 HR	3013 3023 3033 3043 3063 3073 3083 3103 3123 4013 4023 4033 4053 4073 4083 4093 4123 4133 4143 4163 4173 4183 4193 4203 4213 4233 4293 4813	
EURO 6 HR	3313 3323 3413 3423 3433 3443 3453 3463 3473 3483 3493 3503 3513 3533 3543 3553 3563 3573 3603 3613 3623 3633 3703 3803 4023 4483 4503 4513 4813 4823	39
ANTH/ SOC	ANTH 2003 OR SOC 1003	3
ECON	2003	3
GEOG	2013	3
GEOG	(3 HRS UD)	3
POLS	2003	3
FOR LANG	(ONE LANG) 1013 1023	6
	TOTAL MAJOR HOURS	**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 _____

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

Skip to main content

Department of History & Political Science

Bachelor of Arts in History

General Education Required Courses

- HIST 1503 World History to 1500
- HIST 1513 World History since 1500
- HIST 2003 United States History to 1877
- HIST 2013 United States History since 1877

Additional courses required for the history degree include,

- POLS 2003 American Government
- ECON 2003 Principles of Economics I
- GEOG 2013 Regional Geography of the World
- ANTH 2003 Cultural Anthropology **OR** SOC 1003 Introductory Sociology
- HIST 2203 Introduction to Public History
- HIST 2513 Sources and Methods in History
- HIST 4153 History of Arkansas
- HIST 4963 Senior Seminar

Fifteen additional semester hours must be 3000-4000 level history courses with at least six hours in U.S. History, six hours in world/European history, and three hours in public history. Three additional hours must be a 3000-4000 level geography course.

History majors are also required to take six hours of beginning foreign language courses or obtain the appropriate waiver for high school language study.

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
Mathematics[1]	3	Fine Arts & Humanities[1]	3
TECH 1001 Orientation of the University	1	POLS 2003 American Government	3
HIST 1503 World History to 1500	3	HIST 1513 World History since 1500	3
Total Hours	**14**	**Total Hours**	**16**

⊞ Sophomore

Beginning Language I[6]	3	Beginning Language II[6]	3
ANTH 2003 Cultural Anthropology or SOC 1003 Introductory Sociology	3	HIST 2013 United States History since 1877	3
ECON 2003 Principles of Economics I	3	HIST 2513 Sources and Methods in History	3

GEOG 2013 Regional Geography of the World	3	GEOG Elective (3000-4000 level)	3
HIST 2003 United States History to 1877	3	Elective	3
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

Fine Arts & Humanities[1]	3	HIST Elective (3000-4000 level)[5]	3
HIST 2203 Introduction to Public History	3	Elective[2]	12
HIST Elective (3000-4000 level)[3]	3		
HIST Elective (3000-4000 level)[4]	3		
Elective[2]	3		
Total Hours	**15**	**Total Hours**	**15**

⊞ Senior

HIST Elective (3000-4000 level)[3]	3	HIST 4153 History of Arkansas	3
HIST Elective (3000-4000 level)[4]	3	HIST 4963 Senior Seminar	3
Elective[2]	9	Elective[2]	9
Total Hours	**15**	**Total Hours**	**15**

[1]See appropriate alternatives or substitutions in "General Education Requirements".
[2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.
[3]HIST class must be in the sub-field of United States History.
[4]HIST class must be in the sub-field of European or World History.
[5]HIST class must be in the sub-field of Public History
[6]Must be in one language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	9/24/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		9/24/2020
Dean Dr. Jeff Aulgur	Jeff Aulgur	10.7.2020
Assessment Dr. Christine Austin	Christi Austin	10/17/20
Registrar Mrs. Tammy Weaver	Tammy Weaver	11/18/20
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Professional Studies – Interdisciplinary Studies

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

Delete: PS 3013: Professional Studies Seminar; PS 3143: Applied Professional Research; PS 4943: Applied Leadership Project, six hours of PS/OL electives, delete Footnote 3

Add: PS/OL 4443: Professional Leadership, PS/OL 4543: Workplace Supervision; PS/OL 4643: Organizational Globalization and Diversity, six hours of electives

What impact will the change have on staffing, on other programs and space allocation? The proposed changes will not impact staffing in the Department of Professional Studies and do not impact other programs.

Answer the following Assessment questions:

a. How does the program change align with the university mission? The proposed program change will transition the Bachelor of Professional Studies – Interdisciplinary Studies (BPS-IDS) into a true degree completion option for the University. The proposed changes provide students with more choice in course selection, which aligns with increased student access and success in attaining educational goals. In addition, the revised core for the BPS-IDS includes the Certificate of Proficiency in Professional Leadership. This will increase credentialing opportunities for students enrolled in the BPS-IDS program.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program? The primary rationale for this program change is to create a streamlined degree-completion pathway for students that incorporates the Certificate of Proficiency in Professional Leadership credential. The removal of the PS 3013 – PS 3143 – PS 4943 sequence will allow students with sufficient credit hours to meet degree requirements in two semesters. This change will benefit students internal to Tech who change majors late in their program, as well as students who transfer into Tech with a significant amount of earned credit hours at other institutions. The change to course selection in courses with similar content will increase student access while continuing to meet learning outcomes in oral and written communication, problem solving, global understanding, ethical decision-making, and teamwork. Each course serves to reinforce outcomes that are introduced in 3000-level courses. Based on assessment data (see item 2), outcome mastery can still be attained through the revised course selection.
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Providing students with a selection of courses covering similar content will not impact content mastery. Each course selection provides similar reinforcement for various program outcomes. For example, students are introduced to program learning outcomes 1, 2 and 3 in PS/OL 3023: Professional Communication. The concepts introduced in PS/OL 3023 are reinforced throughout the curriculum. Mastery is demonstrated in PS/OL 4963. Program assessment procedures (see attached), with student learning outcome attainment in the capstone course, are consistent across Professional Studies programs.

       Additionally, each academic year the Department of Professional Studies receives approximately 40- 50 inquiries for internal change of majors with significant earned credit hours and an additional 40 – 50 inquiries from individuals transferring into the

institution with a significant amount of earned credit hours. The revised BPS-IDS core will provide maximum flexibility for these students and an efficient pathway for degree completion while providing an additional credential in Professional Leadership.

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 Bachelor of Professional Studies with a focus on Healthcare Technology. The University of Arkansas – Fort Smith has a degree completion option in the Bachelor of Science in Organizational Leadership.

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.)

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

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Professional Studies – Interdisciplinary Studies	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Change: Electives[2] from 6 hours to 9 hours Delete: PS 3013: Professional Studies Seminar Total Hours:15 hours
Junior Fall Semester Change: Electives[2] from 6 hours to 12 hours Delete: 6 hours Professional Studies Professional Core Electives[3] Total Hours:15 hours	Junior Spring Semester Add: PS/OL 4443: Professional Leadership Delete: PS/OL 3143: Applied Professional Research Total Hours:12 hours
Senior Fall Semester Add: PS/OL 4543: Workplace Supervision Delete: PS/OL 4943 Applied Leadership Project Total Hours: 15 hours	Senior Spring Semester Add: PS/OL 4643: Occupational Globalization and Diversity Delete: Electives[2] from 12 hours to 9 hours Total Hours: 15 hours

BPS LEARNING OUTCOMES

COURSE	LO1	LO2	LO3	LO4	LO5	LO6
PS/OL 3023	I	I	I			
PS/OL 3133		R			I	I
PS/OL 4443	R		R	I	R	R
PS/OL 4543	R		R			R
PS/OL 4643		R		R	R	
PS/OL 4963	M	M	M	M	M	M

I – Introduced, R – Reinforced, M – Mastery

- **Learning Outcome 1 (LO1 – Written Communication) – Student will demonstrate competency in written communication skills. (Written Communication VALUE Rubric)**
    - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
    - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
    - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
    - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
    - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association

- **Learning Outcome 2 (LO2 – Oral Communication) – Student will demonstrate competency in oral communication skills. (Oral Communication VALUE Rubric)**
    - Proficiency Criteria 1 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
    - Proficiency Criteria 2 – exhibit appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
    - Proficiency Criteria 3 – demonstrate the use of language that is appropriate in a professional setting
    - Proficiency Criteria 4 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

- **Learning Outcome 3 (LO3 – Problem Solving) – Student will apply empirical research to recommend relevant strategies for solving problems. (Problem Solving VALUE Rubric)**
    - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
    - Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context

- Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
- Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem

- **Learning Outcome 4 (LO4 – Global Understanding) – Students will demonstrate an understanding of the importance of cultural diversity in the global and local community. (Intercultural Knowledge and Competence VALUE Rubric)**
  - Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
  - Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
  - Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
  - Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives

- **Learning Outcome 5 (LO5 – Ethical Reasoning) – Students will demonstrate the ability to assess their own ethical values and the social context of problems, and recognize ethical issues in a variety of settings. (Ethical Reasoning VALUE Rubric)**
  - Proficiency Criteria 1 – recognize ethical issues when presented in a complex, multilayered context
  - Proficiency Criteria 2 – present assumptions and implications of different ethical perspectives and concepts
  - Proficiency Criteria 3 – apply ethical concepts to an ethical question accurately and considers full implications of the application

- **Learning Outcome 6 (LO6 – Teamwork) – demonstrate the ability to effectively function in multiple roles as part of a team. (Teamwork VALUE Rubric)**
  - Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
  - Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
  - Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness
  - Proficiency Criteria 4 – identify difficulties and benefits of working in groups

DEGREE AUDIT CHECK LIST
(BPS-PS-ID) Professional Studies - Interdisciplinary Studies
2020-21

Date		Student's Name	
Grade Point	Graduation Date	T#	

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		
		66
TOTAL ELECTIVE HOURS		~~60~~

Major Requirements		Hrs
~~PS~~	3013	~~3~~
	Professional Core	
PS/OL	3023 3133 ~~3143~~ ~~4943~~* 4963*	~~15~~ 18
	4443 4543 4643	
~~PS/OL~~	~~(6 hrs from the following:~~	
	~~4143 4243 4343 4443 4543 4643 4743)~~	~~6~~
	*Must earn C or better	
	TOTAL HOURS	~~24~~ 18

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

Bachelor 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~~ 9
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

OL / PS 3133 Applied Principles of Personnel Management	3	OL / PS 3023 Professional Communications	3
~~Professional Studies Professional Core Electives[3]~~	~~6~~	~~OL / PS 3143 Applied Professional Research~~	~~3~~
Electives[2]	12 ~~6~~	Electives[2]	6
Total Hours	**15**	**Total Hours**	**12**

OL/PS 4443 3

⊞ Senior

OL/PS 4543 3		OL/PS 4643	3
~~OL / PS 4943[4] Applied Leadership Project~~	~~3~~	OL / PS 4963[4] Organizational Leadership Project	3
Electives[2]	12	Electives[2]	9 ~~12~~
Total Hours	**15**	**Total Hours**	**15**

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

[2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

[3]Six hours from the following: OL 4143 / PS 4143 Nonprofit Governance; OL 4243 / PS 4243 Adult Learning in Organizations; 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.

[4]Must earn a 'C' or better.

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Summary March 31, 2021 Curriculum Committee/April 6, 2021 Faculty Senate

1. College of Arts & Humanities – Department of Behavioral Sciences

    a. Delete AS Ozark-Ouachita Studies.

2. College of Arts & Humanities – Department of Communication & Journalism

    a. Delete BA Drama and Speech Education for Teacher Licensure.

3. College of Arts & Humanities – Department of English & World Languages

    a. Delete BFA Creative Writing Education for Teacher Licensure; and
    b. Delete BA Foreign Language with Concentration in Spanish Education for Teacher Licensure.

4. College of Business – Department of Management & Marketing

    a. Delete BSBA Management Major with Track in Entrepreneurship;
    b. Delete BSBA Management Major with Track in Human Resource Management;
    c. Delete BSBA Marketing Major with Track in Marketing Strategy; and
    d. Delete BS Business Education for Teacher Licensure.

5. College of Engineering & Applied Sciences – Department of Agriculture

    a. Delete BS Agriculture Business Feed Mill Management Option; and
    b. Delete BS Agriculture Business Public Relations Option.

6. College of Engineering & Applied Sciences – Department of Computer & Information Science

    a. Delete BS Information Systems; and
    b. Delete BS Computer Science Education for Teacher Licensure.

7. College of Natural & Health Sciences – Department of Physical Sciences

    a. Delete BS Nuclear Physics; and
    b. Delete BS Physical Science.

Academic Program Elimination Priority Level #1

Program Name	# of Students Enrolled	Year Expected to Delete Program so Current Students Finish	Cost Savings	Comments	VPAA Recommendation
1) Nuclear Physics (BS-NU) (cognate)	5	2023-2024	$0	Does not require any additional faculty since courses are taught for upper level majors	Delete
2) Physical Science (BS-PSCI) (cognate)	1	2023-2024	$0	Does not require any additional faculty	Delete
3) BS – Mgmt. & Marketing*	65	Deleted 2018; teach out until 2022	$0	Standard AACSB model is separate MGMT/MKT degrees	Delete
4) BS- Mgmt – Entrepreneurship	48	Deleting 2021; teach out until 2023 (students starting 3rd year F21)	$116,333 (retiring AY 2023-24 – do not anticipate replacing). Worse-case: If no 2-year step-down retirement they can wait to retire.	Concentrate on core Mgmt. degree.	Delete
5) BS – Mgmt – HR	25	Deleting 2021; teach out until 2023	$139,140 (retiring AY2023-24 – do not anticipate replacing) Worse-case: If no 2-year	Concentrate on core Mgmt. degree.	Delete

			step-down retirement they can wait to retire.		
6) BS – Mkt. Strategy	36	Deleting 2021; teach out until 2023	$18,900	Emphasize Digital Marketing because of greater demand. (J. Narcum teaching digital marketing now. Would not need to pay adjuncts to teach market strategy)	Delete
7) BS Business Education	11 (Avg 3 graduates in 4 years)	2023-2024	$4,200 Net Loss for avg number of graduates = $36,462	One of the only remaining programs in AR with core business courses taken in the College of Business to prepare teachers for the state; Enrollment trending down.	Delete
8) BS Computer Science Education	4 (1 is a FR) (tuition/fee revenue of $48,616)	2023	$5,733 (7 credit hours of overload) NET LOSS TO UNIVERSITY: $42,833	Program has never been viable. The requirements for teacher licensure changed after this degree was initiated and the degree is not the pathway by which teachers pursue licensure to teach computer science.	Delete
9) Feed mill management option in AGBU*	2 (tuition/fee revenue of $24,308)	2022 (almost equivalent to AGBU degree)	$6,300 (9 credit hours of overload) NET LOSS TO UNIVERSITY: $18,008	This option was initiated upon request of industry, but has never been viable.	Delete
10) Public relations option in AGBU*	6 (tuition/fee revenue of $72,924)	2024	$0 (students take communications courses)	Option has not been viable since inception. But there is no cost to run the program as students take communications	Delete

			NET LOSS TO UNIVERSITY: $72,924	courses. Program is not meeting the needs of industry. Several minors in C&J that may be more appropriate.	
11) AS in Ozark and Ouachita Studies	4	2022	$2,100	requires one specialty course every two years to maintain program	Delete
12) BFA-Creative Writing Education (cognate)	5	2022	$0	All creative writing courses in this program are cognate with the BFA in Creative Writing. Enrollment in the BFA in Creative Writing I 35, so with the few in CWE, total enrollment is approximately 40. Students can do alternative certification if they want to teach.	Delete
13) BA in Speech Education	3	2022	$2,100	Only institution in state offering a Speech Teacher Education degree option – dual speech communication and theatre degree. However, school districts able to use English teachers to teach speech courses.	Delete
14) MS-Applied Sociology**	1	2022	$4,200	No new students being accepted and will teach out remaining student. Hope to re-envision this program as a MS – Criminal Justice	Delete

15) MLA-Social Studies (cognate)	2	2022	$0	All courses in the MLA-Social Studies option are cognate with program courses already being taught. Elimination could bolster students in other two MLA options in Fine Arts and Communications (12)	Delete
16) BA Foreign Languages Education (cognate)	19 (avg. 1 graduate over 4 years)	2023	$0	A foreign language major is available. Students can choose alternative certification if they want to teach. 1 graduate over 4 years.	Delete
17) BS Information Systems	27 (tuition/fee revenue of $328,158)	2024	$98,508 (1 TT faculty member) NET LOSS: $229,650	Declining enrollment (47% decrease in last 10 years – down 55% from AY16). IS only courses are typically under-enrolled with 4-7 students in a class.	Delete
TOTAL	**237**		**$299,006**		
NET LOSS (assuming students will leave)			**~$399,877**		

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Behavioral Sciences	3/30/2021

Title	Signature	Date
Department Head		3/30/21
Dean		3/30/2021
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
AS Ozark and Ouachita Studies

Outline term and year of deletion (NOTE: Remember to consider teach outs):

2022 Fall (Need Term)

Answer the following Assessment questions:

a. What is the rationale for deleting this program?
There are nearly zero graduates and enrollees in the program. Looking for new certificate programs for inventory

b. What evidence supports this action?
Institutional Research data

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Communication/Journalism	3/30/2021

Title	Signature	Date
Department Head Anthony Caton		3.30-21
Dean		3-31-2021
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver	Tammy Weaver	3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: BA in Speech Education

Outline term and year of deletion (NOTE: Remember to consider teach outs): Fall 2022
Answer the following Assessment questions: a. What is the rationale for deleting this program? ***Very few graduates of program; alternative certification available*** b. What evidence supports this action? ***Institutional Research Data***
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
English and World Languages	3/30/2021

Title	Signature	Date
Department Head		3-30-21
Dean		3-30-21
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/30-21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Creative Writing Education

Outline term and year of deletion (NOTE: Remember to consider teach outs): Fall 2022
Answer the following Assessment questions: a. What is the rationale for deleting this program? ***Very few graduates of program; only one current student enrolled.*** b. What evidence supports this action? ***Institutional Research Data***
If this course will affect other departments, a Departmental Support Form for each 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 proposal did not go forward for Board of Trustees Approval. It was pulled by Academic Affairs.

ARKANSAS TECH UNIVERSITY™

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
English and World Language	3/30/2021

Title	Signature	Date
Department Head		3-30-21
Dean		3-30-21
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
BA in Foreign Languages Education

Outline term and year of deletion (NOTE: Remember to consider teach outs): Fall 2022
Answer the following Assessment questions: a. What is the rationale for deleting this program? ***Very few graduates of program; alternative certification available*** b. What evidence supports this action? ***Institutional Research Data***
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Department of Management and Marketing	3/30/2021

Title	Signature	Date
Department Head	Kent Matson	3/30/21
Dean		3/30/21
Assessment Dr. Christine Austin	Christi Austin	3.30.21
Registrar Ms. Tammy Weaver	Tammy Weaver	3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Entrepreneurship Track of BSBA in Management

Outline term and year of deletion (NOTE: Remember to consider teach outs): Track deleted as of Spring 2021. Current students will be accommodated through Spring 2023
Answer the following Assessment questions: a. What is the rationale for deleting this program? Lack of available faculty resources to continue three different management programs. The college will offer the BSBA in Management as its only management option. b. What evidence supports this action? Current budget situation and a review of different management programs in the area.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Department of Management and Marketing	3/30/2021

Title	Signature	Date
Department Head		3/30/2021
Dean		3/30/21
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/20/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Human Resource Management Track of BSBA in Management

Outline term and year of deletion (NOTE: Remember to consider teach outs):

Track deleted as of Spring 2021. Current students will be accommodated through Spring 2023

Answer the following Assessment questions:

a. What is the rationale for deleting this program? Lack of available faculty resources to continue three different management programs. The college will offer the BSBA in Management as its only management option.

b. What evidence supports this action? Current budget situation and a review of different management programs in the area.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Department of Management and Marketing	3/30/2021

Title	Signature	Date
Department Head	Kevin Mason	3/30/2021
Dean		3/30/21
Assessment Dr. Christine Austin	Christi Austin	3.30.21
Registrar Ms. Tammy Weaver	Tammy Weaver	3/29/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Marketing Strategy Track of BSBA in Marketing

Outline term and year of deletion (NOTE: Remember to consider teach outs):

Track deleted as of Spring 2021. Current students will be accommodated through Spring 2023

Answer the following Assessment questions:

a. What is the rationale for deleting this program? Lack of available faculty resources to continue two different marketing programs. The college will offer the BSBA in Digital Marketing as its only marketing option.

b. What evidence supports this action? Current budget situation and a review of different marketing programs in the area.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Department of Management and Marketing	3/30/2021

Title	Signature	Date
Department Head		
Dean		3/30/21
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/20/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Science in Business Education

Outline term and year of deletion (NOTE: Remember to consider teach outs): This program will cease at the end of Spring 2021, but courses will be offered for current students in the program for the next two years.
Answer the following Assessment questions: a. What is the rationale for deleting this program? Low enrollment and graduation rates b. What evidence supports this action? Enrollment levels in courses during the recent past. Similar programs are suffering the same enrollment problems due to alternative paths to licensure.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Agriculture	3/30/2021

Title	Signature	Date
Department Head Dr. Justin Killingsworth		3/30/2021
Dean Dr. Judy L. Cezeaux		3/30/2021
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Agriculture Business – Feed Mill Management option

Outline term and year of deletion (NOTE: Remember to consider teach outs): Spring 2022
Answer the following Assessment questions: a. What is the rationale for deleting this program? Program has never been viable. Maximum enrollment has been 3 students. b. What evidence supports this action? Current enrollment is zero.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Agriculture	3/30/2021

Title	Signature	Date
Department Head Dr. Justin Killingsworth		3/30/2021
Dean Dr. Judy L. Cezeaux		3/30/2021
Assessment Dr. Christine Austin		3.30.21
Registrar Ms. Tammy Weaver		3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Agriculture Business – Public Relations option

Outline term and year of deletion (NOTE: Remember to consider teach outs):

Spring 2024

Answer the following Assessment questions:

a. What is the rationale for deleting this program?

Low enrollment. Maximum enrollment has been 11 students.

b. What evidence supports this action?

Current enrollment is 5 students.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Computer and Information Science	3/30/2021

Title	Signature	Date
Department Head Dr. Jerry Wood	Jerry Wood	3-30-2021
Dean Dr. Judy L. Cezeaux	Judy L Cezeaux	3/30/2021
Assessment Dr. Christine Austin	Christi Austin	3.30.21
Registrar Ms. Tammy Weaver	Tammy Weaver	3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Information Systems

Outline term and year of deletion (NOTE: Remember to consider teach outs):

Spring 2024

Answer the following Assessment questions:

a. What is the rationale for deleting this program?

Significant decline in enrollment over last several years. It has become difficult to reach minimum enrollments for IS courses that do not serve as electives for other programs.

Resources are needed to support growing program in cybersecurity.

b. What evidence supports this action?

47% decrease in enrollment last 10 years – down 55% from high in AY16

If this course will affect other departments, a Departmental Support Form for each 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 proposal did not go forward for Board of Trustees Approval. It was pulled by Academic Affairs.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Computer and Information Science	3/30/2021

Title	Signature	Date
Department Head Dr. Jerry Wood	Jerry Wood	3-30-2021
Dean Dr. Judy L. Cezeaux	Judy L Cezeaux	3/30/2021
Assessment Dr. Christine Austin	Christi Austin	3.30.21
Registrar Ms. Tammy Weaver	Tammy Weaver	3/30/21
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Computer Science Education

Outline term and year of deletion (NOTE: Remember to consider teach outs):

Spring 2024

Answer the following Assessment questions:

a. What is the rationale for deleting this program?

Program has never been viable. The requirements for teacher licensure changed after this degree was initiated and the degree is not the pathway by which teachers pursue licensure to teach computer science.

b. What evidence supports this action?

Only one graduate from program since its inception. Current enrollment is 4 students (1 freshman, 2 sophomores, 1 junior).

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM DELETION

Department Initiating Proposal	Date
Physical Sciences	2021 Mar 11

Title	Signature	Date
Department Head Dr. Jason Patton	Jason Patton	3/11/21
Dean Dr. Jeff Robertson	Jeff W. Robertson	2021 Mar 11
Assessment	Christie Austin	11 Mar 2021
Registrar	Tammy Williams	3/11/2021
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Titles:
Nuclear Physics (BS-NU)
Physical Science (BS-PSCI)

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)

These two degree program options are proposed for deletion as part of restructuring and due to low enrollment and non-viability based on ADHE standards. Students interested in these areas would still be able to choose one of two other degree programs in Physical Sciences from Physics (BS-PHYS) or Engineering Physics (BS-ENPH). Both options are planned to be deleted as reported to ADHE in May, 2023, for any teach outs.

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?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

    a. In concordance with restructuring
    b. ADHE viability guidelines for average number of graduates (too few)

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

Not applicable

Memorandum

Vice President *Office of Academic Affairs*

TO: Dr. Robin E. Bowen
President

FROM: Dr. Barbara J. Johnson
Vice President for Academic Affairs

RE: Academic Program and Program Options Eliminations

DATE: May 6, 2021

Due to viability issues and low enrollment, the following academic programs and program options are presented for elimination.

Program/ Option Name	Degree Code	CIP Code	Teach Out Date
AS- Ozark/Ouachita Studies	0103	05.0122	2021
BA- Speech Education	9830	13.1331	2022
BFA- Creative Writing Education	2040	13.1305	2023
BSBA-Management Major: Entrepreneurship Option	3530	52.0201	2023
BSBA-Management Major: Human Resource Mgmt. Option	3530	52.0201	2023
BSBA-Marketing Major: Marketing Strategy Option	3590	52.1401	2023
BSBA- Business Education	2340	13.1303	2023
BS- Agriculture Business Major: Feed Mill Mgmt. Option	2220	01.0102	2022
BS- Agriculture Business Major: Public Relations Option	2220	01.0102	2023
BS- Information Systems	2797	11.0501	2023
BS- Nuclear Physics	3060	40.0806	2023
BS- Physical Science	3010	40.0101	2023
MS- Applied Sociology	3190	45.1101	2021
MLA- Social Studies Concentration	5960	24.0101	2022

The program or program option/concentration deletions have been approved through faculty governance, and I concur with the recommendations to eliminate. I present to you and the Board of Trustees for consideration.

BJ:pc

ATU
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Agenda Item Details

Meeting	May 20, 2021 - Arkansas Tech University Board of Trustees Meeting
Category	7. Items for Board Action: Academic Affairs, Dr. Barbara Johnson
Subject	7.3 Academic Program and Program Option Eliminations
Type	Action
Recommended Action	Motion to approve the academic program and program option deletions as presented.

Please see attached.

Academic Program Eliminations20210520.pdf (103 KB)

Motion & Voting

Motion to approve the academic program and program option deletions as presented.

Motion by Stephanie Duffield, second by Jim Smith.
Final Resolution: Motion Passed
Aye: Eric Burnett, Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary

Division of Higher Education

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

Johnny Key
Secretary

Maria Markham, Ph.D.
Director

November 8, 2021

TO: Dr. Barbara Johnson
Vice Chancellor for Academic Affairs

FROM: Eric Flowers, Ed.D. Eric Flowers
Chief Academic Officer

RE: Arkansas Tech University
Program Approval

On October 29, 2021, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University.

Existing Program Offered by Distance Technology
Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online; Fall 2021)

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online; Fall 2021)

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Fall 2021)

Deletion of Existing Program/Concentration/Option/Organizational Unit
Associate of Science in Ozark/Ouachita Studies (DC 0103; CIP 05.0122; 60 credit hours; Spring 2022)

Bachelor of Arts in Speech Education (DC 9830; CIP 13.1331; 120 credit hours; Spring 2022)

Bachelor of Fine Arts in Creative Writing Education (DC 2040; CIP 13.1305; 120 credit hours; Spring 2024)

Bachelor of Science in Business Education (DC 2340; CIP 13.1303; 120 credit hours; Spring 2024)

Bachelor of Science in Information Systems (DC 2797; CIP 11.0501; 120 credit hours; Spring 2024)

Bachelor of Science Nuclear Physics (DC 3060; CIP 40.0806; 120 credit hours; Spring 2024)

Bachelor of Science in Physical Science (DC 3010; CIP 40.0101; 120 credit hours; Spring 2024)

Master of Science Applied Sociology (DC 3190; CIP 45.1101; 30 credit hours; Spring 2022)

Contact Dr. Cortez Henderson at (501) 371-2038 if you have questions.