

A. September 28 Curriculum Committee & October 12 Faculty Senate

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

a. Add the following courses to the course descriptions:

PSY 3103: Health Psychology;

PSY 3123: Evolutionary Psychology;

PSY 3183: Developmental Psychology: Adolescence;

PSY 3191: Careers in Psychology;

PSY 4021, 4022, 4023, 4024: Internships in Psychology;

PSY 4103: Capstone: Advanced Psychological Science; and

PSY 4203: Capstone: Psychology in the Community;

b. Delete PSY 2074: Experimental Psychology, from the course descriptions; and

- c. Modify the Curriculum in Psychology, as follows: (1) delete PSY 4003: Advanced Research Method and Lab for Psychology, as a required course; (2) add PSY 3191: Careers in Psychology; (3) add a Capstone requirement which can be satisfied by taking 3 hours from the following: PSY 4003: Advanced Research Method and Lab for Psychology, PSY 4103: Capstone: Advanced Psychological Science, or PSY 4203: Capstone: Psychology in the Community; and (4) replace the current 12 hours Topical Core with 15 hours from the following courses:

PSY 3053: Physiological Psychology, or PSY 4053: Psychology of Perception;

PSY 3073: Psychology of Learning, or PSY 4073: Cognitive Psychology;

PSY 4043: Social Psychology, or PSY 3123: Evolutionary Psychology;

PSY 3003: Abnormal Psychology, or PSY 3153: Theories of Personality; and

PSY 3063: Developmental Psychology I, or PSY 3183: Developmental Psychology: Adolescence;

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

a. Add the following courses to the course descriptions:

COMM 3133: Digital Civility;

COMM 3263: Podcast and Radio Theatre Writing;

TH 4263: Social Media Influencing;

TH 4563: Sound Design for Moving Image;

- b. Modify the Curriculum in Communication Speech Option, as follows: (1) move COMM 2023: Communication Research and Writing, from a required course to an elective; (2) change the electives from 32 hours to 35 hours; (3) change COMM 3123: Argumentation, TO: COMM 3123: Argumentation, or COMM 3133: Digital Civility; and (4) update the introductory section of the curriculum; and
 - c. Add the Accelerated Bachelor Arts in Journalism Broadcast Option, Journalism Print Option, and Journalism Public Relations Option to Master of Arts in Multimedia Journalism.
3. College of Arts & Humanities – Department of English & World Languages
- a. Modify the Accelerated Bachelor of Fine Arts in Creative Writing to Master of Art in English, as follows: (1) lower the minimum grade point average to 3.00; and (2) modify Footnote 3, FROM: 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; TO: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BFA 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, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813;
 - b. Modify the Accelerated Bachelor of Arts in English to Master of Art in English, as follows: (1) lower the minimum grade point average to 3.00; and (2) modify Footnote 3, FROM: 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; TO: 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 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, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813;

- c. Add the Accelerated Bachelor of Arts in English for Teacher Licensure to Master of Art in Teaching English to Speakers of Other Languages; and
 - d. Add the Accelerated Bachelor of Arts in World Language with Concentration in Spanish for Teacher Licensure to Master of Art in Teaching English to Speakers of Other Languages.
- 4. College of Arts & Humanities – Department of Music
 - a. Modify the Curriculum in Music, as follows: Add MUS 1440: Piano Proficiency, and MUS 2000: Sophomore Barrier.
- 5. College of Education – Department of Health & Physical Education
 - a. Delete PE 3103: Methods of Teaching Movement Patterns and Activities for Children, from the course descriptions;
 - b. Add PE 3543: Motor Development and Lifespan Applications in Pedagogy, to the course descriptions;
 - c. Change the title for PE 3583: Methods and Materials in Physical Education and Recreation for Kindergarten and Elementary Grades, TO: Methods and Materials in Physical Education for Kindergarten and Elementary Grades;
 - d. Change the title for PE 4203: Methods of Teaching Adapted Physical Education in the Schools, TO: Methods of Teaching Adaptive Physical Education;
 - e. Modify the Curriculum in Health and Physical Education Teacher Licensure, as follows: (1) delete PE 3103: Methods of Teaching Movement Patterns and Activities for Children; and (2) add PE 3543: Motor Development and Lifespan Applications in Pedagogy.
- 6. College of Engineering & Applied Sciences – Department of Computer & Information Science
 - a. Modify the Curriculum in Computer Science, as follows:
 - (1) Delete 36 hours, the following courses:
 - COMS 1403: Orientation to Computing, Information, and Technology; COMS 1411: Computer and Information Science Lab;
 - COMS 2003: Microcomputer Applications;
 - COMS 2104: Foundations of Computer Programming I;
 - COMS 2701: Computer Architecture and Networks Lab;
 - COMS 2903: Discrete Structures;

- COMS 3913: Advanced Discrete Structures;
 - COMS 4033: Systems Analysis and Design I;
 - COMS 4043: Systems Analysis and Design II;
 - COMS 4403: Compiler Design;
 - COMS 4701: Data Communications and Networking Lab;
 - COMS 4703: Data Communications and Networks;
 - Management Elective - 3 hours; and
 - Elective (Math or Science) - 2 hours;
- (2) Add 36 hours, the following courses:
- MATH 2703: Discrete Math;
 - CSEC 1113: Introduction to Networking;
 - CSEC 2213: Network Forensics and Incident Response;
 - COMS 1013: Programming I;
 - COMS 1011: Programming I Lab;
 - COMS 1333: Web and Mobile Technologies;
 - COMS 4063: IT Project Administration;
 - COMS 4413: Parallel and Distributed Computing;
 - COMS 4913: Capstone;
 - Elective - 3 hours, with footnote 2: Students who do not qualify to go directly into MATH 2914: Calculus I, may take MATH 1914: Precalculus, here to prepare; and
 - Approved 3000-4000 level electives - 8 hours;
- (3) Delete 8 hours of: Science Sequence I and Science Sequence II (and associated footnote);
- (4) Add 8 hours of: Science with lab; allow any science with lab to fulfill the science requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements;
- (5) Allow TECH 1013: Principles of Collegiate Success, as a substitution for TECH 1001: Orientation to the University; add footnote 2: TECH 1013: Principles of Collegiate Success, is a substitution for TECH 1001: Orientation to the University; Electives would reduce from 3 hours to 1 hour; and
- (6) Allow COMM 2003: Public Speaking, as a substitution for COMM 2173: Business and Professional Speaking; add footnote 3: COMM 2003: Public Speaking, is a substitution for COMM 2173: Business and Professional Speaking;
- b. Modify the Curriculum in Computer Science for Teacher Licensure, as follows:
- (1) Delete the following courses:
- COMS 1403: Orientation to Computing, Information, and Technology;
 - COMS 1411: Computer and Information Science Lab;

COMS 2104: Foundations of Computer Programming I;
COMS 2701: Computer Architecture and Networks Lab;
COMS 2903: Discrete Structures for Technical Majors;
COMS 3903: Systems Software and Architecture;
COMS 4033: Systems Analysis and Design I;
COMS 4701: Data Communications and Networking Lab;
COMS 4703: Data Communications and Networks; and
CSEC 2113: Introduction to Information Systems;

(2) Add the following courses:

ENGL 2053: Technical Writing;
MATH 2703: Discrete Mathematics;
CSEC 1113: Introduction to Networking;
CSEC 2213: Forensics and Incident Response;
COMS 1013: Programming I;
COMS 1011: Programming I lab;
COMS 2713: Survey of Operating Systems;
COMS 4063: IT Project Administration; and
Elective - 3 hours;

(3) Allow TECH 1013: Principles of College Success, as a substitution for TECH 1001: Orientation to the University; add footnote 2: TECH 1013: Principles of Collegiate Success is a substitution for TECH 1001: Orientation to the University; Elective would reduce from 3 hours to 1 hour; and

(4) Allow COMS 3703: Operating Systems, as a substitution for COMS 2713: Survey of Operating Systems; add footnote 3: COMS 3703: Operating Systems is a substitution for COMS 2713: Survey of Operating Systems;

c. Modify the Curriculum for the Bachelor of Science in Cybersecurity, as follows:

(1) Delete the following courses:

CSEC 3113: Assembly Programming; and
COMS 3213: Advanced Data Structures and Algorithm Design;

(2) Add the following courses:

COMS 2223: Computer Organization and Programming; and
CSEC 4153: Human Factors in Cybersecurity;

(3) Change course title and number of COMS 2104: Foundations of Computer Programming I, to COMS 1013: Programming I, and COMS 1011: Programming I Lab;

(4) Drop MATH 2914 Calculus I, and replace with MATH 2243: Calculus for Business and Economics;

(5) Drop COMS 2903: Discrete Structures for Technical Majors and replace with MATH 2703: Discrete Math;

- (6) Drop STAT 3153: Applied Statistics and replace with STAT 2163: Introduction to Statistical Methods;
 - (7) Allow TECH 1013: Principles of Collegiate Success, as a substitution for TECH 1013: Principles of Collegiate Success; add footnote 2: TECH 1013: Principles of Collegiate Success, is a substitution for TECH 1001: Orientation to the University; Electives would reduce from 3 hours to 1 hour;
 - (8) Allow MATH 2914: Calculus, as a substitution for MATH 2243: Calculus for Business and Economics; add footnote 3: MATH 2914: Calculus I, is a substitution for MATH 2243: Calculus for Business and Economics; and
 - (9) Allow COMM 2003: Public Speaking, as a substitution for COMM 2173: Business and Professional Speaking; add footnote 4: COMM 2003: Public Speaking, is a substitution for COMM 2173: Business and Professional Speaking;
- d. Modify the Curriculum for the Bachelor of Science in Information Technology, as follows:
- Add 2 tracks:
- Track 1: Programming, Database, and Web
- Track 2: Network and Security

Changes for Track 1: Programming, Database, and Web

- (1) Delete 45 hours, the following courses:
 - BUAD 2053: Business Statistics;
 - COMS 1403: Orientation to Computing, Information, and Technology;
 - COMS 1411: Computer and Information Science Lab;
 - COMS 2104: Foundations of Computer Programming I;
 - COMS 2333: Web Publishing II;
 - COMS 2701: Computer Architecture and Networks Lab;
 - COMS 2733: Intro to Computer Forensics and Security;
 - COMS 2903: Discrete Structures;
 - COMS 3903: Systems Software and Architecture;
 - COMS 4043: Systems Analysis and Design II;
 - COMS 4313: Server Administration;
 - COMS 4701: Data Communications and Networking Lab;
 - COMS 4703: Data Communications and Networks;
 - COMS 4710: Heterogeneous Networks Lab;
 - COMS 4713: Heterogeneous Networks;
 - COMS Elective 2000-level or above -2 hours;
 - COMS (3000-4000) Elective -3 hours; and
 - Elective (3000-4000) -3 hours;

- (2) Add 45 hours, the following courses:
 - MATH 1113: College Algebra;
 - MATH 2703: Discrete Math;
 - STAT 2163: Introduction to Statistical Methods;
 - CSEC 1113: Introduction to Networking;
 - CSEC 2213: Network Forensics and Incident Response;
 - COMS 1013: Programming I;
 - COMS 1011: Programming I Lab;
 - COMS 3413: App Development;
 - COMS 3163: Web Programming;
 - COMS 3243: Data Mining;
 - COMS 4913: Capstone;
 - Elective -3 hours; and
 - Approved 3000-4000 Level elective -11 hours; and
- (3) Delete ECON 2003: Principles of Economics I, (this was being used to fulfill a Social Science requirement);
- (4) Allow any Social Science to fulfill the Social Science requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements;
- (5) Allow MATH 1113: College Algebra, to be waived if a student goes directly into MATH 2243: Calculus for Business and Economics, or MATH 2914: Calculus I; add footnote 2: Student may waive this course by taking MATH 2243: Calculus for Business and Economics or MATH 2914: Calculus I instead and take an elective in its place;
- (6) Allow TECH 1013: Principles of Collegiate Success, as a substitution for TECH 1001: Orientation to the University; add footnote 3: TECH 1013: Principles of Collegiate Success, is a substitution for TECH 1001: Orientation to the University; Electives would reduce from 3 hours to 1 hour;
- (7) Allow MATH 2914: Calculus I, as a substitution for MATH 2243: Calculus for Business and Economics; add footnote 3: MATH 2914: Calculus I, is a substitution for MATH 2243: Calculus for Business and Economics;
- (8) Allow COMS 3703 as a substitution for COMS 2713; add footnote 5: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems; and
- (9) Allow COMM 2003 as a substitution for COMM 2173; add footnote 6: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking;

Changes for Track 2: Network and Security

(1) Delete 45 hours, the following courses:

BUAD 2053: Business Statistics;
COMS 1403: Orientation to Computing, Information, and Technology;
COMS 1411: Computer and Information Science Lab;
COMS 2104: Foundations of Computer Programming I;
COMS 2333: Web Publishing II;
COMS 2701: Computer Architecture and Networks Lab;
COMS 2733: Intro to Computer Forensics and Security;
COMS 2903: Discrete Structures;
COMS 3903: Systems Software and Architecture;
COMS 4033: Systems Analysis and Design I;
COMS 4043: Systems Analysis and Design II;
COMS 4213: Database Administration;
COMS 4701: Data Communications and Networking Lab;
COMS 4703: Data Communications and Networks;
COMS 4710: Heterogeneous Networks Lab;
COMS Elective 2000-level or above - 2 hours;
COMS (3000-4000) Elective - 3 hours; and
Elective (3000-4000) - 3 hours;

(2) Add 45 hours, the following courses:

MATH 1113: College Algebra;
MATH 2703: Discrete Math;
CSEC 1113: Introduction to Networking;
CSEC 2213: Network Forensics and Incident Response;
CSEC 2223: Virtualization;
CSEC 3123: Cyber Defense I;
CSEC 3233: Cyber Defense II;
COMS 1013: Programming I;
COMS 1011: Programming I Lab;
COMS 3373: Data Center Operations;
COMS 4913: Capstone;
Elective - 3 hours; and
Approved 3000-4000 level elective - 11 hours;

(3) Delete ECON 2003: Principles of Economics I (this was being used to fulfill a Social Science requirement);

- (4) Allow any Social Science to fulfill the Social Science requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements;
 - (5) Change the course number of COMS 4313: Server Administration to COMS 3363: Server Administration;
 - (6) Change the course name of COMS 4713: Heterogeneous Networks to Networking Practicum;
 - (7) Allow MATH 1113: College Algebra, to be waived if a student goes directly into MATH 2243: Calculus for Business and Economics, or MATH 2914: Calculus I; add footnote 2: Student may waive this course by taking MATH 2243: Calculus for Business and Economics, or MATH 2914: Calculus I, instead and take an elective in its place;
 - (8) Allow TECH 1013: Principles of Collegiate Success, as a substitution for TECH 1001: Orientation to the University; add footnote 3: TECH 1013: Principles of Collegiate Success, is a substitution for TECH 1001: Orientation to the University; Electives would reduce from 3 hours to 1 hour;
 - (9) Allow MATH 2914: Calculus I, as a substitution for MATH 2243: Calculus for Business and Economics; add footnote 3: MATH 2914: Calculus I is a substitution for MATH 2243: Calculus for Business and Economics;
 - (10) Allow COMS 3703: Operating Systems, as a substitution for COMS 2713: Survey of Operating Systems; add footnote 5: COMS 3703: Operating Systems is a substitution for COMS 2713: Survey of Operating Systems; and
 - (11) Allow COMM 2003: Public Speaking, as a substitution for COMM 2173: Business and Professional Speaking; add footnote 6: COMM 2003: Public Speaking is a substitution for COMM 2173: Business and Professional Speaking;
- e. Modify the Curriculum for the Associate of Applied Science in Cybersecurity, as follows:
- (1) Change course title and number of COMS 2104: Foundations of Computer Programming I, to COMS 1013: Programming I and COMS 1011: Programming I Lab;
 - (2) Drop MATH 2914: Calculus I, and replace with MATH 2243: Calculus for Business and Economics;
 - (3) Drop COMS 2903: Discrete Structures for Technical Majors, and replace with MATH 2703: Discrete Math;
 - (4) Change Electives from 1 hour to 2 hours;

- (5) Allow TECH 1013: Principles of Collegiate Success, as a substitution for TECH 1001: Orientation to the University; add footnote 2: TECH 1013: Principles of Collegiate Success, is a substitution for TECH 1001: Orientation to the University; Electives would reduce from 2 hours to 0 hours;
 - (6) Allow MATH 2914: Calculus I, as a substitution for MATH 2243: Calculus for Business and Economics; add footnote 3: MATH 2914: Calculus I is a substitution for MATH 2243: Calculus for Business and Economics; and
 - (7) Allow COMM 2003: Public Speaking, as a substitution for COMM 2173: Business and Professional Speaking; add footnote 4: COMM 2003: Public Speaking is a substitution for COMM 2173: Business and Professional Speaking; and
- f. Modify the Curriculum for the Associate of Applied Science in Information Technology, as follows:
- (1) Delete the following courses:
 COMS 1403: Orientation to Computing, Information, and Technology;
 COMS 1411: Computer and Information Science Lab;
 COMS 2003: Microcomputer Applications;
 COMS 2104: Foundations of Computer Programming I;
 COMS 2233: Introduction to Databases; and
 COMS 2701: Computer Architecture and Networks Laboratory;
 - (2) Add the following courses:
 COMS 1013: Programming I;
 COMS 1011: Programming I lab;
 COMS 2713: Survey of Operating Systems;
 CSEC 1113: Introduction to Networking; and
 CSEC 2213: Network Forensics and Incident Response;
 - (3) Allow any higher-level MATH course as a substitution for MATH 1113: College Algebra; add text "or higher-level Mathematics" so that entry reads: MATH 1113: College Algebra or higher-level Mathematics;
 - (4) Delete 12 hours above 1000 level COMS Electives; and delete footnote: 1000-level courses may not be used to satisfy this requirement;
 - (5) Delete PHSC 1013: Introduction to Physical Science and PHSC 1021: Physical Science Laboratory;
 - (6) Allow any science with lab to fulfill the science with lab requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements;

- (7) Allow TECH 1013: Principles of Collegiate Success, as a substitution for TECH 1001: Orientation to the University; add footnote 2: TECH 1013: Principles of Collegiate Success, is a substitution for TECH 1001: Orientation to the University; Electives would reduce from 15 hour to 13 hours;
- (8) Allow COMS 3703: Operating systems. as a substitution for COMS 2713: Survey of Operating Systems; add footnote 3: COMS 3703: Operating systems, is a substitution for COMS 2713: Survey of Operating Systems;
- (9) Allow COMM 2003: Public Speaking, as a substitution for COMM 2173: Business and Professional Speaking; add footnote 4: COMM 2003: Public Speaking, is a substitution for COMM 2173: Business and Professional Speaking; and
- (10) Change Electives from 2 hours to 15 hours and add footnote 5: Students seeking a Bachelor's degree in computing should take courses that count towards that degree rather than just general electives.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7.6.2021
Registrar	<i>Sammy Weaver</i>	7/6/2021
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)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 3xx3 3103	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Health Psychology		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Health Psychology		

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?

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

No

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

No

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?
 - Health Psychology is a standard part of many if not most psychology programs. Arkansas Tech is somewhat unusual in not currently offering the class as an elective.**
 - Health psychology is an important subfield in the discipline with its own American psychological Association division (Division 38).**
 - Health psychology examines how biological, social and psychological factors influence health and illness. Health psychologists use psychological science to promote health, prevent illness and improve health care systems.**

- There is increasing awareness that while health professionals can define healthy diets, suitable exercise programs, and medication regimens, compliance with these best practices varies widely depending on the individual. An important goal of health psychology as a field is to understand what psychological factors impede or enhance compliance with guidance.
- The stress response is an integral part of both our psychological and physiological functioning. The stress response is mediated largely through the hypothalamic-pituitary-adrenal axis. In healthy functioning individuals, this axis serves as a warning system to threat and prepares the body for action. However, when this axis is in a dysfunctional state, a host of psychological (e.g. anxiety, depression) and physiological (e.g. cardiovascular disease) disorders emerge. For this reason, it is important for psychology students to understand the normal and perturbed functioning of the HPA axis for both their professional development as well as for personal health.
- In addition to HPA function, important topics covered include the role of sleep in maintaining health and how the nature of why we want something (vs what we want) influences health and happiness.

3103

PSYCH ~~XXXX~~ Health Psychology Course Syllabus

Instructor: Rodney W. Roosevelt, Ph.D.

Office: Tomlinson Hall 126B

Office Hours: M, W, R 10:00 and by appointment.

Email: rroosevelt@atu.edu

Lecture meeting times: TR 11:00-12:20

Lecture meeting location: Tomlinson 119 and online

Important: Blackboard is an essential communication tool for this course. Announcements, grades, official syllabus, and additional course materials will be found there.

Class description: This course introduces students to the mind-body relationship and the contribution of psychology in understanding health promotion, health care, and the etiology and treatment of physical illness. Representative topics covered in this course include changing health habits, stress and coping, health care utilization, patient-provider relations, and managing chronic illness such as heart disease, AIDS, diabetes, and cancer

Required Materials:

Text: Health Psychology: An Introduction to Behavior and Health (9th Edition), Linda Brannon, John A. Updegraff/Feist. Cengage

Mindtap access Required. Note the publisher provides temporary access in the event you can not afford to pay for your text at the beginning of the semester. You must purchase access after that time. Also, note that the publisher offers bundles if you are taking multiple classes using their books. I offer no purchasing advice beyond investigating to find your best option.

Attendance:

Attendance is encouraged and history has shown that student who attend faithfully perform better in their coursework. With the following exceptions attendance is not monitored for the purposes of grading: you **MUST** complete the Blackboard attendance module by September 1. Also, for our purposes, completing less than 70% of assignments at any point in the semester following week four (without medical excuse) will result in assignment of a grade of FA.

Exams, quizzes, and other graded materials may be “*made up*” in the case of an emergency in accordance with University policy. If you miss a graded exercise, it is your responsibility to contact me immediately to discuss your options. Make up of missed exams is at the sole discretion of the instructor. In the event that you anticipate missing an exam for any reason, please contact me at rroosevelt@atu.edu soon as possible and in any event **prior** to the exam.

This notification does not guarantee you will be allowed to take the exam at a later date but increases the likelihood that you will be allowed to do so. **Online materials have ample time to complete ahead of deadlines and late work will be accepted only under extraordinary circumstances.**

Preparation: This class is designed with the assumption that each student will remain current with the assigned readings. Prior to class, each student is responsible for reading the assigned materials, reflecting on the material using preparatory materials where provided, and coming to class prepared to discuss or seek clarifications where needed.

Electronic device policy: Electronic devices including, but not limited to: cell phones, pagers, text messengers, and portable music players are not to be used during class periods. Make sure any of these devices are turned off prior to the beginning of class. Use of your laptop will not be required during class meetings. Before the class starts, please be sure to have your computer turned off and stowed.

Conduct: This class is part of a larger overall course of professional development; as such, each student is expected to conduct his or her self in a professional manner at all times including attire, preparation for class, and personal conduct.

Academic integrity: academic dishonesty will not be tolerated. It is your responsibility as a student to make yourself aware and to comply with the Arkansas Tech University student conduct code. Student responsibilities outlined in the code include Academic Misconduct and Personal Misconduct. Academic Misconduct includes cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. Personal misconduct includes acts of personal misconduct both on and off university property. **Ignorance of the rules is not a defense.** 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 or other classes. Egregious or multiple violations may result in additional university level sanctions

Students with disabilities:

Students with disabilities will be accommodated in accordance with Arkansas Tech University policies. Students with disabilities requiring classroom accommodations must make their request by following established university policy. The instructor is unable to extend **any** special accommodations in the absence of direction from the office of Disability Services.

If you have specific physical, psychological or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met.

Course Objectives:

- Define health psychology and recognize the elements of its historical background.
- Differentiate between scientific research and non-scientific works in the study of health psychology.
- Describe the effects of stress, and in this context, explain the role of cognition, emotion, and behavior in prevention, causation, maintenance, and treatment of physical illnesses.
- Broadly compare and contrast the new approaches in the study and practice of health psychology with the traditional ones practiced in different cultures.
- Point out the interactions between mental and physical health based on different models and approaches.
- List multiple biological, psychological, social, and spiritual factors that affect mental and physical health.
- Foster effective communication
- Develop critical thinking: Students will be asked to consider competing ideas concerning course materials and evaluate them in a critical manner.
- Development of ethical perspectives: Students will be asked to confront difficult moral and societal problems and evaluate best choices for action.
- Application of scientific and quantitative reasoning. Students will be presented with competing ideas and data and be required to evaluate the soundness in reasoning that led to the formation of the ideas. Students will be asked to evaluate quantitative data with attention to the ideas of variance and effect size.
- Understanding of wellness concepts. Students will be instructed in steps they may take to improve healthiness of their behaviors and encouraged to take proactive steps to implement those actions in their daily lives.

The course is built on four 'parts' with associated topics listed below. Each part with corresponding lectures, activities, and chapter tests. Each 'part' cumulates in a midterm exam. Additionally, each student will complete a 6-10-page paper associated with an assigned topic or laboratory/practicle experience.

Part I: FOUNDATIONS OF HEALTH PSYCHOLOGY.

1. Introducing Health Psychology.
2. Conducting Health Research.
3. Seeking and Receiving Health Care.
4. Adhering to Healthy Behavior.

Part II: STRESS, PAIN, AND COPING.

5. Defining, Measuring, and Managing Stress.
6. Understanding Stress, Immunity, and Disease.
7. Understanding and Managing Pain.
8. Considering Alternative Approaches.

Part III: BEHAVIOR AND CHRONIC DISEASE.

9. Behavioral Factors in Cardiovascular Disease.
10. Behavioral Factors in Cancer.
11. Living With Chronic Illness.

Part IV: BEHAVIORAL HEALTH.

12. Smoking Tobacco.

13. Using Alcohol and Other Drugs.
14. Eating and Weight.
15. Exercising.

Course Grade:

Online assignments (largely Mindtap exercises and chapter tests) 15%
Paper or Laboratory experience. 10%
Four mid-term examinations (one for each "part") 15% each
Cumulative final exam 15%

Final Grades assigned on the basis of percent of possible points earned.

Percent of possible points earned:

90-100 A
80-89 B
70-79 C
60-69 D
0-68 F



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7/6/2021
Registrar	<i>Gammyleanna</i>	7/6/2021
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)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 3xx3 3123	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Evolutionary Psychology		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Evolutionary Psychology		

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?

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

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

Answer the following Assessment questions:

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

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

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

Course	LO1	LO2	LO3	LO4	LO5
	Specialized Knowledge	Research Design, Ethics/Critical Thinking	Analytic Problem Solving	Written Expression	Broad and Integrative Learning

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

Course	LO1	LO2	LO3	LO4	LO5
	Specialized Knowledge	Research Design, Ethics/Critical Thinking	Analytic Problem Solving	Written Expression	Broad Integrative Learning
Evolutionary Psychology	Reading Quizzes and exams	Critical Annotations	Critical Annotations		Course Project

c. What is the rationale for adding this course? What evidence demonstrates this need?
Our psychology faculty and majors believe that understanding the origins and functions of psychological mechanisms is a necessary part of the psychology curriculum. Comments on previous course evaluations for this course suggest that students see this as a required course for the major.

3123

PSY~~3143~~-M01: EVOLUTIONARY PSYCHOLOGY
DR. JUSTIN MOSS
FALL 2020 SYLLABUS

Classroom Hours and Location TR 1:00 pm – 2:20 pm Witherspoon 335	Contact Information Office Phone: (479) 356-2046 Email: jmoss12@atu.edu
Office Location Witherspoon 351 Located inside Witherspoon 348	Virtual Office Hours MTWR 9:30 am – 11:00 am Webex Teams

Except for changes that substantially affect the evaluation of grading, the contents of this syllabus are subject to change if required by circumstances occurring during the semester. If any changes do occur, I will make announcements via email.

CATALOG DESCRIPTION

A directed seminar in an area of psychology. The specific focus will depend upon research underway, student need, and current developments in the field of psychology.

Note: May repeat for credit if course content differs.

COURSE OBJECTIVES

The purpose of this course is to provide a broad overview of the field of evolutionary psychology. This course has two primary objectives:

1. To introduce you to classic and contemporary theory and research in the field of evolutionary psychology. Evolutionary psychology is the scientific study of human nature dedicated to discovering and understanding the psychological adaptations that evolved to solve ancestral survival and reproductive problems. We explore the adaptive problems of and evolved solutions to survival, long-term mating, short-term mating, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and social dominance.
2. To foster the development of critical thinking skills. You will achieve this through an emphasis on and application of the scientific method. I want you to be curious and thoughtful about what you read and develop a healthy skepticism of theories without adequate scientific support. These critical thinking principles serve as a framework throughout the course to help you evaluate theories and claims. At the end of this course, you should be able to think critically about psychological claims that you read about or see on the news or in magazines.

REQUIRED TEXTBOOK

Buss, D. M. (2019). *Evolutionary psychology: The new science of the mind* (6th ed). Pearson.

While you may be successful in this course using the previous edition of the textbook, you are responsible for the information presented in the current edition. Thus, if you choose to use the previous edition, please note that you are doing so at your own risk.

With that said, former students have been successful in this course using the previous edition of the textbook. Thus, if the previous edition is significantly less expensive, you may choose to purchase that edition.

VIRTUAL OFFICE HOURS ON WEBEX TEAMS

I will be available on Webex Teams every weekday except Friday from 9:30 am – 11:00 am. You can send me a direct message, call me, or video chat with me about any questions you have about the material, the class, or life more generally. I prefer direct messages for quick and simple questions. If you have more detailed questions, I prefer video chat so that I have screen share capabilities.

You will need to download Webex Teams software using the following link:

https://www.webex.com/content/webex/c/en_US/index/downloads.html/

Do not click on start for free. ATU pays for your account so just click on the download button in the middle of the page and follow the instructions using your ATU login and password.

You can download Webex Teams for your desktop, laptop, and/or mobile devices using the same process. I highly encourage you to download Webex Teams across multiple devices. Please download Webex Teams before the first day of class.

BLACKBOARD AND EMAIL

I periodically send emails with announcements about the class. It is imperative that you check your ATU email account at least once a day. I also post all materials on Blackboard. I advise you to check Blackboard at least once a day. You are responsible for all material sent from me via email or posted on Blackboard. Failure to check your email or Blackboard is not an acceptable excuse.

BLACKBOARD Q&A DISCUSSION BOARD

I have created a discussion board on Blackboard where you can submit questions about the class (General Q&A) or the material for each chapter (e.g., Chapter 1 Q&A). You can email me questions or send me questions via Webex Teams if you prefer. However, the Q&A discussion board allows others to see your questions. Keep in mind that your questions may benefit other students in the class. I have provided the option to post your question anonymously if you are more comfortable asking questions that way.

FEDERAL ATTENDANCE

You must complete the Federal Attendance Module on Blackboard to remain enrolled in this course. The registrar will drop you from the course if you do not complete the attendance module by Wednesday, September 2 at 11:59 pm. Please complete this module ASAP.

EXAMS (560 POINTS)

There are five exams offered in this class. There are four unit exams as well as a cumulative final exam during final exam week. Each unit exam is 50 multiple choice questions worth 2 points each for a total of 100 points per exam. The cumulative final exam is 80 multiple choice questions worth 2 points each for a total of 160 points.

You will take all exams online using the Respondus LockDown browser. You can download the browser here: <https://download.respondus.com/lockdown/download.php?id=147834412>.

You have 60 minutes to complete each unit exam. You have 90 minutes to complete the cumulative final exam. Each exam automatically saves and submits when time expires so make sure you keep track of time.

You have a three-day window to complete each exam. You are not able to start an exam once the deadline for that exam passes so please make sure you complete each exam before the deadline. The due dates for each exam are on the course calendar at the end of the syllabus.

READING QUIZZES (120 POINTS)

There are 13 reading quizzes offered in this class. You will take these quizzes on Blackboard. Each quiz is 10 multiple choice questions worth 1 point each for a total of 10 points per quiz. However, I drop your lowest quiz grade so only your 12 highest quiz grades count toward your final grade. Thus, quizzes comprise 120 total points toward your final grade.

These quizzes are open book and untimed. You may also take each quiz as many times as you want before the deadline passes. In addition, only your highest graded quiz attempt counts toward your final grade. However, each quiz attempt will likely be different because quiz questions come from a larger pool of questions. Thus, the quiz you take during one attempt may not be the exact same quiz you take during another attempt.

Quizzes are located in the "Reading Quizzes" folder on the left menu bar on Blackboard. Due dates for quizzes are listed on the course calendar at the end of the syllabus. You must complete these quizzes by 11:59 pm on the due date listed or you will receive a zero for that quiz. Because I drop your lowest quiz grade, there are absolutely no exceptions to this rule.

WRITING TO LEARN (W2L) ENTRIES (120 POINTS)

Research indicates that consistently writing about concepts increases learning and retention of information. For each chapter we cover, you will submit a short writing entry in which you relate a concept from the chapter to real-world experiences. Thus, you will complete 13 Writing to Learn (W2L) entries about concepts that you find in the textbook or PowerPoint slides. Each W2L entry is worth 10 points. However, I drop your lowest W2L entry grade so only your 12 highest W2L entry grades count toward your final grade. Thus, W2L entries comprise 120 total points toward your final grade.

To receive full credit for your entry, you must provide a real-world example of at least one concept from the chapter. You must describe the concept in your own words. You must also explicitly state how the example relates to the concept. At the beginning of your entry, you must list the concept and provide in parentheses a reference page from the PowerPoint slides or textbook that discusses the concept. Each W2L entry must be at least ½ page,

double-spaced, 12-point Times New Roman font. I have provided a sample W2L entry for you to use as a template.

You must upload your entry to Blackboard either as a Word document or as a PDF. Please do not submit your entry as any other file, such as Google Docs or Pages. If you prefer, you may simply write your submission directly in Blackboard through the "Write Submission" button. However, please do not write your submission in the "Comments" box.

You must submit each W2L entry to Blackboard by 11:59 pm on the due date listed on the course calendar. I will not accept late W2L entries. Either they are on time and complete or they are not. Failure to submit your entry before the deadline will automatically result in a zero for that entry. Because I drop your lowest W2L entry grade, there are absolutely no exceptions to this rule.

BIBLIOGRAPHY OF CRITICAL ANNOTATIONS (200 POINTS)

You will create a bibliography of critical annotations for journal articles that you read over the course of the semester. There are ten topics and each topic contains several journal articles. As an undergraduate student, you must choose one journal article from five separate topics on which to write your critical annotations. Thus, you will create a bibliography of five critical annotations. Do not choose multiple articles from the same topic.

I have posted full instructions, the journal articles for each topic, a rubric, APA formatting guidelines, and a sample critical annotation on Blackboard in the folder "Critical Annotations".

The critical annotations are worth 200 points towards your final grade. The critical annotations are due Tuesday, October 20 at 11:59 pm through the Turnitin link on Blackboard. Critical annotations will receive a 10% reduction in grade (-20 points) for every 24 hours that they are late, including weekends.

GRADES (1000 TOTAL POINTS)

GRADE	POINTS
A	≥ 895
B	795 – 894
C	695 – 794
D	595 – 694
F	< 595

MAKEUP EXAMS AND ASSIGNMENTS

Do not miss exams or assignments unless it is unavoidable and for legitimate reasons. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences are accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration may also be given to students whose dependent children experience serious illness. If you must miss an exam or assignment, inform me as far in advance as possible or, if it is not possible to tell me in advance (e.g., last-minute illness/emergency), email me or send me a message on Webex Teams as soon as you can. I may ask for documentation to show that missing the exam or assignment was

for a legitimate reason. If you are allowed to make up an exam or assignment, you are expected to do so as soon as possible.

DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES

Arkansas Tech University does not discriminate based on 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 violence, 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, law requires that person to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

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

PRIVACY AND ACCESSIBILITY POLICIES

The webpage below presents a comprehensive list of all privacy and accessibility policies for software and services on Arkansas Tech's Blackboard server. While this information is currently accurate, links and policies will change over time. By providing this link in all Blackboard shells and syllabi (for online or F2F courses) and referenced in all F2F syllabi, faculty will not need to reference the individual privacy and accessibility policies respective to their courses. Additionally, the College of eTech will continuously maintain and update the link. Faculty utilizing a third-party platform not identified on the webpage should include the available privacy and accessibility policy to their students. For more information, please visit: https://www.atu.edu/etech/privacy_accessibility.php.

PROBLEMS IN THE COURSE

I strongly encourage you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. If you are having problems in the course, do not wait too long to talk with me. Please come early in the semester while there is still time to improve. Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, send me an email or a message on Webex Teams.

INCOMPLETE GRADE

A grade of [I] (incomplete) can only be given in those cases in which course work (less than 25%) has not been completed due to university-approved, documented reasons. University policy prohibits me from grading [I] for failing grades. I use exam grades to determine if you are failing the class when you request the incomplete. Please see the Undergraduate Catalog for additional university policies for incomplete grades.

If you are having serious, documentable problems such as a debilitating illness that is keeping you from properly completing the course, contact me as soon as the issues arise to discuss the possibility of an [I] grade. I cannot grant you an incomplete late in the semester. In other words, if you contact me near the end of the semester and say that you did not complete the assignments or did not do as well as you would like because of personal issues, I am not able to grant an incomplete. You need to contact me as soon as problems arise and demonstrate that you are not able to complete upcoming assignments because of personal issues. I cannot retroactively submit an incomplete grade.

ACADEMIC DISHONESTY

I do not tolerate academic dishonesty. This includes cheating during exams (e.g., using non-approved materials; sharing information with other students; accessing course content by some way other than your personal memory; etc.), sharing your own written work with others, and plagiarism of others in your own written work. Students suspected of academic dishonesty first meet with me for a review of the situation. I will then determine at my discretion whether I need to take further action. A possible punishment for academic dishonesty is expulsion from the university. See your student handbook for further details.

COVID-19 CONSIDERATIONS

In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

1. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited.

Please refer to the guidance from CDC as to the proper use of cloth masks – <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

Note that CDC does not recommend the use of a face shield in the place of a cloth mask – <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

2. All students are required to participate in a daily health self-screen – <https://www.atu.edu/pandemicrecovery/student-health-screening.php>

For students commuting to campus, please complete the health screening before coming to campus. For residential students, please complete the health screening each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed below:

- Department of Public Safety
 - 716 N El Paso Avenue
 - Monday-Friday; 8am-5pm
- Health and Wellness Center
 - Outdoor tent station by north entrance of Doc Bryan Student Services Center
 - Monday-Friday; 8am-5pm

- University Commons Clubhouse
 - Monday-Friday 8am-10pm and Sunday 5pm-10pm

3. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).

4. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending e-mail to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

Students are expected to abide by the above steps per the Student Handbook section on Classroom Behavior

3. Classroom Behavior

Each member of the Arkansas Tech University community is obliged to conduct her/himself in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct (see Article III, Section C of the Arkansas Tech University Student Handbook).

If a classroom incident constitutes an emergency (e.g., any immediate threat to life and/or property) and requires an immediate response from police, fire or emergency medical services, please call 911.

Please refer to the following websites for more information about ATU COVID-19 policies,

ATU Pandemic Framework

<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework-2020.pdf>

ATU Pandemic Recovery webpage

<https://www.atu.edu/pandemicrecovery/>

COURSE CALENDAR

This schedule is subject to change if required by circumstances occurring during the semester. If the schedule does change, I will notify you via email. All assignments must be completed and properly submitted by 11:59 pm on the due dates below.

DATE	TOPIC	ASSIGNMENTS DUE
R 8/20	Course Introduction	
T 8/25	Chapter 1 – The Scientific Movements Leading to EP	
R 8/27	Chapter 1 – The Scientific Movements Leading to EP	Chapter 1 Quiz & W2L Entry
T 9/1	Chapter 2 – The New Science of EP	
R 9/3	Chapter 2 – The New Science of EP	Chapter 2 Quiz & W2L Entry
T 9/8	Chapter 3 – Combating the Hostile Forces of Nature	
R 9/10	Chapter 3 – Combating the Hostile Forces of Nature	Chapter 3 Quiz & W2L Entry
M 9/14	Exam 1	
T 9/15	Chapter 4 – Women’s Long-Term Mating Strategies	
R 9/17	Chapter 4 – Women’s Long-Term Mating Strategies	Chapter 4 Quiz & W2L Entry
T 9/22	Chapter 5 – Men’s Long-Term Mating Strategies	
R 9/24	Chapter 5 – Men’s Long-Term Mating Strategies	Chapter 5 Quiz & W2L Entry
T 9/29	Chapter 6 – Short-Term Sexual Strategies	
R 10/1	Chapter 6 – Short-Term Sexual Strategies	Chapter 6 Quiz & W2L Entry
M 10/5	Exam 2	
T 10/6	Chapter 7 – Problems of Parenting	
R 10/8	Chapter 7 – Problems of Parenting	Chapter 7 Quiz & W2L Entry
T 10/13	Chapter 8 – Problems of Kinship	
R 10/15	Chapter 8 – Problems of Kinship	Chapter 8 Quiz & W2L Entry
T 10/20	Chapter 9 – Cooperative Alliances	Critical Annotations
R 10/22	Chapter 9 – Cooperative Alliances	Chapter 9 Quiz & W2L Entry
T 10/27	Chapter 10 – Aggression and Warfare	
R 10/29	Chapter 10 – Aggression and Warfare	Chapter 10 Quiz & W2L Entry
M 11/2	Exam 3	
T 11/3	Chapter 11 – Conflict between the Sexes	
R 11/5	Chapter 11 – Conflict between the Sexes	Chapter 11 Quiz & W2L Entry
T 11/10	Chapter 12 – Status, Prestige, and Social Dominance	
R 11/12	Chapter 12 – Status, Prestige, and Social Dominance	Chapter 12 Quiz & W2L Entry
T 11/17	Chapter 13 – Toward a Unified EP	
R 11/19	Chapter 13 – Toward a Unified EP	Chapter 13 Quiz & W2L Entry
M 11/23	Exam 4	
T 11/24	Wednesday Schedule (No Class)	
M 11/30	Reading Day	
F 12/4	Final Exam	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7/6/2021
Registrar	<i>Yammy Fuller</i>	7/6/2021
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)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 3xx3 3183	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Developmental Psychology: Adolescence		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Dev Psychology: Adolescence		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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

No

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

No

Answer the following Assessment questions:

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

N/A

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

The following is a Developmental Psychology-Adolescence Assessment Plan. First are listed the course learning objectives (CLO). Next, a table outlines the alignment between CLO, departmental program learning objectives (PLO), the APA 2.0 Guidelines for the Undergraduate Major, and potential assessments. The APA 2.0 guidelines are offered as part of the rationale for adding this course as a way to meet demands for developing undergraduate psychology majors.

Couse Learning Objectives

1. Recognize the developmental sequence that occurs during adolescence (leading up to emerging adulthood)
2. Apply scientific knowledge to the areas/domains of development
3. Incorporate the experience of one's own adolescence against theory and evidence
4. Critique the views and misconceptions regarding adolescent development
5. Evaluate the contributions of developmental science in adolescence against social-cultural and political contexts.

CLO	PLO	APA 2.0	Assessment
1, 2	Transmit knowledge/demonstrate familiarity	1.1A Use and evaluate theories to explain and predict behavior, including advantages and limitations in the selected frameworks	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)
2, 3	Transmit knowledge/demonstrate familiarity	1.1C Analyze the variability and continuity of behavior and mental processes within and across human and animal species	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)
1, 2	Transmit knowledge/demonstrate familiarity	1.3B Evaluate how the mind and body interact to influence psychological and physical health	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)
1, 2, 3	Provide tools for scientific inquiry an critical thinking	2.1C Incorporate several appropriate levels of complexity (e.g., cellular, individual, group/system, social-cultural) to explain behavior	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)
4, 5	Provide tools for scientific inquiry an critical thinking	2.4G Apply knowledge of research skills necessary to be an informed consumer of researcher or critic regarding unsupported claims about behavior	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)

4, 5	Teach the ethics of research studies	3.1A Evaluate psychological research from the standpoint of adherence to the APA ethics code in psychological research involving human or nonhuman research participants	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)
2, 4, 5	Transmit knowledge/Provide tools for scientific inquiry an critical thinking	3.2C Predict and explore how interaction across racial, ethnic, gender, and class divides can challenge conventional understanding of psychological processes of behavior	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)
4, 5	Provide tools for scientific inquiry an critical thinking	4.1A Construct arguments clearly and concisely using evidence-based psychological concepts and theories	Formative direct (e.g., Multiple choice and open-ended question questions on exams, essays and reflection papers) and indirect (e.g., discussion contribution)

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

~~PSY 31XX~~ ³¹⁸³ DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE
Section 001 Syllabus, Spring, 2022

Dr. Jordan Thibodeaux
Phone: 479-964-0804
Office: WPN 345
Email: jthibodeaux@atu.edu
Office hours: By appointment

CLASS TIME: TR, 2:00 – 3:15

CLASS LOCATION: WPN

Course Description

Since its creation in the early 20th century, the term *adolescence* has held a distinct position in the development of the person. This course explores the themes related to the period of adolescence, biological, psychosocial, typical and atypical development. Themes investigated in the course concern pubertal development, peers and relationship intimacy, the “adolescent rebellion”, identity and vocational milestones.

Course Learning Objectives

1. Recognize the developmental sequence that occurs during adolescence (leading up to emerging adulthood)
2. Apply scientific knowledge to the areas/domains of development
3. Incorporate the experience of one’s own adolescence against theory and evidence
4. Critique the views and misconceptions regarding adolescent development
5. Evaluate the contributions of developmental science in adolescence against social-cultural and political contexts.

TEXT: Adolescence, 12th Edition, 2020, by Laurence Steinberg, McGraw Hill.

GRADING:

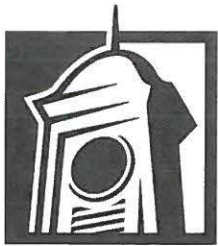
Grades are based on the sum of three exams and an interview of an adolescent teenager. Each of the exams is worth 100 points, and will consist of 50 multiple choice questions. The interview of the adolescent teenager will involve asking questions in an interview style to a participant between the ages of 13-19 years of age, and analyzing the responses using developmental psychology research.

We use a criterion referenced scale, 90%+ = A; 80%+ = B; 70%+ = C; 60%+ = D. You are expected to read the text and attend lecture. You will provide three scantrons, one for each test. Approximately 10% of the items on each test come from the text alone and are not discussed in class. Similarly, 10% of the test items are from lecture but do not appear in the text. Make-up exams are only given if arrangements are made in advance or if the student was extremely ill–(that means you were in the hospital and physically incapable of calling and have no family or friends who could call for you.) No other assignments will be given or considered.

READING ASSIGNMENTS:

Reading assignments are to be completed before the lecture for which they are assigned. I recommend you keep up with your reading assignments, as the material is quite challenging. Students who get behind generally fail the course. I expect that you can read the book for yourself, and you will not need to bring it to class. The course is fast paced. Conscientious effort on your part will have positive results. Failure to make your education a priority is not of concern to me, and will not result in a relaxation of course requirements.

Week of	Lecture Topic	Readings and Assignments
1/19	Intro, Social Transitions	Introduction, Chapter 3
1/25	Biological Transitions	Chapter 1
2/1	Cognitive Transitions	Chapter 2
2/8	Cognitive Transitions	
2/15	Cognitive Transitions	
2/25	Exam 1	Chapters 1-3
3/1	Families	Chapter 4
3/7	Peers	Chapter 5
3/14	Schools; Work & Leisure	Chapter 6, 7
3/22	Exam 2	Chapters 4-7
3/24	Identity:	Chapter 8;
4/4	Autonomy	Chapter 9;
4/11	Achievement; Psychopathology	Chapter 12; 13
4/18	Intimacy;	Chapter 10
4/25	Sexuality	Chapter 11
5/6	Exam 3 11:00-1:30	Chapters 8-13



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7/6/2021
Registrar	<i>Gammy Weaver</i>	7/6/2021
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)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 3xx3-3191	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Careers in Psychology		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Careers in Psychology		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Twice per academic 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.

N/A

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

The following is a Careers in Psychology Assessment Plan. First are listed the course learning objectives (CLO). Next, a table outlines the alignment between CLO, departmental program learning objectives (PLO), the APA 2.0 Guidelines for the Undergraduate Major, and potential assessments. The APA 2.0 guidelines are offered as part of the rationale for adding this course as a way to meet demands for developing undergraduate psychology majors.

1. Demonstrate a broad understanding of the educational and career opportunities for students of psychology.
2. Establish a career plan that will address the remainder of their undergraduate degree, their desire for future education, and their post-graduate employment.
3. Demonstrate an understanding of appropriate 'soft-skills' that are desired by employers.
4. Create a variety of documents (resume, graduate admission essay, online professional profiles) to aid in career plans.

CLO	PLO	APA 2.0	Proposed Assessment
1	Provide professional and career development opportunities	5.1D Apply relevant psychology content knowledge to facilitate a more effective workplace in internships, jobs, or organizational leadership opportunities.	Formative (presentation to class, reflection papers, application of specific concept regularly)
2	Provide professional and career development opportunities	5.5A Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits	Formative self-assessment; summative presentation, final paper, or portfolio
3	Provide professional and career development opportunities; Practice and demonstrate professional communication	5.2B Accurately self-assess performance quality by melding external standard and expectations with their own performance criteria	Self-assessment with motivational or personality inventories
4	Practice and demonstrate professional communication	4.1B Create clear and concise written communications to address specific audiences. 5.5A Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits	Formative self-assessment; summative presentation, final paper, or portfolio

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

We want to restructure our curriculum to better reflect the *American Psychological Association Guidelines for the Undergraduate Psychology Major*. One of the key parts of this restructuring is adding a Careers in Psychology course to our curriculum. The psychology major can lead to multiple advanced degree pathways and a wide range of

career prospects. The career course will help students examine these potential options and develop a career plan.

CAREERS IN PSYCHOLOGY

PSY ~~3XXI~~ 3191
FALL 2022

Instructor: Jason E. Warnick, Ph.D.

Office: <https://atu.webex.com/meet/jwarnick>

Phone: (479) 356-2005 (leave voicemail)

Email: jwarnick@atu.edu

Office Hours: Monday, Wednesday, Friday: 10:00am-12:00pm; and by appointment.

Catalog Description

Prerequisite: PSY 2003

This course provides an overview of the multiple educational and career paths available to psychology majors.

Expected Student Learning Outcomes

The student will:

- Demonstrate a broad understanding of the educational and career opportunities for students of psychology.
- Establish a career plan that will address the remainder of their undergraduate degree, their desire for future education, and their post-graduate employment.
- Demonstrate an understanding of appropriate 'soft-skills' that are desired by employers.
- Create a variety of documents (resume, graduate admission essay, online professional profiles) to aid in career plans.

Course Materials

Required Texts: Kuther, T. L., & Morgan, R. D. (2019). *Careers in Psychology: Opportunities in a Changing World (5th Edition)*. Sage Publications.

ISBN-13: 9781544359731.

Website: Blackboard (<http://blackboard.atu.edu/>)

The course lectures will be based on, and supplement, the required text. This book is available at the Tech Bookstore (<http://www.atu.edu/bookstore/>) and other off-campus/online bookstores. Additionally, assignments, demonstrations, and further readings will be made available on the internet via Blackboard.

Learning Activities

Reading Quiz (50 points each): There will be 4 quizzes over the chapter readings (schedule below) in a multiple-choice format. These exams are time restricted (approximately 1 minute per question) and you can take the test three times with the highest score kept as your grade. Each exam will be due on the deadline by 11:59pm.

Discussion Board (25 points each): There will be 4 discussion board conversations over the chapter readings (schedule below).

FOCUS 2 Results and Reflection (50 points): Students will be expected to take the FOCUS 2 assessment and write a reflection paper on the results.

LinkedIn Profile (25 points): Students will develop a LinkedIn profile that incorporates best practices.

Handshake Profile (25 points): Students will develop a Handshake profile that incorporates best practices.

ELEVATE Completion (50 points): There will be a variety of assignments that will test your ability to apply the material covered in the textbook readings. The assignments are due on the due date by midnight.

Final Career Plan and Reflection (100 points): Students will write a final paper that will reflect on their work in the course and provide a detailed career plan.

Final Resume (100 points): Students will need to complete a resume that incorporates the feedback from the draft resume.

Final Graduate School Admission Essay (100 points): Students will need to complete a graduate school admission essay that incorporates feedback from the draft resume.

Grading

Grades will be posted on Blackboard after each exam/assignment. Final grades will be based on the following percentages:

A=100 - 90% B=89 - 80% C=79 - 70% D=69 - 60% F=59 - 0%.

Make-up/Late Work

Make-up Tests: Make-up exams after the due date will only be allowed when adequate documentation (e.g., doctor's note) is provided.

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.

Tutoring Services

Tutoring services are provided at the APEX Center (Doc Bryan 153). For more information, visit their website at <https://www.atu.edu/tutoring/> or call (479) 968-0278.

COVID-Related Policies and Guidelines

All campus COVID-related information, policies and guidelines can be found on Blackboard under the “*COVID Information and Policies*” link.

Tolerance & Diversity Statement

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

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

Additional Policies

- I will respect you and attempt to provide an informative and entertaining course. In return I ask that be professional. Please remember that, even though we are on a computer, we are still in a class. Therefore, I would ask that everyone act in a manner that would be acceptable in a classroom. Do not use any language that can be considered obscene, offensive, derogatory, demeaning, insulting, sexist, or racist. When in doubt on how to phrase something use dinner table rules. That is, if you couldn't say it in front of family at the dinner table, DON'T use it in this course. If you are concerned about a potential post, send it to me ahead of time and I would be happy to review it for you.
- Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me prior to submitting an assignment.
- I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.
- As stated above, I will make myself available outside of class during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.

Calendar of Events

Federal Initial Attendance and Participation Module

- Complete by xxxxx, August xx at the latest! You will be dropped for non-attendance if you do not complete this module and make a 100% (3 out of 3).

Module 1

- Section 1: Making Decisions About Psychology
 - Chapter 1: Choosing a Major
 - Chapter 2: Majoring in Psychology and Preparing for Your Career

<u>Assignments</u>	<u>Points</u>
Reading Quiz	50
Discussion Board	25

Module 2

- Section 2: Practice-Oriented Fields in Psychology
 - Chapter 3: Clinical and Counseling Psychology
 - Chapter 4: School Psychology
 - Chapter 5: Legal and Forensic Psychology
 - Chapter 6: Health Psychology
 - Chapter 7: Sport Psychology

<u>Assignments</u>	<u>Points</u>
Reading Quiz	50
Discussion Board	25
FOCUS 2 Results and Reflection	50

Module 3

- Section 3: Research and Applied Research Fields in Psychology
 - Chapter 8: Biopsychology, Cognitive Neuropsychology, and Clinical Neuropsychology
 - Chapter 9: Industrial-Organizational Psychology, Cognitive Psychology, and Human Factors Psychology
 - Chapter 10: Experimental and Quantitative Psychology
 - Chapter 11: Social and Consumer Psychology
 - Chapter 12: Developmental Psychology

<u>Assignments</u>	<u>Points</u>
Reading Quiz	50
Discussion Board	25
Draft Resume	25
Draft Graduate Admission Essay	25
LinkedIn Profile	25
Handshake Profile	25

Module 4

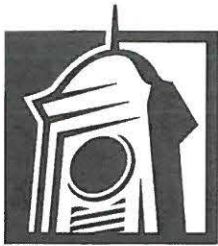
- Section 4: Preparing for the Future
 - Chapter 13: Getting a Job with Your Bachelor's Degree
 - Chapter 14: Graduate-Level Careers in Psychology
 - Chapter 15: Getting into Graduate School in Psychology

<u>Assignments</u>	<u>Points</u>
Reading Quiz	50
Discussion Board	25
ELEVATE Completion	50

Module 5

<u>Assignments</u>	<u>Points</u>
Final Resume	100
Final Graduate School Admission Essay	100
Final Career Plan and Reflection	100

Disclaimer: This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7/6/2021
Registrar	<i>Tommy Meauer</i>	7/6/2021
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)	

4021, 4022, 4023, 4024

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 4xx1, 4xx2, 4xx3, 4xx4	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Internships in Psychology		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Internships in Psychology		

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?

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

No

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

No

Answer the following Assessment questions:

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

N/A

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

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

We want to restructure our curriculum to better reflect the *American Psychological Association Guidelines for the Undergraduate Psychology Major*. Goal 5 of these guidelines addresses professional development. This course seeks to provide students the opportunity to receive course credit for internships, which speaks directly to Goal 5 of the APA guidelines.

INTERNSHIP IN PSYCHOLOGY

PSY ~~4XXI-4~~ 4021, 4022,
FALL 2022 4023, 4024

Instructor: Jason E. Warnick, Ph.D.

Office: 126G Tomlinson

Phone: (479) 356-2005

Email: jwarnick@atu.edu

Office Hours: Monday, Wednesday, Friday: 10:00am-12:00pm; and by appointment.

Catalog Description

Prerequisites: PSY 2003.

Supervised internship in a psychological-services or applied research setting. Emphasis will be placed on the student acquiring first-hand experience and entry-level skills in practitioner roles.

Course Goals

The goals of this course are:

- Student will demonstrate familiarity with the theoretical perspectives and historical trends in positive psychology.
- Students will understand and apply positive psychology interventions to personal, social, and organizational issues.

Course Materials

There are no required texts for this course.

Website: Blackboard (<http://blackboard.atu.edu/>)

Learning Activities

Grade recommended by supervisor:	100 points
Weekly Reports:	10 points (each week)
Work Sample:	50 points
Final Report:	50 points

Grading

Grades will be posted on Blackboard after each exam/assignment. Final grades will be based on the following percentages:

A=100 - 90% B=89 - 80% C=79 - 70% D=69 - 60% F=59 - 0%.

Attendance and Make-up/Late

Make-up assignments: Make-up assignments after the due date will only be allowed when adequate documentation (e.g., doctor's note) is provided.

Disability Services

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- I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.
- As stated above, I will make myself available outside of class during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.

Calendar of Events

*Calendar will be developed with the instructor, the on-site supervisor and student.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7.6.2021
Registrar	<i>Lammylewauer</i>	7/6/2021
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)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 4xx3 4103	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Capstone: Advanced Psychological Science		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Capstone: Adv Psych Sci		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

If course is required by major/minor, how frequently will course be offered?
One time per academic 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:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Student learning will be assessed through a variety of methods. These assessments include quizzes/tests, written assignments, and final/applied projects that can take the form of various forms of expression.

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

Students report that pathways after college are not clear for psychology students (Taylor et al., 2010). This is due to psychology students being required to obtain further schooling to be considered professionals or being limited in entry level work with a bachelors. This makes students believe that this is the only career

path for a psychology major. This proposed class is needed to help students understand the transferable skills they gain as psychology majors and that they are capable of showing mastery in these skills that are desired by potential employers that are not part of the "typical" psychology career path.

PSY 4103: Advanced Psychological Science

Course Subject: PSY

Course Number: 4103

Course Title: Capstone - Advanced Psychological Science

Course Description:

Prerequisites: PSY 2003, PSY 2053 with a C or better, PSY 2063 with a C or better

A study and demonstration of scientific and psychological literacy. With scientific literacy the emphasis is placed upon being able to evaluate science beyond the classroom (e.g. the media, popular culture, etc.). With psychological literacy the emphasis is placed upon developing skills related to communicating in various modes to various audiences, reflective of one's own and other's behavior and mental processes, acting ethically, analysis of information to evaluate courses of action, and demonstrating a vocabulary and knowledge base subject matter of psychology. The course also focuses on the demonstration of psychological literacy related to the individual, social, and organizational issues.

Instructor: varies

Office Hours: varies

Communication: email/office phone number – varies

Required Materials:

The Worth Expert Guide to Scientific Literacy: Thinking Like a Psychological Scientist
(2017) Kenneth Keith and Bernard Beins or similar title

Additional readings and materials in other mediums will be assigned and provided – will vary based on a wide variety of relevant topics that can be used when practicing rationale, skeptical, and scientific approach when evaluating claims.

Justification for the Course:

The majority of psychology majors do not pursue higher education and often question how what they learned has prepared them for future careers when they choose not to pursue some form of clinical/counseling or academic life. The purpose of this course is strengthening the student's scientific literacy while having the student demonstrate their psychological literacy in a way that shows they can communicate the skills they have gained to further their future. The course will allow students that do not plan to pursue more traditional careers in psychology the opportunity to evaluate their skills and how to discuss them with individuals that do not have psychology backgrounds.

Course Objects:

Learning Objectives	Competencies
Learners will be able to pose and evaluate arguments given existing evidence.	You will complete written assignments, quizzes, or tests.

PSY 4103: Advanced Psychological Science

Learners will be able to critique and evaluate psychological science presented in media and popular culture.	You will complete written assignments, quizzes, or tests.
Learners will be able to identify and refute myths in psychological science and everyday life.	You will complete written assignments, quizzes, or tests.
Learners will be able to communicate their psychological knowledge related to either individual, society, or organizational issues in a manner that makes the information accessible to various audiences.	You will produce a final project (presentation, blog, etc.) that communicates either individual, society, or organizational issue of your choosing in a way that is accessible to individuals without a knowledge base in psychology.

Course Assessments:

Grading will be based upon low stakes writing assignments, quizzes, tests, and a final project (project can vary in medium to address communication in various modes to various audiences)

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or less

Course Policies:

Academic Integrity Policy - The assignments you turn in must be in **your own words**. In all written work, whether in class or out of class, the student's name on the work is considered to be a statement that the work is his or hers alone. Plagiarism is stealing ideas, data, tables/graphs, or writing of another as their own. 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. Please see the Student Handbook for the appeal process.

Attendance Policy – Attendance is required for this course. Excessive absences may result in you being dropped from the course or result in a lower grade.

PSY 4103: Advanced Psychological Science

Course Content:

Week 1	Thinking
Week 2 - 3	Scientific Literacy
Week 4 - 5	Evaluating Arguments and Evidence
Week 6 - 7	Understanding Numbers – Do and Don't Tell
Week 8	Myths and Misconception in Psychological Science
Week 9	Integrity, Values, Ethics
Week 10	Psychological Science to Understand Social Behavior
Week 11	Psychological Science and Everyday Living
Week 12 - 15	Final Projects



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7.6.2021
Registrar	<i>Lammy Deane</i>	7/6/2021
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)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 4xx3 4203	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Capstone: Psychology in the Community		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Capstone: Psych in Community		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

One time per academic 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.

N/A

- b. If this course is required for the major or minor, complete the following.
1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

The following is a Psychology in the Community Assessment Plan. First are listed the course learning objectives (CLO). Next, a table outlines the alignment between CLO, departmental program learning objectives (PLO), the APA 2.0 Guidelines for the Undergraduate Major, and potential assessments. The APA 2.0 guidelines are offered as part of the rationale for adding this course as a way to meet demands for developing undergraduate psychology majors.

- 1) Exploring the areas of psychology through work experiences\
- 2) Applying psychology content of the degree coursework to the work experiences.
- 3) Communicating with professionals in the field and to the discipline of psychology
- 4) Constructing a final product or portfolio on work experience and psychological applications

CLO	PLO	APA 2.0	Proposed Assessment
1,2	Transmit knowledge/demonstrate familiarity	1.3A Articulate how psychological principles can be used to explain social issues, address pressing societal needs, and inform public policy	Formative (presentation to class, reflection papers, application of specific concept regularly)
2	Provide tools for scientific inquiry and critical thinking	1.3C Propose and justify appropriate psychology-based interventions in applied settings	Formative (proposal writing, white paper, analysis of behavioral data in setting)
2	Provide tools for scientific inquiry and critical thinking	2.3C Evaluate the effectiveness of selected problem solving strategies	Self-assessment of critical thinking (e.g., Psychological Critical Thinking Exam by Lawson)
1	Provide professional and career development opportunities	3.3C Pursue personal opportunities to promote civic, social, and global outcomes that benefits the community	Self-assessment of awareness and values of community/global issues (e.g., Global Perspective Inventory)
1	Provide professional and career development opportunities	3.3F Seek opportunity to serve others through volunteer service, practica, and apprenticeship experiences	Participation counted in internship

3	Practice and demonstrate professional communication	4.1B Create clear and concise written communications to address specific audiences.	Formative (presentation to class, reflection papers, portfolio or interview)
1,2	Provide professional and career development opportunities	5.2B Accurately self-assess performance quality by melding external standard and expectations with their own performance criteria	Self-assessment with motivational or personality inventories
1,2,4	Provide professional and career development opportunities/Practice and demonstrate professional communication	5.5A Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits	Formative self-assessment; summative presentation, final paper, or portfolio

2,3,4	Provide professional and career development opportunities/Practice and demonstrate professional communication	5.5C Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction	Formative self-assessment; Summative presentation, final paper, or portfolio
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c. What is the rationale for adding this course? What evidence demonstrates this need?
See above

PSY 4203

Psychology in the Community (~~PSY 4101~~)

Course Subject: PSY

Course Number: ~~4101~~ 4203

Course Title: Capstone – Psychology in the Community

Prerequisites: PSY 2003, PSY 2053 with a C or better, PSY 2063 with a C or better

Course Description

This course facilitates student experiences and work with clients and organizations that address issues, topics, and themes you are learning about in psychology. Through this educational and “hands on” curriculum, you will apply the information learned in your courses to practical, real-life situations encountered in work experiences. You will work with a chosen employer organization to seek solutions to their professional and communal issues.

All work internships must be secured by the student. The instructor will facilitate the following course learning objectives (CLO)

- 1) Exploring the areas of psychology through work experiences
- 2) Applying psychology content of the degree coursework to the work experiences.
- 3) Communicating with professionals in the field and to the discipline of psychology
- 4) Constructing a final product or portfolio on work experience and psychological applications

Instructor: Varies

Office Hours: Varies

Communication: Email/office hours

Justification for the Course

Psychology majors are required to meet a more diverse and wide-ranging set of professional challenges. In addition, the American Psychological Association has recommended students in psychology work with faculty in developing the current knowledge into a skill set generalizable to the broader workforce (Neufil et al., 2019). Thus, the utility of the degree will expand with this course to aid students in exploring and connecting their degree with work in the field. The purpose of this course is also to aid the student in articulating a set of career interests, as well as a tangible product from their work experiences.

Assignments

1) Fulfills CLO 1: Complete a minimum of **150 hours of service** at your placement site. Commute time is NOT included in the service hours. You are responsible for finding a community-learning site. If you do not have a site as of yet, contact the instructor. Ideally, on-site work should begin **no later than the first week of the course and continue until the final week of classes**. Please see the Disciplines and Work Areas in Psychology.

2) Fulfills CLO 1: Record your service hours and tasks/projects by keeping an ongoing **log** throughout the time you are on-site. The log should note your observations during each on-site visit; tasks should relate to your overall learning objectives (i.e., if your learning objectives stress working with children, ensure your tasks reflect this). Writing “June 1- volunteered” is not enough! The log is included with your final project and should be typed. The log is included and graded with your final project.

3) Fulfills CLO 2, 3: **Attend classes and answer discussions questions** related to work and internship experiences. This discussion could involve delivering updates and presentations of experiences and new areas learned and applied to the degree. Discussions can be held twice a week or every 2 weeks. Discussion questions will assess the degree of application by the student, assessed by instructor rubric. Assignments may also be assessed with written answers and reflections to questions.

4) Fulfills CLO 1, 3: Complete and return a contract agreement that outlines the student's responsibilities and internship placement agreement. This contract must be signed by the student and the placement supervisor, and returned to the instructor **by the last date to drop without tuition penalty**.

5) Fulfills CLO 1, 2, 3: Your community service supervisor will submit a **written evaluation** at the end of the semester, which discusses your overall performance of assigned tasks.

6) Fulfills CLO 4: Submit a **final project** (by email) that includes:

- Completed Log
- Completed Time Sheet or a letter from community learning site supervisor verifying hours. Letter should be on official organization letterhead.
- A final product (deemed by the instructor) that integrates your learning at the community learning setting with your psychology coursework. For example, this could be a final paper of 5-7 pages, a video presenting on the work experience, and/or a final interview with the instructor. You should also address the learning objectives that you set for the course, and how effectively you were able to meet them through this experiential learning opportunity.

Disciplines and Work Areas in Psychology

The following is a list of areas of psychology and associated work experiences one may obtain:

Clinical/Counseling – inpatient or outpatient private practice; partial hospitalization and day programs; support group; grief work and counseling; suicide and crisis hotlines; child advocacy; life-skills coaching

Developmental – early child education (pre-K-K); child daycare centers; state offices of child and family services; parent training; developmental screening and intervention; child advocacy; foster care coordination; educational and school behavioral intervention and monitoring; nursing home and hospice care

Cognitive/Human Factors – User experience testing (UX); workplace efficiencies; Big Tech (e.g., Amazon); Data internships; advertisement, social media communication, and branding; cognitive enhancement specialist; health, nutrition, and sleep

Social/Personality – Policing and criminal justice settings; Experiences of vulnerable populations including work in shelters and food pantries; human resources and personnel selection; risk management

Industrial/Organizational – Human resources and management; Company learning and goal achievement; Economics and finance; Sports team performance and/or coaching and organization management; risk management; cognitive enhancement specialist in military

Behavioral Neuroscience – pharmaceutical testing and delivery; psychiatric office; hospital and research settings for clinical disorders; research assistant in science laboratory

Grade Policy

Final grades will be given accordingly: 90 – 100 = A range, 80 – 89 = B range, 70 to 79 = C range, 60 to 69 = D, below 60 = F.

In addition, the grading policy will be based on the instructor's rubric evaluation of the student's completion and mastery of the course goals.

Academic Integrity

Academic integrity is necessary for students to all have a chance at being successful. The university now guides students on individual behaviors (e.g., cheating, plagiarism, etc.) in a Code of Academic Integrity. Further details can be found here: <https://www.atu.edu/academic-integrity>.

Violations of the above can result in a range of consequences from a request to repeat the graded assignment to failure of the assignment and/or the class. The penalty is dependent on the severity of the violation, as well as the number of times a student has violated this policy. Egregious or multiple violations may result in additional university level sanctions.

Accommodations

- Students with special needs should contact the Office of Disability Services (Doc Bryan Suite 141, 1605 N Coliseum Drive) at the beginning of the semester, then inform me about arrangements that need to be made. If you will be taking your exams in the Learning center it is your responsibility to make that appointment with them before each exam AND to remind me to get your exam there early.
- Life is stressful, and we all need a little support sometimes. Students are encouraged to contact the Health and Wellness Center (Doc Bryan Suite 119) at 479-968-0329 for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs so please feel free to talk with me for help with anything.
- 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>.
- Students should begin the practice of using Person First Language (PFL) when referring to individuals with a variety of conditions. For example, a person with a diagnosis of Depression should be referred to as such rather than "a depressed person" and a person who is in a wheelchair should be referred to as a "person who uses a wheelchair" rather than "wheelchair bound." Further examples can be found here: http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf.

Class Technology

Psychology in the Community can be taught in a complete face-to-face or a hybrid format, meaning that much of the class participation is done via Blackboard and university email, with a limited number of class meetings.

Official Communications Policy

Arkansas Tech University uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Tech e-mail account and are required to activate that account and check it regularly.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Department of Behavioral Sciences	6/15/2021

Title	Signature	Date
Department Head	<i>David Ward</i>	6/30/21
Dean	<i>Jeffrey Cass</i>	6/30/2021
Assessment Christine Austin	<i>Christine Austin</i>	7.6.2021
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) PSY	Course Number: (e.g., 1003) 2074
Official Catalog Title: Experimental Psychology	

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

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

N/A

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

1. How will program level learning outcome(s) previously addressed by this course now be addressed?

This course has not been offered since Fall 2010. All program level learning outcomes that were associated with this course were transferred to PSY 4003, which replaced PSY 2074 as a required capstone course.

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

This course (PSY 2074) was replaced by (PSY 4003) in Fall 2010 as a required course in the PSY curriculum. PSY 4003 became a formal capstone course for the major.

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head <i>David Ward</i>	<i>[Signature]</i>	6/30/21
Dean <i>Jeff Lass</i>	<i>[Signature]</i>	6/30/21
Assessment Christine Austin	<i>[Signature]</i>	7/6/2021
Registrar	<i>[Signature]</i>	7/6/2021
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:
Bachelor of Arts in Psychology

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)

We seek to have the curriculum for the Psychology major better reflect the *American Psychological Association Guidelines for the Undergraduate Psychology Major*. We seek to add a Careers in Psychology course and add two more options for capstone courses. Further, we seek to provide more guidance through our topical core of courses so that students are exposed to the breadth of the discipline.

Current Curriculum

Required Courses

- PSY 2003
- PSY 2053
- PSY 2063
- PSY 4003

Topical Core (Pick four)

- PSY 3003
- PSY 3053
- PSY 3063
- PSY 3073
- PSY 3153
- PSY 4043
- PSY 4073

Psychology Electives

- 6hr Upper Division Psychology electives

Total Hours: 30

Other Requirements

- ANTH 1213 or ANTH 2003
- SOC 1003
- Minor or Second Major

Proposed Curriculum

Required Courses

- PSY 2003
- PSY 2053
- PSY 2063
- 1hr PSY Career course (*course proposed*)

Capstone

- PSY 4003, or **Psy 4203**
- 3hr PSY in Community course (*course proposed*), or
- 3hr Advanced Psychological Science course (*course proposed*) **Psy 4103**

Topical Core

- PSY3053 or PSY4053
- PSY3073 or PSY4073
- PSY4043 or Evolutionary Psychology (*course proposed*) **Psy 3123**
- PSY3003 or PSY3153
- PSY3063 or Developmental Psychology: Adolescence (*course proposed*) **Psy 3183**

Psychology Electives

- 6hr Upper Division Psychology electives

Total Hours: 34

Other Requirements

- ANTH 1213 or ANTH 2003
- SOC 1003
- Minor or Second Major

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

There will be no impacts on staffing, other programs, or on space allocation.

Answer the following Assessment questions:

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

The proposed changes better prepares students for the multitude of educational and career paths available to psychology majors. Further, these changes ensure that students are introduced to the multiple sub-disciplines in psychology while reinforcing key learning objectives across the discipline. Further, these changes will increase the number of students participating in resume-building experiences, like internships. These changes align with the university mission by ‘inspiring and empowering members of the community to achieve their goals’ and by ‘providing opportunities for progressive intellectual development and civic engagement’.

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

N/A

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

We want to restructure our curriculum to better reflect the *American Psychological Association Guidelines for the Undergraduate Psychology Major*. First, we seek to add a Careers in Psychology course to our curriculum. The psychology major can lead to multiple advanced degree pathways and a wide range of career prospects. The career course will help students examine these potential options and develop a career plan. Second, we also seek to add two additional options for capstone courses for students to have a choice in how they demonstrate competency in the field. The options will include opportunities to develop scientific reasoning, conduct research projects, and participate in off-site internships. By expanding these capstone opportunities, we can help students prepare for the variety of careers they will be choosing once they graduate. And third, we seek to expand our topical core in both required hours (3hr) and in the breadth of psychology disciplines covered. This expansion and structure will ensure students will be exposed to far more psychology subdisciplines than they are currently.

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

The curriculum changes will ensure students are 1) developing educational and career opportunities (*APA Goal 5.1, 5.5*), 2) participating in capstone courses that integrate program content and final project deliverables while remaining relevant to student career goals (*APA Goal 1.2, 2.1, 2.2, 2.3, 2.4, 3.3, 4.1, 4.2, 5.1, 5.3, 5.5*), and 3) exposed to multiple psychological subdisciplines that reflect the breadth of topics in psychology (*APA Goal 1.1, 1.2, 1.3, 2.2*).

- **APA Goals for the Undergraduate Psychology Major 2.0**
 - 1.1: Describe key concepts, principles, and overarching themes in psychology.
 - 1.2: Develop a working knowledge of psychology’s content domains.
 - 1.3: Describe applications of psychology.
 - 2.1: Use scientific reasoning to interpret psychological phenomena.
 - 2.2: Demonstrate psychology information literacy.
 - 2.3: Engage in innovative and integrative thinking and problem solving.
 - 2.4: Interpret, design, and conduct basic psychological research.
 - 3.3: Adopt values that build community at local, national, and global levels.

- **4.1: Demonstrate effective presentation skills for different purposes.**
 - **4.2: Exhibit effective presentation skills for different purposes.**
 - **5.1: Apply psychological content and skills to career goals.**
 - **5.3: Refine project-management skills.**
 - **5.5: Develop meaningful professional direction for life after graduation.**
2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

The proposed curriculum changes were developed in response to our most recent program review. We seek a holistic change to our curriculum and assessment practices to more closely align our program with the *APA Guidelines for the Undergraduate Psychology Major 2.0*.

- 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 proposed curriculum changes come from the recommendations from an external reviewer during our last program review and are pulled directly from the *American Psychological Association Guidelines for the Undergraduate Psychology Major 2.0*.

In the state of Arkansas, the *University of Central Arkansas, Arkansas State University, University of Arkansas at Little Rock, and Southern Arkansas University* have required a required career course in their curriculum.

In the state of Arkansas, only University of Arkansas and Arkansas State University have different capstone options, with Arkansas State University offering the different option between their B.S. and B.A. degree options. However, *University of Central Arkansas, University of Arkansas at Little Rock, University of Arkansas at Monticello, and Southern Arkansas University* have similar courses to those proposed offered as ‘topical core’ options or as electives.

And *University of Arkansas, University of Central Arkansas, Arkansas State University, University of Arkansas at Little Rock, and University of Arkansas at Monticello* split up their ‘topical core’ into subcategories to expose students to multiple subdisciplines. Our options are similar to the subcategories found at these universities.

- 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.)

Attached

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

Assessment Plan

The psychology BA program seeks to assess the following learning objectives: specialized knowledge, research design and ethical/critical thinking, analytical problem solving, written expression, and broad and integrative learning. The psychology curriculum has developed our learning objectives based on the five goals of the APA 2.0 curriculum framework (American Psychological Association, 2013).

Curriculum process. In Table 1, a proposed curriculum process is outlined by learning objectives across the top row, and a progression for assessing objectives for courses listed in the first column. Specialized knowledge is introduced in PSY 2003, and is reinforced in the Topical Core courses. Research design, ethical, and critical thinking are introduced and reinforced in PSY 2063, reinforced in Topical Core, and mastered in PSY 4003. Problem solving is introduced in PSY 2003, reinforced in PSY 2053, PSY 2063, and the Topical Core, and then mastered by PSY 4003. Written expression is introduced and reinforced in PSY 2053 and PSY 2063, but is also encouraged throughout the discipline. Finally, broad and integrative learning is introduced in PSY 2003, and then reinforced in the Topical Core.

Table 2 shows an example schedule for assessing learning objectives. Assessment of specialized knowledge, analytic problem solving, and broad and integrative learning will take place in PSY 2003 on a semester basis at midterm, which will involve instructors reporting quiz, exam, or homework assignments. Specifically, students will need to identify and distinguish different topics within psychology (Specialized Knowledge), distinguish between correlation and causal designs (Analytical Problem Solving), and identify different levels of analysis of various disciplines and sub-disciplines (Broad and Integrative Learning). On a semester basis, PSY 2053 instructors will collect data on the identification of statistical analysis (Analytic Problem Solving) and APA style requirements for statistical results sections (Written Expression). PSY 2063 instructors will also collect data by mid-term on APA style and disciplinary standards of reporting, and by the end of the semester on identification of the Belmont Report, academic integrity, and other means of ethical decision making (Research Design, Ethics/Critical Thinking). Analytical thinking and written expression objectives will be assessed in PSY 2063 by end of semester research proposals written in APA style, as well as various types of assessments residing with the authority of the instructor. Mastery of research design and analytical problem solving is expected in PSY 4003. Students in this course are expected to conduct original research or replications, undergo ethical training through CITI, analyze the data, and write a research paper worthy of presentation at a local/internal conference. The careers course, the other capstones, and the topical core courses will be assessed on a rotating basis for the learning objectives specified. Taken together, the psychology assessment process will lead the way into the future of the major. Further, the learning objective assessments will be planned on a yearly basis to meet assurances.

Table 1.

Learning Objectives Assessed and Assessment Goals of Psychology Curriculum

Note. Assessment goals are specified for all Topical Core coursework, but the assessment schedule will alternate courses (e.g., PSY 3003, 3053, 3063, 4043 in Fall; PSY 3073, 3153, 4073 in Spring).

Course	LO1	LO2	LO3	LO4	LO5
<i>Basic Core</i>	Specialized Knowledge	Research Design, Ethics/Critical Thinking	Analytic Problem Solving	Written Expression	Broad and Integrative Learning
PSY 2003	I		I		I
PSY 2053			R	I/R	
PSY 2063		I/R	R	I/R	
Careers in Psychology (proposed)	I		I		I
<i>Capstone (choose one)</i>					
PSY 4003		M	M	M	
Psychology in the Community (proposed)	M		M	M	M
Advanced Psychological Science (proposed)		M	M	M	
<i>Topical Core</i>					
PSY 3003 or PSY 3153	I/R	R	I/R		R
PSY 3053 or PSY 4053	I/R	R	I/R		R
PSY 3063 or Developmental Psychology: Adolescence (proposed)	I/R	R	I/R		R
PSY 3073 or PSY 4073	I/R	R	I/R		R
PSY/SOC 4043 or Evolutionary Psychology (proposed)	I/R	R	I/R		R

LO = Learning Objective, I = Introduce, R = Reinforce, M = Mastering

Table 2.

Example Assessment Schedule of Learning Objectives

Course	LO1	LO2	LO3	LO4	LO5
Basic Core	Specialized Knowledge	Research Design, Ethics/Critical Thinking	Analytic Problem Solving	Written Expression	Broad Integrative Learning
PSY 2003	I – Awareness of psych topics/areas Preferred end of Sept/Feb; due Midterm		I - Distinguish correlational from other designs, exposure to research designs Preferred end of Sept/Feb; due Midterm		I – Distinguish different levels of explanation of behavior Preferred end of Sept/Feb; due Midterm
PSY 2053			R – Identify basic types of statistical analysis End of the Semester (or earlier)	I/R - Write a Results Section End of the Semester (or earlier)	
PSY 2063		I/R – Explain disciplinary standards (APA Style; Journals; Professional outlets) Due Midterm Training in Ethics (e.g., Belmont Report, Plagiarism, Mandated Reporter) End of the Semester	R – Identify basic research designs APA Style Proposal At least by end of the Semester	R - Write a Intro and Method Section APA Style Proposal Midterm	
PSY 4003		M – Write a research paper or conference presentation Training in Ethics (e.g., CITI Training) End of the Semester	M – Students design and analyze a research project End of the Semester		



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	5/11/2021

Title	Signature	Date
Department Head Professor Anthony Caton	<i>Anthony J. Caton</i>	5.11.21
Dean Dean Jeffrey Cass	<i>Jeffrey Cass</i>	5/14/2021
Assessment Professor Christine Austin	<i>Christine Austin</i>	5.14.21
Registrar Tammy Weaver	<i>Tammy Weaver</i>	5/20/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Vice President 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)	

Course Subject: (e.g., ACCT, ENGL) COMM	Course Number: (e.g., 1003) 3133	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Digital Civility		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Digital Civility		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

If course is required by major/minor, how frequently will course be offered?
 Required for major (and/or option with COMM 3123), Offered each spring

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Course will be exclusively offered online

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. No
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses. See attached matrix
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached.
- What is the rationale for adding this course? What evidence demonstrates this need?

This course will address the shifting terrain of practical argumentation in the digital age. The class will be positioned as an and/or option to Argumentation (COM 3123) where students learn formal argumentation skills. COM 3133 is not designed for those students participating in competitive academic debate. However, some students may wish to take both classes, as the skill sets will be complimentary. If students take both classes, the COM 3133 will count as elective credit. Instead of face to face debate, COM 3133 emphasizes argumentation in the digital sphere, an arena where different rules apply. With the proliferation of social media, the ways that people interact within

public spaces has changed. Also changing are the rules through which people arrive at consensus. What has emerged is a challenge to a coherent public sphere and the capacity to arrive at rational consensus. Interlocutors are increasingly being asked to navigate a world in which truth is balkanized and rules of decorum eroding. This class moves beyond traditional, formal debate, providing students with the templates for analyzing information in the post-truth era and practical skills for engagement within the digital age. This class will address the erosion of civil democracy in the era when many Americans engage in critical debate on digital platforms.

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

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

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

**(A-C) COMM 3133: Digital Civility
Communication and Journalism**

(D) Catalogue Description:

This class explores the emergence of the digital public sphere and its impacts on American culture, politics, and mediated relationships. It focuses on the way post-truth culture shapes Americans views of themselves and their relationships to one another. It goes on to provide practical strategies for navigating this challenging universe, including online research skills and conflict management techniques to build consensus and generate effective public action.

1. No ACTS course number.
2. Offered as and/or alternative to COM 3123. Students may take one of these classes for core credit. Students may also take both classes with one counting as elective credit.
3. Class offered each spring.
4. No Prerequisites.
5. No co-requisites.
6. See above.
7. Course cannot be repeated. Offered as and/or alternative to COM 3123 Students may take one of these classes for core credit. Students may also take both classes with one counting as elective credit.
8. Class will be three hour online class.
9. No Fees.

(E)

Instructor:

Office:

Office Hours:

Phone:

Email:

(F) OER Course:

This is an open educational resource class and hence it does not require a textbook. All of the resources can be found online. Most of the resources for this class will be made available as part of the subscription services offered through the ATU library. Therefore students do not need to buy a textbook since these services are purchased by the university.

(G) Bibliography:

Colin Crouch, *Post-Democracy: After the Crises*, Cambridge: Polity, 2020.

John Dewey, *Public and its Problems*, University Park, PA: Penn State University Press, 2012.

Mike Godwin, *Splinters of Our Discontent: How to Fix Social Media and Democracy Without Breaking Them*, New York: Zenger, 2019.

Jurgen Habermas, *The Structural Transformation of the Public Sphere*, Cambridge: MIT Press, 1992.

Philip Howard, *Lie Machines: How to Save Democracy from Troll Armies, Deceitful Robots, Junk News Operations, and Political Operatives*, New Haven, CN: Yale University Press, 2020.

Andreas Jungherr, Gonzalo Rivero, Daniel Avelo, *Retooling Politics: How Digital Media are Shaping Democracy*, Cambridge: Cambridge University Press, 2020.

Richard Sennett, *The Fall of Public Man*, New York: Norton, 1992.

Cass Sunstein, *#Republic: Divided Democracy in the Age of Social Media*, Princeton: Princeton University Press, 2018.

Siva Vaidhyanathan, *Antisocial Media: How Facebook Disconnects Us and Undermines Democracy*, New York: Oxford University Press, 2018.

Andre Weckerle, *Civility in the Digital Age*, Indianapolis, IN: Que, 2013.

(H) Rationale:

This course will address the shifting terrain of practical argumentation in the digital age. The class will be positioned as an and/or option to Argumentation (COM 3123) where students learn formal argumentation skills. COM 3133 is not designed for those students participating in competitive academic debate. However, some students may wish to take both classes, as the skill sets will be complimentary. Instead of face to face debate, COM 3133 emphasizes argumentation in the digital sphere, an arena where different rules apply. With the proliferation of social media, the ways that people interact within public spaces has changed. Also changing are the rules through which people arrive at consensus. What has emerged is a challenge to a coherent public sphere and the capacity to arrive at rational consensus. Interlocutors are increasingly being asked to navigate a world in which truth is balkanized and rules of decorum eroding. This class moves beyond traditional, formal debate, providing students with the templates for analyzing information in the post-truth era and practical skills for engagement within the digital age. This class will address the erosion of civil democracy in an era when many Americans engage in critical debate on digital platforms.

Course Objectives (I):

- Students will develop familiarity with theories of the public sphere
- Students will explore the ways that argumentation sustains consensus in the public sphere
- Students will understand the challenges facing democracy in a post-truth era
- Students will learn methodologies for ascertaining probable truth in the digital age
- Students will develop skills necessary to be an effective communicator on digital platforms

(J) General Education Objectives:

This class is not part of the general education core. It does however address many of the general education objectives. Students will be taught how to communicate effectively in the face of fragmented communities. The ethical perspective will revolve around the application of critical reasoning skills to arrive at consensus, a process that may employ scientific forms of reasoning. The students will be instructed in the role of civic engagement in a cultural terrain where other interlocutors may be incentivized to lie, divide, or obfuscate the truth.

(K-L) Assignments:

Short Essays:

You will be asked to prepare 27 short essays (150-200 words) during the course of the semester. These essays will be in response to questions covering course materials and lectures. Most of these questions will ask you to define a key concept for the course then apply it to existing symbolic networks. Each question is worth 10 points. Here is an example:

Sample Question: We explored the rhetorical proofs outlined by Aristotle (ethos, pathos, and logos). Provide a definition for each and explain why they are important for effective communication. Then follow the link to Richard Nixon's Checkers speech and explain how he uses each of the proofs in his speech. Which of the proofs is the most important for Nixon and why?

Sample Answer: Ethos is defined as the speaker's ability to persuade their audience that they share common ethics or experiences with them. This allows the audience to both trust and identify with the speaker. Pathos involves the manipulation of emotion. Humans are not entirely rational creatures and thus they often make decisions based upon their passions such as fear or anger. Finally, logos is the use of good reasons that are both internally consistent and externally valid. You must have evidence for your claim to be successful. In Nixon's Checkers speech vice presidential candidate Senator Nixon responded to allegations that he had stolen money from his own campaign. He used logos when he provided an independent audit of the fund that showed no wrong doing. He used pathos when he suggested that his political opponents will try and steal is children's dog that came as a campaign gift. This provokes both humor and outrage. Finally, he used ethos when he explained how little money his family has and how his wife does not have a mink coat, but wears a "respectable republican cloth coat." This allows the average American to identify with him and not view him as an elitist. Ethos is the most important rhetorical element in this speech because Senator Nixon is responding to attacks on his honesty.

Discussion Board:

I will post discussion questions in the discussion portion of blackboard. There will be six during the course of the semester. Each person should respond to the question and respond to other classmate's commentary. Each thread will be open for one week. You are not being graded on content, but on your willingness to engage others in thoughtful and creative dialogue. Each

thread will be worth five points. You should be prepared to respond at least once and preferably two to three times to each thread (5 pts each). You get credit for either starting threads or responding to threads.

Sample Discussion Board:

Sample Question: What is difference between coercion and persuasion?

Sample Commentary: I would say that coercion begins at the point where a person feels that they are being physically threatened. A person must have choice for it to be persuasion.

Tech Support:

If you need technical support you can call (479) 968-0646 or email campussupport@atu.edu.

Grade Scale:

271-300 A

241-270 B

211-240 C

180-210 D

000-180 F

Late Work and Classroom Ethics:

It goes without saying that all work should be original and that you should conform to the guidelines in the student handbook. Do not plagiarize. Let me know if you are having difficulties. I check my email daily and you should hear back within 24 hours. Because this is an online class there are certain rules as to the submission of late work. All work should be submitted by the assigned time and I generally get feedback to you within about 24 to 48 hours. If work is received within three days after the deadline (the next grading period) it will be graded with a 20% deduction and no guarantee of user feedback. If work is submitted after this two week period, it will not be accepted.

Title IX and Disability Statement

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171. You can also visit the following link:

(M) Modules

The class content is divided into five main modules:

Module One: The opening module will focus on the role of dialogue throughout the history of democracy, beginning with ancient Athens. It will trace this thread through the early twentieth century, when scholars such as John Dewey began speculating on the nature of the public sphere. This space is at once real and imagined, a projected field onto which participants engage in rational dialogue to establish consensus.

Module Two: The class then moves to the digital age and explore the ways that the internet changed the ways that people interact and gathered information. This new realm was originally imagined as a place where information was plentiful and easily accessed. It was also imagined as an age of connectivity. This portion of the class focuses on the ways that digital technology began to slowly interpenetrate with politics, originally imagined as a new public square.

Module Three: This portion of the class focuses on the ways that social media platforms began to change the ways people debated. Students will be introduced to the post-truth culture and instructed about how it impacts their world. They will be encouraged to explore practices such as meme creation, echo websites, and emergent fake news sites as locations from which many Americans generate their own social realities. They will develop critical skills for interrogating these practices.

Module Four: The students will explore how these practices have been harnessed by corporations and governments to effect particular political ends, particularly the manipulation of the public sphere. These campaigns are often used to sew disinformation or radicalize portions of the population. This manufactured dissent ultimately destabilizes the society that is the target of these attacks. Democracies are particularly vulnerable to these attacks due to their dependence on public dialogue and a healthy public sphere.

Module Five: Students are introduced to skill sets allowing them to operate for effectively in this environment. They will explore the ways one can excavate more accurate information from internet archives. They will further understand the human biases that obscure these processes, and learn to guard against it in their own thinking. They will also be encouraged to develop skills that allow them to engage in dialogue in this divisive realm and make effective arguments using invitational forms of rhetoric.

Arkansas Tech University Internal Program Review/Assessment Plan

Program/Department: Communication/Department of Communication and Journalism

Program Contact: Dr. Alexis Johnson **Phone:** 708.772.2626 **Email:** ajohnson93@atu.edu

Date Submitted: 06.19.2019

Amended by Thomas Vaughn, 6/8/2020

Contact: tvaughn@atu.edu

Arkansas Tech University Mission Statement: *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

Program Mission Statement (Item 1a):

The Communication and Journalism Department offers majors in communication (speech and theatre options) and in journalism. In addition, the department offers minors in journalism, communication, and theatre. Students are involved in both the theoretical and applied dimensions of human communication in these programs. Consequently, students interested in further study and those interested in immediate career opportunities are served. With faculty guidance on the proper selection of courses, students can prepare for: (1) graduate school, (2) public school teaching, (3) recreational or professional theatre, (4) print or broadcast journalism, (5) public relations, or (6) business or government employment requiring communication expertise.

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

Faculty and students at the College of Arts and Humanities, more specifically the Department of Communication and Journalism, are committed to creating an open-minded and creative atmosphere to pursue research, explore theoretical and applied dimensions of human communication, and discover collaborative practices that contribute to local and global communities. Our graduates understand where knowledge comes from and how to integrate their voice with others to influence the field of public relations, broadcast journalism, theatre, and communication. Our discipline offers opportunities to students through interdisciplinary programs, close alliances with the profession, and active programs in the community.

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

1. Alumni – graduates of the Communication and Journalism Department offer their input on our program's success. We also host alumni to come talk to current students regarding their success and how their major influenced their professional lives/careers. Additionally, our alumni have a vested interest in continued success of programs within the Department/College/University.
2. Current students – students are surveyed regularly on their satisfaction with the program and faculty. Students are entitled to a quality educational curriculum that will lead to future employment and professional satisfaction.

List Program/Departmental Resources to include items such as faculty (full, part, and adjunct), graduate assistants, support staff, student support staff, equipment, space requirements, etc. (Item 2). Appraise whether level of department resources (faculty, space, equipment, graduate students, staff, etc.) sufficient to support program?

- **Staffing:** Full-time TT faculty =11
Adjunct faculty = N/A (The developer does not have access to this number)
1 full-time administrative support staff member
- **Space & equipment:** Office space for faculty = 11 offices with reception staffed by 1 full-time administrative asst. 1 office with 1 desk used by adjunct faculty and any graduate assistants, and student support staff on an as needed basis.
- **Educational space:** 4 30-Student Classrooms, 1 computer lab, 1 meeting room, broadcast/radio building, and one newspaper room.

Program Assessment Plan

The following program assessment plan guides the expected learning outcomes that a student will be able to demonstrate through both knowledge and application by the time s/he has completed the degree program. This plan is a collaborative effort by the full-time program faculty and will serve multiple purposes after it has been completed

Program Assessment Table				
Program Goal/Objective (Item 1d)	Program Learning Outcomes (Item 3)	Assessment Methods and Criteria (Item 5)	Results Met/Unmet (Item 7)	Planned Improvements Based on Results (Item 8)
1. Utilitarian and Aesthetic Dimensions	A. Students will develop an understanding of the utilitarian and aesthetic dimensions of speech communication.	A1. Students learn how to apply theories and communicative behaviors in their everyday lives through in class activities, assignments, and testing in COMM 1003: Introduction to Communication. A2. Students learn more advanced ways to utilize communication in their daily lives in COMM 4003 and COMM 3003.	A1. 80% of program completers will receive a final grade of "C" or better in COMM 1003. A2. 94% of program completers of COMM 1003: Introduction to Communication in 2017 earned a grade of "C" or better.	A. Addition of COMM 3133: This class instructs students in the basic skills necessary for communicating effectively in the digital realm. It borrows elements of both COM 3003 and COM 3123 to encourage students to communicate in ways that allow them to build consensus across these platforms. Students will be evaluated on their ability to deploy these skills.
2. Public Speaking	A. Students will demonstrate the conceptual, practical, and theoretical aspects of public speaking.	A1. Students deliver an introduction speech, informative speech, ceremonial speech, and persuasive speech in	A. 80% of program completers will receive a final grade of excellent (A) above average	A. The addition of COMM 3133 augments the work done in COMM 2003 by conceiving

		<p>COMM 2003: public speaking.</p> <p>A2. Students also deliver speeches in COMM 2173: Business and Professional Speaking. In this course they have introduction speech, field interview speech, informative speech, and persuasive speech.</p> <p>A. Speeches are graded with criteria determined by the instructor. Typically, each section of the speech is graded with a point range.</p> <p>A3. Students learn logical fallacies in Comm 2003: Public Speaking.</p> <p>A4. Students are taught outlining and how to properly deliver an effective speech in COMM 2003: Public Speaking and COMM 2173: Business and Professional Speaking.</p>	<p>(B) or average (C) in COMM 2003.</p> <p>A2. 100% of program completers of COMM 2003 in 2017 earned a grade of "C" or better.</p>	<p>of a public not as an immediate audience, but as digital entity. In this realm the rules of eloquence change, often requiring a certain degree of technical ability. Students will learn how to persuade using digital tools. The will be measured by their ability to construct effective digital messages.</p>
3. Research and Writing	A. Students will demonstrate the ability to conduct appropriate research and write papers according to the standard citation styles of the discipline.	<p>A1. Students develop and write bibliographies for speeches in COMM 2003.</p> <p>A2. Students write assess and evaluate research articles and methods in COMM 1003.</p> <p>A3. Students learn more advanced research skills in upper division electives.</p>	<p>A1. 80% of program completers will receive a final grade of excellent (A) above average (B) or average (C) in COMM 2003.</p> <p>A2. 80% of program completers will receive a final grade of excellent (A) above average (B) or average (C) in COMM 2003.</p>	<p>A1. Students will provide written assessments of sources that demonstrate their ability to discern fake news from more accurate sources.</p> <p>A2. Students will provide written feedback on their understanding of the consequences of sharing false information.</p>

4.Problem-Solving Skills and Techniques	A. Students will demonstrate effective use of problem-solving skills and techniques in interpersonal contexts.	A. Students learn how to effectively solve communicative problems in their personal and professional communication in COMM 3003: Interpersonal Communication.	A. 100% of program completers of COMM 3003: Interpersonal Communication in 2017 earned a grade of "C" or better.	A1. COMM 3133 asks students to provide written assessments of the challenges faced by interlocutors in digital environments. A2. Students in COMM 3133 provide written evidence that they can deploy problem solving skills when engaging in digital advocacy
5. Theories of Argument and Persuasion	A. Students will demonstrate an understanding of the theories about argument and persuasion.	A. Students in COMM 3123 partake in several debates including one partner debate at the end of the semester.	A. 100% of program completers taking COMM 3123 in 2017 earned a grade of "C" or better.	A1. Students provide evidence of being able to communicate in a way that is persuasive in digital environments. A2. Students will provide evidence of effective digital advocacy by crafting effective messages.
6. Group Communication	A. Students will demonstrate an understanding of the conceptual, practical, and theoretical aspects related to group communication.	A1. Students in COMM 3073: Learn theories in group communication and how to effectively work in groups. A2. In most of our core courses students work in pairs or groups to learn how to collaborate with one another and engage in effective group communication.	A. 100% of program completers taking COMM 3073: Group Communication (UD elective) in 2017 earned a grade of "C" or better.	A. Adding 3133 asks students to interact with others in a digital space and sharing evaluations of hyper-media campaigns. This requires demonstration of group civility.

7. Elements of Human Communication Theory	A. Students will develop an understanding of the elements of human communication theory in its various contexts: intrapersonal, interpersonal, group, and public.	A. Students in COMM 4003: Human Communication Theory learn advanced theories in this area and it is considered our capstone class. Students have projects which demonstrate their knowledge in intrapersonal, interpersonal, group, and public communication.	A. 100% of program completers taking COMM 4003: Human Communication Theory in 2017 earned a grade of "C" or better.	A. Adding COMM 3133 will address a gap in the curriculum as to the role that digital spheres play in changing communication patterns. Students will use written feedback to demonstrate knowledge of public sphere theory as well as digital advocacy.
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Discuss the process used within program curriculum committee to determine appropriate program offerings, alignment of mission, review of assessment data, timing of reviews, given to creation/review of the above plan? Evidence can include meeting minutes, list of curriculum committee members, etc. (Item 6)

- The curriculum committee meets twice a year in the Fall and Spring before the semester begins. Faculty members who teach Communication courses sit in to discuss current issues with courses.
- Additional meetings are made throughout the academic year if needed to review curriculum offerings and proposed additions to the curriculum and/or elective offerings.

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

- Meeting notes are written by a member and sent to the chair of the department, Mr. Anthony Caton.
- Any additional issues that arise are addressed by members and reported to the department Chair.

Include an analysis of program learning outcomes trend data from 2017 forward. (Item 10)

- In the past year, we acknowledged that we would continue to monitor progress in all courses that cover the program goals. Additionally, we noted a deficiency in communication not including Interpersonal Communication in our curriculum. As noted below, Interpersonal Communication meets 6 of our 7 PLO's. Therefore, the curriculum committee in the Department of Communication and Journalism recommended reintroducing the Interpersonal Communication course back into the curriculum to improve our Communication major. Results and modifications will be reviewed in the 2019-2020 academic calendar year.
- After review it was determined that the addition of a digital civility class is needed to address the needs of the community in a shifting environment. Digital platforms have become a new forum for debate as well as misinformation. The addition of a new class in this area will address these issues. The removal of research and writing will free up students to take more upper division electives. These changes will also facilitate an online degree program. These changes will again be reviewed in 2021-2022.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	May 17, 2021

Title	Signature	Date
Department Head	<i>Dodg Eshel</i>	6-24-21
Dean	<i>Jeff Han</i>	6-24-21
Assessment	<i>[Signature]</i>	7-19-21
Registrar	<i>Yammy Leau</i>	8/20/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
Comm	3263	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Podcast / Radio Theatre Writing		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
PODCAST/RADIO THEATRE WRITING		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

N/A

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

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
N/A.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
N/A.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
This course teaches audio drama---in other words, fictional storytelling for audio-only formats like podcast and radio. Podcasts are likely to be more and more popular in the future. This course has been offered twice in the past as a seminar in Communication. Through the previous offerings, it has been honed and improved. We would like it to become a regular course because we are working on

proposing an interdisciplinary certificate in Media. This course, with its use of podcast and other audio technology, would be an option for this certificate.

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.

**COMM 3263: PODCAST / RADIO THEATRE WRITING, Spring 20--
Energy 134
Monday/Wednesday/Friday 12:00-12:50 p.m.**

Dr. David J. Eshelman

E-mail: deshelman@atu.edu
Office: **Energy 121** **Office phone: 498-6058**
Office hours: **MWF 11-11:50 a.m. - 12 noon, TR 9:30-11 a.m.**

Catalog Description: This course aims to introduce students to audio drama through reading, listening, performing, recording, and editing. The primary emphasis of the course, however, is on writing---teaching such practical skills as adaptation, monologue-writing, serial writing, and original script-writing.

Description of the seminar:

Radio theatre is not just an old-timey form from days gone by: in today's world of podcasts and audio books, the skills of writing and producing radio plays stand to rise in importance in our cultural landscape.

Course Objectives / Rationale:

- To understand the history and future of audio theatre
- To grasp how audio theatre differs from other media
- To learn the fundamentals of audio theatre production
- To create a number of scripts---for possible use by the Arkansas Radio Theatre

This course teaches audio drama---in other words, fictional storytelling for audio-only formats like podcast and radio. Podcasts are likely to be more and more popular in the future.

Readings:

Mott, Robert. *The Audio Theatre Guide*.
Other handouts

Some on-line resources:

USA Classic Radio Theater:
<usaradio.com/show/usa-classic-radio-theater>
Project Gutenberg (sources for literary adaptation):
<www.gutenberg.org>
Arkansas Radio Theatre:
<blogs.atu.edu/radiotheatre>

Grading

Adapted scripts	75 pts.
<i>Concealed Carrie</i> scenarios	25 pts.
Monologues	50 pts.
Original scripts	150 pts.
Exam	50 pts.
Short assignments	100 pts.
Participation	50 pts.

Your grade will be figured out of 500 points

500-450 = A ; 449-400 = B ; 399-350 = C ; 349-300 = D ; 299 and under = F

Quizzes and Other Homework

Many short assignments will be required to test the students' acquaintance with skills covered in class. Additionally, students should be prepared for quizzes any time there is a reading due.

Missed quizzes and short assignments cannot be made up.

Script Writing

Students are required to write a number of scripts for successful completion of the course. The assignments are as follows:

- Adapted script* --- (20-55 minutes) --- students must respectfully adapt a classic work of literature according to principles learned in class, based on prose or poetry (not drama) that is in the public domain (pre-1923---see Project Gutenberg for ideas)
- Concealed Carrie scenarios* --- students will learn the principles of Hollywood-style serial writing by submitting scenarios for future episodes of the Arkansas Radio Theatre's continuing adventure series, *Concealed Carrie: Diamond State Crime Fighter*
- Monologues* --- (length TBD: around 5 minutes) --- students will write and perform monologues, such as might be featured on the Arkansas Radio Theatre program, *Mount Monologue*
- Original scripts* --- (20-55 minutes) --- students will create scripts either drawn from their *Concealed Carrie* scenarios or based on an original idea

Arkansas Radio Theatre

This class will provide opportunities to work closely with the Arkansas Radio Theatre. Founded in 2007, the Arkansas Radio Theatre is an audio-only performance venue focusing on adaptations of classic literature and on original scripts. Its programming includes the *Concealed Carrie* action/adventure series and the *Mount Monologue* solo performance show, along with over 40 other broadcasts. The Arkansas Radio Theatre can be heard on KXRJ 91.9 FM at 7 p.m. on Sundays. Also, its broadcasts are made available to the visually impaired throughout the state through the Arkansas Information Reading Service (AIRS). Certain shows are archived at the Kipling Society's library in the U.K.

Students in the class will participate in several recordings for the Arkansas Radio Theatre. For example, one adapted and one original show will be recorded during class time. Also, recorded monologues will be considered for later episodes of *Mount Monologue*. Lastly, full-length scripts will be considered for possible future production after the semester is over. Your instructor will approach you if he would like to produce your script.

Radio Guidelines

Because radio is a public forum, it operates under FCC guidelines. These restrictions include rules regarding language.

The adapted scripts must follow contemporary copyright law. To put it simply, work must be adapted from literature published prior to 1923. In general, texts available on Project Gutenberg can be adapted without fear of violating copyright laws.

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 is expected to be your own. Source materials must be cited properly and documented in the bibliography section of your paper. If you are caught plagiarizing, you will receive a “0” for the assignment and, quite likely, an F for the course.

Instances of academic dishonesty will be reported to the Office of Academic Affairs.

In order to curtail plagiarism, electronic copies of certain assignments may be submitted to Turnitin.com, a plagiarism detection web-site.

Title IX Statement

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

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

Sensitivity Statement

Please be sensitive to the beliefs and values of others in the class. This includes their ethnicity, cultural heritage, and gender.

Cell Phones

Please make sure that your cell phone will not interrupt the class. Also, text messaging is discourteous both to your instructor and classmates. Kindly save your texting for outside of class.

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.

You are required to act as an involved audience member. You will be asked to respond in writing to performances.

You will receive points for every class period. For each class period, you will receive between 0 and 5 points. The criteria are as follows:

- 4 --- the average grade, student is on time, not disruptive, doing the work required
- 5 --- on time, not disruptive, *actively participating in class discussion through class discussion, volunteering to do class exercises*
- 1-3 --- not paying attention, not doing assignments
- 0 --- *absent or late*

Your total participation points will be average to get a score out of 100. (See Grading Breakdown.)

Attendance Deduction

If you miss more than two full weeks of class (6 CLASS PERIODS), you will lose all participation credit. The only exception is for university-excused absences. If you miss class because of a university-sanctioned event, you must turn in the proper excuse in advance of your absence. It is your responsibility to keep track of your absences.

Missed Performances

Missing scheduled performances is not acceptable. In general, MISSED PRESENTATIONS PERFORMANCES CANNOT BE MADE UP FOR FULL CREDIT. If you miss a performance, it is your responsibility to make arrangements for a make-up

with deduction. Arrangements must be made within a week of your return---or before the Exam Period, whichever comes first).

Note: There are no excused absences except university-sanctioned absences. The above policy refers to missed performances. The absence itself will still count against your participation grade and toward the attendance deduction.

Late Papers

Short assignments will not be accepted late.

Major assignments are due by class time on the days listed in the syllabus. If extraordinary circumstances cause you to miss an important deadline, you may be allowed to submit with no deduction. You should do the following: 1. inform the instructor in advance (over e-mail or by phone); 2. be prepared to provide documentation. If no arrangements were made, late assignments will be accepted the following class period for a 20% deduction.

Course Calendar:

(This calendar is subject to change. Check your e-mail for announcements.)

UNIT 1: Audio Theatre in Context

- M Jan. 13 -- Overview
- W Jan. 15 -- Mott Ch. 9: Comparing Audio Theater with Other Media & Handout:
The Six Ages of Audio Drama
- F Jan. 17 -- Response to classic radio theatre I

- M Jan. 20 -- MLK Jr. Day --- NO CLASS
- W Jan. 22 -- Response to classic radio theatre II
- F Jan. 24 -- Handout: Audio Media Revolution & Handout: New Possibilities of
Podcast Drama

- M Jan. 27 -- Response to contemporary audio theatre I
- W Jan. 29 -- Response to contemporary audio theatre II

UNIT 2: Audio Theatre Production: Sound Effects, Acting, Directing

- F Jan. 31 -- Mott Ch. 5 & 6: Working with Sound Effects

- M Feb. 3 -- DUE: Sound effect experiments
- W Feb. 5 -- Mott Ch. 1: Voice Acting & Handout: Interpretation
- F Feb. 7 -- DUE: Acting experiments

M Feb. 10 -- In-class performing
W Feb. 12 -- Mott Ch. 7: Directing
F Feb. 14 -- In-class performing

M Feb. 17 -- In-class recording
W Feb. 19 -- Mott Ch. 8: Editing
F Feb. 21 -- In-class recording

UNIT 3: Adapted Scripts

M Feb. 24 -- Handout: Readers Theatre
W Feb. 26 -- Response to adaptation performance I
F Feb. 28 -- Response to adaptation performance II

M Mar. 2 -- Handout: Literary Adaptation
W Mar. 4 -- DUE: Proposed adaptation
F Mar. 6 -- Response to serial performance I

M Mar. 9 -- Response to serial performance II
DUE: First drafts of adapted scripts
W Mar. 11 -- Workshop adapted scripts
F Mar. 13 -- Workshop adapted scripts

M Mar. 16 -- Workshop adapted scripts
W Mar. 18 -- DUE: Final drafts of adapted scripts
F Mar. 20 -- Handout: Scenarios

M Mar. 24 -- Spring break --- NO CLASS
W Mar. 26 -- Spring break --- NO CLASS
F Mar. 28 -- Spring break --- NO CLASS

M Mar. 30 -- Workshop *Concealed Carrie* scenarios
DUE: First drafts of *Concealed Carrie* scenarios
W Apr. 1 -- DUE: Final drafts of *Concealed Carrie* Scenarios

UNIT 4: Original Scripts

F Apr. 3 -- DUE: Super-short monologues

M Apr. 6 -- Workshop monologues
W Apr. 8 -- Workshop monologues
F Apr. 10 -- Handout: Writing Agenda

M Apr. 13 -- In-class recording (Monologues)
W Apr. 15 -- In-class recording (Monologues)
F Apr. 17 -- DUE: Scenarios for original scripts

M Apr. 20 -- In-class recording (Monologues)
DUE: First drafts of original scripts

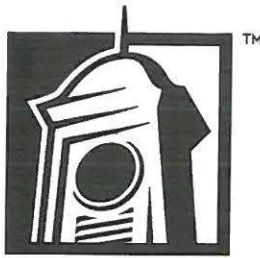
W Apr. 22 -- Workshop original scripts

F Apr. 24 -- Workshop original scripts

M Apr. 27 -- Workshop original scripts

T Apr. 28 -- DUE: Final drafts of original scripts

Tues., May 5, 8-10 a.m. (Exam Time): EXAM



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	5/17/2021

Title	Signature	Date
Department Head	<i>David J. Eubank</i>	6-24-21
Dean	<i>Jeff Carr</i>	6-24-21
Assessment	<i>Michael</i>	7.19.21
Registrar	<i>Tommy Duane</i>	7/20/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
Th	4263	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Social Media Influencing		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SOCIAL MEDIA INFLUENCING		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

N/A

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

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

NO

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?

Social media influencing is omnipresent in our students' lives. It is also one of the careers that student would most like to pursue. This course will have been offered twice in the past as a seminar in Theatre. Through the previous offerings, it has been honed and improved. We would like it to become a regular course because we are working on proposing an interdisciplinary certificate in Media. This course, with its use of social media and film technologies, would be an option for this certificate.

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 4263 Social Media Influencing

- - - - Course syllabus | Fall 2021 - - - -

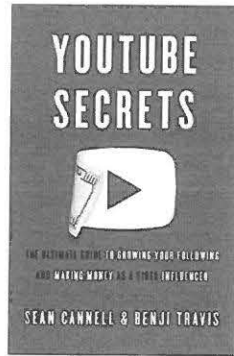
Course and Contact Information

Catalogue description:

A course for majors and non-majors. This course addresses the basics of online influencing, including building and maintaining an online community, marketing and monetizing digital content, and leveraging viral triggers.

Course justification:

The entertainment industry has turned to the small screen, and performers can use strategies taught in this class to create successful and profitable online influencing personas and marketable digital content.



What we'll read

YouTube Secrets: The Ultimate Guide to Growing Your Following and Making Money as a Video Influencer

by Sean Cannell & Benji Travis
ISBN: 9781544511818

Nook Book:

Crushing It with Social Media Marketing
by Donald Reammsei
ISBN: 2818440006913

Energy 134

TR: 11:00 – 12:20 p.m.

Instructor:

Prof. Frances Roberson
froberon@atu.edu

Office Hours:

TR: 3:00 – 6:00 p.m.
in the Techionery

Supplies

- An electronic device that films and edits (smart phone, tablet, etc.) (Bring this device to every class meeting)
- Nook app
- Notebook, pencils, pens
- Whatever props/set pieces/costumes, etc. your productions call for.

Note: If you are unable to obtain any of the supplies, please communicate with your professor.

Assignments and grading

75%

Projects/final exam

25%

Classwork, quizzes, & participation

Your grade will be figured out of 1200 points.

1200-1080 = A ; 1079-960 = B ; 959-840 = C ; 839-720 = D ; 719 and under = F

Channel design: 100
Two social media pages: 100
12 videos: 600

Final Presentation of Viral Marketing
Proposals: 100
Classwork/quizzes/participation: 300

Expectations

Respect yourself. Respect your school. Respect your classmates. Respect your professor.

In this course, you will

- How to build and maintain an online community.
- How to effectively market your digital content across multiple platforms.
- How to leverage viral triggers to get your audience to engage and to share your content.
- How to monetize your digital content.

Policies

- - - - Course syllabus | Fall 2021 - - - -

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).

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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 | Fall 2021 ---

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.

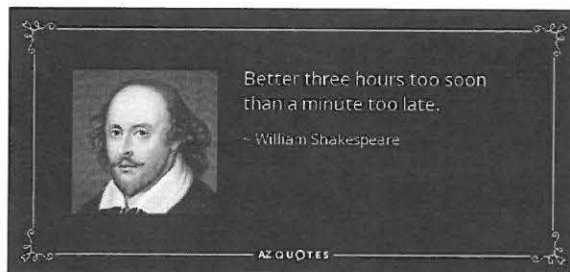
Attendance Deduction

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 | Fall 2021 - - - -

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 | Fall 2021 ---

(This calendar is subject to change. Check your e-mail for announcements.)

T Jan. 14 -- Overview

R Jan. 16 -- Cannell & Travis Ch. 1: Courage

T Jan. 21 -- Cannell & Travis Ch. 2: Start with the End

R Jan. 23 -- Cannell & Travis Ch. 3: Channel; Data tools

T Jan. 28 -- *Channel pitch*

R Jan. 30 -- *Channel presentation*

T Feb. 4 -- Cannell & Travis Ch. 4: Content

R Feb. 6 -- Cannell & Travis Ch. 9: Discoverability; Optimization tools

T Feb. 11 -- *Video 1 (introductory video) due: presentations and feedback*

R Feb. 13 -- Cannell & Travis Ch. 5: Community

T Feb. 18 -- *Video 2 due: presentations and feedback*

R Feb. 20 -- Cannell & Travis Ch. 7: Hustle

T Feb. 25 -- *Video 3 due: presentations and feedback*

R Feb. 27 -- Cannell & Travis Ch. 8: Social Media; Reimmsei: Chapters on your chosen social media platforms

T Mar. 3 -- *Video 4 due: presentations and feedback; develop at least two additional social media pages for your brand*

R Mar. 5 -- Presentation of social media pages

T Mar. 10 -- *Video 5 due: presentations and feedback*

R Mar. 12 -- Cannell & Travis Ch. 10: Collaboration

T Mar. 17 -- *Video 6 (collaborative video) due: presentations and feedback*

R Mar. 19 -- Cannell & Travis Ch. 11: Trends and Tentpoles

T Mar. 24 -- Spring break --- NO CLASS

R Mar. 26 -- Spring break --- NO CLASS

T Mar. 31 -- *Videos 7 (trend video) and 8 (tentpole video) due: presentations and feedback*

R Apr. 2 -- Cannell & Travis Ch. 13: Think Differently

T Apr. 7 -- *Video 9 (shake it up video) due: presentations and feedback*

R Apr. 9 -- Cannell & Travis Ch. 6: Monetize

Course Calendar (cont.)

--- Course syllabus | Fall 2021 ---

(This calendar is subject to change. Check your e-mail for announcements.)

T Apr. 14 -- *Video 10 due: presentations and feedback*

R Apr. 16 -- Cannell & Travis Ch. 12: Team

T Apr. 21 -- *Video 11 due: presentations and feedback*

R Apr. 23 -- Cannell & Travis: Conclusion and Appendix; Proposals workshop

T Apr. 28 -- *Video 12 due: presentations and feedback*

Monday, May 4, 8:00 a.m. – 10:00 a.m. (Exam Time) --

Presentation of Viral Marketing Proposals



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	05/17/2021

Title	Signature	Date
Department Head	<i>Pat D</i>	6-24-21
Dean	<i>Jeff Lan</i>	6-24-21
Assessment	<i>Phil</i>	7.19.21
Registrar	<i>Jimmy Weaver</i>	7/20/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
Th	4563	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Sound Design for Moving Image		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SOUND DESIGN FOR MOVING IMAGE		

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 Jour 4563

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? 45 Other

If selected other list fee type: Theatre

Elective Major Minor

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

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

N/A

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

NO

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

NO

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
N/A
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
N/A
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Professional video production requires specific sound design techniques. This course addresses the audio side of audiovisual forms like film and video games. This course would contribute to the interdisciplinary certificate in Media that we are proposing. Sound Design for the Moving Image would be an option for this certificate.

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 4563

Sound Design for Moving Image

Spring 20--
Tuesday – Thursday 5:30 – 7:00 pm

Hybrid F2F-Web
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

Theory and practical application of sound design techniques for film, theatre, games, commercials, and vocal production with special focus on the narrative, aesthetic, and emotional impact of sounds and music for visual media.

Pre-requisite: None.

Required text: Scott-James, K. 2018. Sound Design for Moving Image: from concept to realization.

Additional readings, exercises, and assignments are web-based.

Catalog Description

Theory and practical application of sound design techniques for film, theatre, games, commercials, and vocal production.

Pre-requisite: None.

Objectives

- Introduction or review of audio production basics.
- Best practices for recording voice-overs, video scripts, and vocal effect chains.
- Theory and practice of foley sound production.
- Understanding the language of film/game music and sound effects, spotting, hit-points, way-points, ADR, surround sound.
- Implementation of audio in Wwise (game audio middleware).
- Audio production for video podcasting, commercials, sonic logos.
- Sound library collections and copyright issues.
- Final project involving original film or series of short videos demonstrating various aspects of sound design for moving image media.

Text and Readings

All course material including readings, exercises, and assignments will be available from the Blackboard and Webex course websites. 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.
- Deiorio, V. 2019. The Art of Theatrical Sound Design : A Practical Guide.
- Dowsett, P. 2016. Audio production tips : Getting the sound right at the source.
- Everest, F. A. 2007. Critical Listening Skills for Audio Professionals.
- Fry, G. 2019. Sound Design for the Stage.
- Gibson, B. 2020. The Ultimate Live Sound Operator's Handbook.
- Kaye, D. 2015. Sound and Music for the Theatre.
- Savage, S. 2011 Art of Digital Audio Recording : A practical guide for home and studio. Scott-James, K. 2018. Sound Design for Moving Image: from concept to realization.

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: six project assignments (10 points each, 60% total), midterm (10%), 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 the students' Onedrive cloud storage. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Sound Design Project using a Digital Audio Workstation (DAW)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of an audio-visual 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:

Soundtracks are an integral feature of any moving image medium (film/game) and when the sound design, vocal production or music is subpar, the audience will have a negative experience regardless of the quality of the moving image. This course is a specialized study of the conceptual and technical features of sound design for moving image media, focusing on vocal production, foley sound effects, scoring films/games, theatre, and video podcasting.

ART/COMM 4XYZ Sound Design for Moving Image – Spring 2022 – Class Schedule

Assessment	Week	Date	Lecture	Practice & Production
	1	Jan.11 Jan.13	Class Overview: Lecture Format, In-class Practice, Assignments, Assessment	Windows OS Review, Keyboard Shortcuts, Introduction/History of Sound Design for Moving Image Media
	2	Jan.18 Jan.20	Sound, Signal Flow, Wave/Audio Editors Hardware Configuration, Wave/Audio Editors	Introduction/Review of Adobe Audition, audio file formats, metadata and Broadcast Wave Format (BWF)
Project 1 Due (Jan.28) (Basic Audio Editing)	3	Jan.25 Jan.27	Vocal Recording Basics: Microphones, Microphone Placement, Room Acoustics	Introduction to Vocal Recording, Voice Overs, Microphones, Adobe Audition Waveform View
	4	Feb.1 Feb.4	Recording Video Scripts and Voice-Overs: basic techniques and best practices.	Video Scripts and Voice-Over Best Practices, Adobe Audition Multitrack Sessions, Vocal Effects Chains, Noise Reduction
Project 2 Due (Feb.11) (Vocal Production)	5	Feb.8 Feb.10	Introduction to Foley Sounds, the Foley Room	Foley Sounds Intro, Foley Room, Recording
	6	Feb.15 Feb.17	Foley Sound Production	Foley Editing and Effects processing
Project 3 Due (Feb.22) (Foley Production) Midterm: Feb. 24	7	Feb.22 Feb.24	Film: Sound Effects and Music Soundtracks; Sound as Narration, Aesthetics, and Emotional Power	Analysis of Film and Game soundtracks, Importing and working with Video in Adobe Audition, SMPTE timecode Midterm
	8	Mar.1 Mar.4	Combining Image with Sound: Spotting, Hit-Points, Way-Points, ADR, surround sound	In-class practice: Spotting, Hit-Points, Way-Points, Automated Dialog Replacement (ADR), 5.1 Surround Sound
	9	Mar.8 Mar.10	Introduction to Wwise (Game Audio “Middleware”)	Introduction to Wwise (Game Audio “Middleware”)
Project 4 Due (Mar.17) (Film/Game Soundtrack)	11	Mar.15 Mar.17	In-class completion of Film/Game Soundtrack Assignment	
	10	Mar.21-28 Spring Break		

	12	Apr.6-8	Sound Design for video podcasting, OBS studio	Video Podcasting set-up, audio signal routing to streaming social media, live web-casting, Pre-Production of Final Project
Project 5 Due (Apr.15) (Pre-Production Plan)	13	Apr.13-15	Sound Library Collections and Copyright	Collecting and Organizing Sound Libraries for Final Project, Work on rough draft of Final Project
Project 6 Due (Apr.20) (Rough Mix)	14	Apr.20 Apr.22	Final Projects	Work on Final Project
Final Projects & Exam	15	Apr.29	Final Exam (Final Projects Presentations)	



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Journalism	5/11/2021

Title	Signature	Date
Department Head Professor Anthony Caton	<i>Anthony J. Caton</i>	5.11.21
Dean Dean Jeffrey Cass	<i>Jeffrey Cass</i>	5/14/2021
Assessment Professor Christine Austin	<i>Christine Austin</i>	5.14.21
Registrar Registrar Tammy Weaver	<i>Tammy Weaver</i>	5/20/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Vice President Babar 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:
Communication *Speech Option*

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

1. Move COMM 2023 from required core course to elective **which changes COMM Electives to 21 hrs**
2. Add COMM 3133 to core requirements. Will function as an online alternative to COMM 3123. Students may take both classes if they wish. In that case COMM 3133 would become an elective credit **List as: COMM 3123 or COMM 3133**
3. **Update introductory section with changes 1 and 2**

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 addition of COMM 3133 addresses Arkansas Tech's goal of encouraging civic engagement by addressing the systematic incivility that has emerged in online forums. It provides students with the tools necessary to navigate this increasingly polarized world and encourages them to hold themselves to the highest public standards in preserving civil democracy.
- 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?

This course will address the shifting terrain of practical argumentation in the digital age. The class will be positioned as an and/or option to Argumentation (COMM 3123) where students learn formal argumentation skills. COMM 3133 is not designed for those students participating in competitive academic debate. However, some students may wish to take both classes, as the skill sets will be complimentary. Instead of face to face debate, COMM 3133 emphasizes argumentation in the digital sphere, an arena where different rules apply. With the proliferation of social media, the ways that people interact within public spaces has changed. Also changing are the rules through which people arrive at consensus. What has emerged is a challenge to a coherent public sphere and the capacity to arrive at rational consensus. Interlocutors are increasingly being asked to navigate a world in which truth is balkanized and rules of decorum eroding. This class moves beyond traditional, formal debate, providing students with the templates for analyzing information in the post-truth era and practical skills for engagement within the digital age. This class will address the erosion of civil democracy in the era when many Americans engage in critical debate on digital platforms.

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

It will provide students with more freedom in selecting a degree pathway. It will give students a more relevant curriculum.

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

The course addition is not responding to an internal problem within the curriculum. Digital eloquence is not currently evaluated. The addition is a response to external changes with the learning environment. The shift of COMM 2023 to an elective is a recognition that many of the skills assessed in this class are assessed elsewhere in the curriculum. Research skills are introduced in COMM 1003 and COMM 2003. They are mastered in COMM 4003 and various upper division electives.

- d. How does this program fit in the current state of the discipline? Include Arkansas

- 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 National Communication Association has a recognized research division called Human Communication and Technology. The University of Arkansas has Mediated Communication as an elective class (COMM 3673) that addresses technology as a sub-component. Arkansas State University has an elective Computer Mediated Communication (COMS 4383) class. This would bring the Department of Communication and Journalism into alignment with other universities. This proposal differs only in that it is more refined, looking at what the ATU communication faculty have identified as a central need for the future of civil society.

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

If this course will affect other departments, a Departmental Support Form for each 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 and Journalism Communication (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Add upper division COMM Elective</p> <p>Delete: COMM 2023</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Keep COMM 3123</p> <p>Change to COMM 3123 or COMM 3133</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Journalism	Feb. 22, 2021

Title	Signature	Date
Department Head <i>Anthony Catow</i>	<i>[Signature]</i>	2.22.21
Dean	<i>Jeffrey Cass</i>	2/22/21
Assessment Dr. Christine Austin	<i>Christ Austin</i>	4.5.21
Registrar	<i>Yammy Wallace</i>	9/9/21
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:
Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Program

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)

This program is designed to allow qualified Journalism major undergraduate students to take up to four courses (12 credit hours) in the Multimedia Journalism (MMJR) master program during their senior year. Students must apply for admission into this program in their junior year. To be admitted, students must:

- be an ATU journalism major working on a bachelor's degree.
- complete a minimum of 90 credit hours towards his/her Bachelor's degree and have earned an overall GPA of 3.0 or higher
- take all senior year and graduate coursework at the ATU.
- provide all documents ATU Graduate College require for admission process by the completion of the senior year

GRE or MAT can be waived for students who have maintained a GPA of 3.5 or higher.

A qualifying student can apply to ATU Graduate College in his/her junior year for admission into Multimedia Journalism Accelerated Bachelor's Plus Master's Degree Program. When accepted, the student is immediately appointed an adviser to help in course planning. Once the student becomes a senior, he or she may take up to 12 hours of graduate work that will be counted as dual credits toward both journalism undergraduate degree as major elective credits and MMJR master degree. The list of graduate classes an applicant can take for receiving dual credits are as follows.

1. JOUR 6013
2. JOUR 6023
3. Choose two classes from 5023, 5033, 5043, 5053, 5083, 5113, 5123, 5163.

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

- No particular impact is expected on staffing, on other programs and space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
 - This program change will increase candidates' access to learning opportunity by allowing them to achieve their Bachelor as well as Master's Degrees in accelerated manners.
- 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 qualified degree candidates, they are able to achieve advanced knowledge and skill sets in an accelerated manner.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
 - Not applicable. This is a new program proposal.
- 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.
 - University of Arkansas offers, so called, 'The Journalism 5-Year Master Program.' This program is to enable eligible journalism majors to take graduate hours during their undergraduate studies, be admitted to the Graduate School immediately after graduation, and complete much of their remaining coursework for the Master's in a fifth year. Once a student becomes a senior, he or she may take up to 12 hours of graduate work that will be counted toward the Master's degree.
- 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.)
 - Current MMJR program assessment plan would be sufficient to be used. Please find the attached assessment plan.

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

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

Curriculum Matrix for Catalog Curriculum in Multimedia Journalism (MMJR) 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 Footnote 4 Add/Change: Seniors enrolled in the Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Programs are suggested to take the following two classes for dual credits for their Journalism BA degree as electives and Multimedia MA degree. 1. JOUR 6013 - Required 2. Choose one class among JOUR 5033, 5043, 5053, 5083, 5113, 5123, 5163. Delete: Total Hours:	Senior Spring Semester Footnote 6 Add/Change: Seniors enrolled in the Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Programs are suggested to take the following two classes for dual credits for their Journalism BA degree as electives and Multimedia MA degree. 1. JOUR 6023 - Required 2. Choose one class among JOUR 5023, 5033, 5053, 5083, 5113, 5123, 5163. Delete: Total Hours:

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

Curriculum Matrix for Catalog	
Curriculum in <u>BA Journalism Broadcast Option to MA</u> (enter title for program changing) <u>Multimedia Journalism</u>	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: <u>Add Footnote⁶ for</u> <u>JOUR Elective^{5,6}</u> <u>JOUR 4123⁶</u></p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: <u>Add Footnote⁶ for</u> <u>Elective^{2,5,6}</u></p> <p>Delete:</p> <p>Total Hours:</p>

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

Curriculum Matrix for Catalog	
Curriculum in <u>BA Journalism Print Option to MA</u> (enter title for program changing) <u>Multimedia Journalism</u>	
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: <u>Add Footnote⁶ for JOUR 423⁶ Elective 2,5,6</u> Delete: Total Hours:	Senior Spring Semester Add/Change: <u>Add Footnote⁶ for JOUR Elective (3000-4000)⁶ Elective 2,5,6</u> Delete: Total Hours:

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

Curriculum Matrix for Catalog	
Curriculum in <i>BA Journalism Public Relations Option to MA</i> (enter title for program changing) <i>Multimedia Journalism</i>	
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: <i>Add Footnote⁶ for JOUR 4123⁶ Elective 2,3,5,6</i> Delete: Total Hours:	Senior Spring Semester Add/Change: <i>Add Footnote⁶ for Elective 2,3,5,4</i> Delete: Total Hours:

MMJR Master Program Assessment Plan

Program Goal/Objective	Program Learning Outcomes	Assessment Methods And Criteria	Results Met/Unmet	Planned Improvements Based on Results
Multimedia Platform: Student will demonstrate an understanding of the various multimedia platforms and ability to choose which platform is best suited for which particular story and audience.	Student will understand various multimedia platforms and demonstrate his/her ability to choose which platform is best suited for which particular story and audience.	<u>Method:</u> Final Grade in JOUR 6133 Multimedia Publishing <u>Criteria for Success:</u> 90% of students will receive a final grade of either Excellent (A) or Above Average (B)		
New Media: Student will demonstrate the skills necessary to produce at least a semi-professional level video production that demonstrates a functional and enhanced knowledge of story development and understanding of new media audiences.	Student will demonstrate the skills necessary to produce at least a semi-professional level video production that demonstrates a functional and enhanced knowledge of story development and understanding of new media audiences.	<u>Method:</u> Grades of 15 minutes documentary and 30 minutes documentary, Average Grade of 3 minutes video productions in JOUR 6023 Video Production for New Media <u>Criteria for Success:</u> 90% of students will receive each three grades of either Excellent (A) or Above Average		
Media and Society: In keeping with the media effects research tradition in the field of communication, student will	In keeping with the media effects research tradition in the field of communication, student will demonstrate an understanding of	<u>Method:</u> Research Proposal Grade and Average Grade of Course Discussions in JOUR 6053 Media and Society and		

demonstrate an understanding of social and/or behavioral approaches to inferring effects of media.	social and/or behavioral approaches to inferring effects of media.	Proposal Grade in 6333 Professional Portfolio <u>Criteria for Success:</u> 90% of students will receive a grade of either Excellent (A) or Above Average (B).		
Professional Communication: Student will demonstrate the knowledge and skills necessary to complete and present a graduate-level multimedia project to a panel of their peers and journalism professionals.	Student will demonstrate the knowledge and skills necessary to complete and present a graduate-level multimedia project to a panel of their peers and journalism professionals.	<u>Method:</u> Research Presentation Grade in JOUR 6053 Media and Society and Portfolio Presentation Grade in 6333 Professional Portfolio <u>Criteria for Success:</u> 90% of students will receive a final grade of either Excellent (A) or Above Average (B).		
Oral Communication: Successful presentation of multimedia project to Journalism faculty. Student should be able to articulate the significance of their research and multimedia project to a panel of their peers and journalism professionals.	Successful presentation of multimedia project to Journalism faculty. Student should be able to articulate the significance of their research and multimedia project to a panel of their peers and journalism professionals.	<u>Method:</u> Research Presentation Grade in JOUR 6053 Media and Society and Portfolio Presentation Grade in 6333 Professional Portfolio <u>Criteria for Success:</u> 90% of students will receive a final grade of either Excellent (A) or Above Average (B).		

<p>Written Communication: Successful completion of written proposal and paper for the multimedia project requirement to complete the Master of Arts in Multimedia Journalism.</p>	<p>Successful completion of written proposal and paper for the multimedia project requirement to complete the Master of Arts in Multimedia Journalism.</p>	<p><u>Method:</u> Decide to include a final grade in JOUR 6193 Journalistic Writing for Multimedia and a script writing grade in 6023 Video Production for New Media <u>Criteria for Success:</u> 90% of students will receive a grade of either Excellent (A) or Above Average (B).</p>		
<p>Critical Thinking: Students will determine a feasible concept for primary research or professional portfolio and then develop into a proposal and subsequently scholarly papers that could be submitted for conferences</p>	<p>Students will determine a feasible concept for primary research or professional portfolio and then develop into a proposal and subsequently scholarly papers that could be submitted for conferences</p>	<p><u>Method:</u> Decide to include Research Project Grade in JOUR 6053 Media and Society and Average Grade of multiple 3 minutes video productions in 6023 Video Production for New Media <u>Criteria for Success:</u> 90% of students will receive a grade of either Excellent (A) or Above Average (B).</p>		



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	2/8/21

Title	Signature	Date
Department Head	<i>Carl Bunker</i>	3-5-21
Dean	<i>Jeffrey Cass</i>	3/8/2021
Assessment	<i>Christ Austin</i>	3/9/2021
Registrar	<i>Sammy Meadows</i>	2/19/21
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: **BFA**
 Accelerated ~~BA~~ 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 Accelerated ~~BA~~ ^{BFA} in Creative Writing Plus MA in English program was approved before the Graduate Committee changed the policy to lower the minimum grade point average and add 6000-level courses. We wish to modify the program accordingly: Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.00 or better in those undergraduate courses. They can choose from any 5000-level or 6000-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. Because the department can only offer a few graduate courses every semester and because half of the courses must be at the 6000-level, students in the accelerated BA plus MA program need the option of taking 6000-level courses during their senior year. The required introductory course for the MA is only offered at the 6000 level.
 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. The Graduate Council revised the policy at their meeting on 11/17/20, lowering the required grade point to 3.00 and allowing 6000-level courses to be included.
- 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)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: ³At 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 ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: ³At 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 ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>

BFA Creative Writing to MA English

Change footnote for English Elective³ Elective³

Change footnote for Elective³

12 hours

12 hours



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	2/8/21

Title	Signature	Date
Department Head	<i>Cecil Bamber</i>	3-5-21
Dean	<i>Jeffrey Cass</i>	3/8/2021
Assessment	<i>Christ Austin</i>	3/9/2021
Registrar	<i>Stemmy Quallen</i>	9/9/21
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 Accelerated BA in English Plus MA in English program was approved before the Graduate Committee changed the policy to lower the minimum grade point average and add 6000-level courses. We wish to modify the program accordingly: Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.00 or better in those undergraduate courses. They can choose from any 5000-level or 6000-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. Because the department can only offer a few graduate courses every semester and because half of the courses must be at the 6000-level, students in the accelerated BA plus MA program need the option of taking 6000-level courses during their senior year. The required introductory course for the MA is only offered at the 6000 level.
 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. The Graduate Council revised the policy at their meeting on 11/17/20, lowering the required grade point to 3.00 and allowing 6000-level courses to be included.
- 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 BA in English Plus MA in English Program (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: ³At 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 ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: ³At 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 ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>

change footnote for English Elective (3000-4000)³ Elective 3

change footnote for English Elective (3000-4000)³ Elective 3



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	1/14/21

Title	Signature	Date
Department Head	<i>Carl Borden</i>	01-15-21
Dean	<i>Jeffrey Cass</i>	1/15/2021
Assessment	<i>Christ Austin</i>	1/20/2021
Registrar	<i>Sammy Weaver</i>	4/26/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Per L Bean</i> 4/30/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: **For Teacher Licensure**
 Accelerated B.A. in English ~~Education~~ Plus M.A. in TESOL

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 junior undergraduates majoring in English Education (ENED) to take four courses in the M.A. in TESOL program. Juniors must have completed a minimum of 60 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 5000 level courses offered in the M.A. in TESOL for a total of 12 credit hours that count towards both the B.A. and M.A. 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 education undergraduates to get a head start towards a Master's Degree in TESOL during their junior year, thus saving them time and money on both B.A. and M.A. Juniors can enroll in four of TESL or ENGL 5000 level courses offered in the M.A. in TESOL to get both undergraduate and graduate credit for these courses and therefore a strong start towards an M.A. in TESOL.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits into the new policy approved by the Board of Trustees on Nov. 17, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.

The accelerated Bachelor's plus Master's degree programs are beneficial for many of our senior undergraduate students but the ones in Education majors because they must take required education courses in their senior year, which leaves no opportunity for electives. The university policy states students "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." A policy waiver request for those students in ENED (English Education), CWED (Creative Writing Education), and SPEA (Spanish Education) majors is attached and will be submitted to Graduate Council for consideration.
- 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 TESOL. 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 TESOL Examination; (2) CPGE assessment embedded in TESL/ENGL 5023 Second Language Acquisition, TESL/ENGL 5703 Teaching English as a Second Language, TESL/ENGL 5713 ESL Assessment, and TESL/ENGL 5723 Teaching People of Other Cultures

Students who complete the program will be able to do the following:

- Demonstrate knowledge of the theory and practice of teaching English to speakers of other languages.
- Generate writing that demonstrates an advanced ability to analyze and synthesize.
- Conduct original research.

If this course will affect other departments, a Departmental Support Form for each 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 Bachelor's Plus Master's Degree Program BA English Ed to MA TESOL (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester English Elective^{3 4}</p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in English Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester English Elective (3000-4000)⁴</p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in English Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	1/14/21

Title	Signature	Date
Department Head	<i>Carl Brubaker</i>	01-15-21
Dean	<i>Jeffrey Cass</i>	1/15/2021
Assessment	<i>Christ Austin</i>	1/20/2021
Registrar	<i>Tommy Weaver</i>	8/27/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Per LBean</i> 9/9/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:	<i>World Language with Concentration in Spanish for Teacher Licensure</i>
Accelerated B.A. in Spanish Education Plus M.A. in TESOL	

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 junior undergraduates majoring in Spanish Education (ENED) to take four courses in the M.A. in TESOL program. Juniors must have completed a minimum of 60 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 5000 level courses offered in the M.A. in TESOL for a total of 12 credit hours that count towards both the B.A. and M.A. 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 Spanish Education undergraduates to get a head start towards a Master's Degree in TESOL during their junior year, thus saving them time and money on both B.A. and M.A. Juniors can enroll in four of TESL or ENGL 5000 level courses offered in the M.A. in TESOL to get both undergraduate and graduate credit for these courses and therefore a strong start towards an M.A. in TESOL.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits into the new policy approved by the Board of Trustees on Nov. 17, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.

The accelerated Bachelor's plus master's degree programs are beneficial for many of our senior undergraduate students but the ones in Education majors because they must take required education courses in their senior year, which leaves no opportunity for electives. The university policy states students "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." A policy waiver request for those students in ENED (English Education), CWED (Creative Writing Education), and SPEA (Spanish Education) majors is attached and will be submitted to Graduate Council for consideration.
- 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 TESOL. 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 TESOL Examination; (2) CPGE assessment embedded in TESL/ENGL 5023 Second Language Acquisition, TESL/ENGL 5703 Teaching English as a Second Language, TESL/ENGL 5713 ESL Assessment, and TESL/ENGL 5723 Teaching People of Other Cultures

Students who complete the program will be able to do the following:

- Demonstrate knowledge of the theory and practice of teaching English to speakers of other languages.
- Generate writing that demonstrates an advanced ability to analyze and synthesize.
- Conduct original research.

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

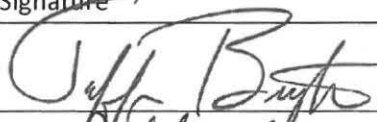
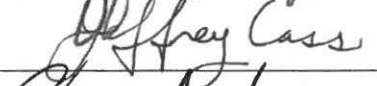
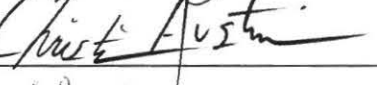

Curriculum Matrix for Catalog ^{BA Spanish Ed to MATESOL} Curriculum in Accelerated Bachelor's Plus Master's Degree Program (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester ^{Electives}</p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in Spanish Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester ^{SPAN Elective (3000-4000) Electives}</p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in Spanish Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music Department	May 25, 2021

Title	Signature	Date
Department Head Jeff Bright		May 25, 2021
Dean		May 27, 2021
Assessment		May 27, 2021
Registrar		6/9/2021
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:
(BA-MUS) Music (BA) ADHE Degree Code 1630/CIP Code 50.0901

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 zero credit hour classes MUS 1440 Piano Proficiency and MUS 2000 Sophomore Barrier to bring into alignment with the BM degree options to reflect the current expectations for the BA 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?
These program changes address student success and excellence by codifying program expectations.
- 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 track and graduation requirements in the degree works in 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?
These 2 zero credit hour courses are for record keeping purposes only.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at site with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the 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.)
See 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 <u>(BA-MUS) Music (BA) ADHE Degree Code 1630/CIP Code 50.0901</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency</p> <p>MUS 2000 Sophomore Barrier⁶</p> <p>Delete:</p> <p>Sophomore Barrier Jury⁶</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Major-AH-MUS-Music (BA)

2021

1 GOALS 5 OUTCOMES 10 MEASURES 10 TARGETS 7 FINDINGS 0 ATTACHMENTS

Institutional 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.

Program Mission

The mission of the Arkansas Tech Music Department is to provide a creative, collaborative environment where quality music instruction inspires student success and performance excellence in order to enhance the quality of life throughout the community and region.

Program Learning Outcomes	Measures	Expectations/Target for this Outcome	Findings/Results
1 Calendar Year Assessment Information			
2020 Calendar Year Assessment			
Persons contributing to this year's assessment (add as needed): 1) 2) APPROVALS			
_____ Department Head Approval: Jeff Bright Date: April 14, 2021 Dean Approval: _____ Date: _____ Office of Assessment Approval: _____ Date: _____			
_____ (**NOTE**. This block provides a brief description of actions taking place (or planned to take place) during the academic year. If there are more (or less) outcomes assessed, please alter as necessary. Additional comments are also welcome.) Program Level Context: (ex. Second year using Weave Assessment Management System, or ADHE Program Review conducted on 3/15/20) Student Learning Outcomes Assessed during AY2020-21 (Add more as necessary): Outcome 2: Musicianship and Skills Outcome 3: Composition/Improvisation Outcome 4: History Curriculum Committee Proposals or Changes (erase choice not used): Y / N Assessment Data Used as Support for Change: (give Outcome #) Is Status of Project Noted in Title Bar Current? (erase choice not used): Y / N Change status in title bar above Are All Attachments Noted in Assessment Plan Added Below? (erase choice not used): Y / N			

Program Learning Outcomes**1.1 2 FINDING NOT ENTERED****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, collaborative competence and knowledge of repertory through regular ensemble

Measures

1.1.1

Sophomore Major Applied Barrier Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1...2, Applied Music on the students major instrument.

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.

Expectations/Target for this Outcome1.1.1.1 **Not Reported this Period**

90% of the students will complete the 4th semester sophomore barrier exam with a grade of "C" or above.

1.1.2.1 **Not Reported this Period**

70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Findings/Results

Not Entered

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

Not Entered

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

Program Learning Outcomes	Measures	Expectations/Target for this Outcome	Findings/Results
<p>experiences. Ensembles should be varied both in size and nature.</p>	<p>1.2.1 Music Theory III Final Exam Final Exam in MUS 2713, Music Theory III</p>	<p>1.2.1.1 Met 70% of the students will complete the Music Theory III final exam with a grade of "C" or above.</p>	<p>6 out of 7 (86%) students completed the exam with a "C" or above. REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p>
<p>1.2 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.</p>	<p>1.2.2 Music Theory IV Final Exam Final exam in MUS 2723, Theory IV.</p>	<p>1.2.2.1 Met 70% of the students will complete the Music Theory IV final exam with a grade of "C" or above.</p>	<p>4 out of 5 students (80%) completed the Music Theory IV exam with a grade of "C" or above. REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p>
			<p>Criterion met. Continue to offer tutoring in music theory to raise the result to 100%.</p>

Program Learning Outcomes	Measures	Expectations/Target for this Outcome	Findings/Results
	<p>1.2.3</p> <p>Ear Training IV Final Exam</p> <p>Final exam in MUS 2741, Ear Training IV.</p>	<p>1.2.3.1 Met</p> <p>70% of the students will complete the Ear Training IV final exam with a grade of "C" or above.</p>	<p>4 out of 5 students (80%) completed the Ear Training IV exam with a grade of "C" or above.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>Criterion met. Continue to offer tutoring in ear training to bring this criterion success rate to 100%.</p>
<p>1.3</p> <p>Composition/Improvisation</p> <p>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 improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common</p>	<p>1.3.1</p> <p>Music Theory IV Composition Project</p> <p>Composition assignment in MUS 2723, Theory IV.</p>	<p>1.3.1.1 Met</p> <p>80% of the students will complete the composition project assignment with a grade of "C" or above.</p>	<p>4 out of 5 students (80%) completed the composition project assignment with a grade of "C" or above.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>Continue to offer theory tutoring.</p>

Program Learning Outcomes	Measures	Expectations/Target for this Outcome	Findings/Results
<p>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.</p>	<p>1.4 History</p> <p>Students must acquire basic knowledge of music history and repertoires 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.</p>	<p>1.4.1 Met</p> <p>History of Music I Final Exam</p> <p>Final exam in MUS 3773, History of Music I.</p> <p>1.4.1.1 Met</p> <p>70% of the students will complete the History of Music I final exam with a grade of "C" or above.</p>	<p>4 of 5 (80%) of students who completed the History of Music I final exam achieved the grade of "C" or better.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>No changes are necessary at this time. We plan to consider using a different measure(s) to determine student achievement in music history 1.</p>
	<p>1.4.2</p> <p>History of Music II Final Exam</p> <p>Final Exam in MUS 3783, History of Music II</p>	<p>1.4.2.1 Partially Met</p> <p>70% of the students will complete the History of Music II final exam with a grade of "C" or above.</p>	<p>1 of 2 students (50%) completed History of Music II final exam with a grade of "C" or above.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p>

Program Learning Outcomes	Measures	Expectations/Target for this Outcome	Findings/Results
1.5 1 FINDING NOT ENTERED	1.5.1 Sophomore Major Applied Barrier Exam While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on	1.5.1.1 Not Reported this Period 90% of the students will complete the 4th semester sophomore barrier exam with a grade of "C" or above.	Not Entered REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS
	1.4.3 History of Music III Final Exam Final Exam in MUS 3692, History of Music III.	1.4.3.1 Exceeded 70% of the students will complete the History of Music III final exam with a grade of "C" or above.	If you combine the students in the BA program with the students in the BME program the overall result is above 70%. The reason for the partially met description is that with only two students it is difficult to know how reliable the statistic is for this outcome. 3 of 3 (100%) of students who took the History of Music III final exam achieved the grade of "C" or better. REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS No changes are necessary at this time. We plan to consider using a different measure(s) to determine student achievement in music history 3.

Program Learning Outcomes

musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Measures

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1...2, Applied Music on the students major instrument.

Expectations/Target for this Outcome**Findings/Results**



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Health and Physical Education	06/30/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>Glenn</i>	9/14/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Rebecca</i> 9/9/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3103
Official Catalog Title:	
Methods of Teaching Movement Patterns and Activities for Children	

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

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

Not Applicable

- b. If this course was required for the major or minor, complete the following.
1. How will program level learning outcome(s) previously addressed by this course now be addressed?

Program learning outcomes will be addressed in new course, PE 3543 Motor Development and Lifespan Application in Pedagogy

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

The Society for Health and Physical Education (SHAPE) is the national professional organization for the Health and Physical Education (HPE) disciplines. After a 3 year hiatus, SHAPE has reemerged as an accrediting institution for Physical Education Teacher Educator Programs (PETE) in higher education, and consequently, the Arkansas Department of Education (ADE) has partnered with SHAPE to be designated as the Specialized Professional Association (SPA) for all Arkansas HPE programs in higher education leading to an initial teaching license in HPE. The proposed course addition of PE 3543 is in direct response to the HPE program at Arkansas Tech University meeting newly establish SHAPE standards leading to a successful Council for Accreditation of Educator Preparation (CAEP) review with national recognition.

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Health and Physical Education	06/22/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christi Austin</i>	7.13.21
Registrar	<i>Shauer</i>	7/14/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>per L Bean 9/9/21</i>
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PE	3543	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Motor Development and Lifespan Applications in Pedagogy		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MD & LIFESPAN APPL PEDAGOGY		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Fall and spring semesters.

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

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

Answer the following Assessment questions:

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

Not applicable

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

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

The proposed course will address the following program level learning outcomes: SHAPE Standards 1a, 1d, 1e, and 2a (see attached SHAPE Standards)

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

Student learning outcomes are defined in the PE 3543 syllabus under course "competencies" (see attached). Measurement tools include, but are not limited to, the following assessments: written exams, written assignments, student-teaching demonstrations, research papers, and motor skill competency measurements of enrolled students.

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

The Society for Health and Physical Education (SHAPE) is the national professional organization for the Health and Physical Education (HPE) disciplines. After a 3 year hiatus, SHAPE has reemerged as an accrediting institution for Physical Education Teacher Educator Programs (PETE) in higher education, and consequently, the Arkansas Department of Education (ADE) has partnered with SHAPE to be designated as the Specialized Professional Association (SPA) for all Arkansas HPE programs in higher education leading to an initial teaching license in HPE. The proposed course addition of PE 3543 is in direct response to the HPE program at Arkansas Tech University meeting newly establish SHAPE standards leading to a successful Council for Accreditation of Educator Preparation (CAEP) review with national recognition.

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.

Instructor Information:

Name: John O'Connor

Office: Hull 103

Office Phone: 479-964-0583 ext.4906

Email: joconnor1@atu.edu

Catalog Description:

Motor development including fundamental motor pattern characteristics, human growth, perceptual motor development, fitness development across the lifespan, and applications of pedagogy concepts related to motor development. Lecture one hour, laboratory two hours.

Prerequisites:

Admission to Stage II or by permission of the Department.

Course Description:

This course focuses on human motor development including fundamental motor pattern characteristics, human growth, perceptual motor development and fitness development across the lifespan. Socio-cultural influences on motor development will also be discussed. Theories and models of motor development also feature in this course. Topics include physical factors that influence growth, maturation, and aging, processes underlying perceptual-motor performance, and understanding and applications of pedagogy concepts related to motor development. The course will engage students through lecture, laboratory work, and problem-based learning activities.

Contact Hours:

Lecture one hour, laboratory two hours.

Required Text:

Goodway, J.D., Ozmun, J.C, & Gallhue, D.L. (2021). *Understanding motor development: Infants, children, adolescents, adults*. Jones and Bartlett Learning.

Bibliography

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- McGrane, B., Powell, D., Belton, S., & Issartel, J. (2019). Investigation into the relationship between adolescents' perceived and actual fundamental movement skills and physical activity. *Journal of Motor Learning &*

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Development, 7(2), S424-S439. Retrieved from

<https://libcatalog.atu.edu:443/login?url=http://libcatalog.atu.edu:2062/login.aspx?direct=true&db=s3h&AN=137666273&site=ehost-live&scope=site>

Wainwright, N., Goodway, J., Whitehead, M., Williams, A., & Kirk, D. (2018). Laying the foundations for physical literacy in wales: The contribution of the foundation phase to the development of physical literacy. *Physical Education & Sport Pedagogy*, 23(4), 431-444. Retrieved from

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Yang, S., Lin, S., & Tsai, C. (2015). Effect of sex, age, and BMI on the development of locomotor skills and object control skills among preschool children. *Perceptual and Motor Skills*, 121(3), 873-888. doi:10.2466/10.PMS.121c29x0

Justification/Rationale for Course:

It is pertinent that future teachers of physical education have the ability to identify the developmental levels of *learners at different developmental stages* and assign and teach appropriate physical activities bases on this knowledge.

Competencies:

Upon completion of this course, each student will be able to:

1. Know in general, the processes (social, cognitive, perceptual) involved in motor skill development across the lifespan in cross-cultural settings
 - 1.1 Demonstrate knowledge of the motor development process
 - 1.1.1 Identify basic terminology and definitions related to motor development
 - 1.1.2 Recognize how contextual constraints influence motor development
 - 1.1.3 Define theories/paradigms underlying developmental change
 - 1.2 Explain the relationship between perceptual development and motor development
 - 1.2.1 Differentiate between sensation and perception
 - 1.2.2 Describe how the senses influence motor development
2. Know the components of motor development
 - 2.1 Describe the distinguishing features of emerging motor skills
 - 2.1.1 Describe the relationship between reflexes and later voluntary behavior
 - 2.1.2 Describe the developmental sequences of postural reactions
 - 2.1.3 Order the sequence of emerging motor milestones
 - 2.2 Demonstrate knowledge of the various forms of analyses used to study motor development
 - 2.2.1 Distinguish among the characteristics of the nine fundamental motor patterns
 - 2.2.2 Compare the whole body approach and component approach and provide the advantages and disadvantages of each approach
3. Understand the factors that influence motor development
 - 3.1 Identify the genetic and environmental factors influencing pre-natal development
 - 3.1.1 Differentiate between chromosome based disorders and genetic based disorders
 - 3.1.2 Explain the impact of maternal nutrition on later development
 - 3.1.3 Evaluate the measures of pre-natal development
 - 3.2 Describe the interaction of growth and maturation on motor development processes
 - 3.2.1 Distinguish between maturational change and developmental change
 - 3.2.2 Identify basic growth measures and how they change across child development
 - 3.2.3 Identify key methods of assessing maturational maturity
 - 3.3 Evaluate the role of stimulation and deprivation in the development of children
 - 3.3.1 Define readiness, critical period, catch-up as it relates to development
 - 3.3.2 Examine the impact of deprivation on development by using current events
 - 3.4 Describe the change in physical fitness and its relation to motor development
 - 3.4.1 Describe the components of health-related fitness (cardiovascular, muscular strength, flexibility, and body composition)

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Mid – Term

4. Develop an initial program plan for motor development
 - 4.1.1 Plan and construct a motor development lesson for children ages 3- 8
 - 4.1.2 Design a developmentally appropriate movement lesson for students with special needs
5. Teach mini lessons to illustrate the differences in performance across developmental levels
 - 5.1.1 Plan and teach a motor development activity for children in grades K – 2
 - 5.1.2 Plan and teach a motor development activity for children in grades 3 – 5
 - 5.1.3 Plan and teach a motor development activity for children in grades 6 – 8
 - 5.1.2 Plan and teach a motor development activity for children in grades 9 – 12
 - 5.1.2 Plan and teach a motor development activity for children with special needs at various levels of development

General Education Objectives:

This course contributes to the general education goals through the following means.

1. Communicate effectively: Communication skills are enhanced through teaching skills and practice, through group work in presenting and teaching, and through communication to the instructor.
2. Critical thinking is developed by problem solving in identifying movement patterns and behaviors in the students studied.
3. Ethical perspectives are enhanced through the group project and through dealing with small children.
4. Class members will use scientific reasoning in identifying the stage of movement pattern their subject's exhibit.
5. Understanding of wellness concepts will be used to construct developmentally appropriate lesson plans.

Educational Opportunities:

1. Peer teaching
2. Written activity plans following format provided by instructor
3. Active participation in physical activities
4. Presentations
5. Exams

Assessment Methods:

Final grades will be based on the point values listed below:

	<u>Total Points</u>
Exams	100
Article Summaries	200 (Four articles @ 50 points each)
Course Assignments	100
Chapter Quizzes	
Blackboard 3-2-1	
Daily Activities	50
Developmental Timelines	50
Ten Day Log	100
Skills Analysis	25 (Everyone Can)
Pre Test	25 Data
Activity Reflection (Narrative)	25 Write Up
Presentation	
PowerPoint	25
Oral	25
Activity	50
Developmentally Appropriate Activities	

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Activity Cards	150
Teaching Experiences	150
Culminating Final Exam	200

Students will select one locomotor, one manipulative, and one body management skill. Using the skills break down in *Everyone Can* or *OPEN Curriculum*, students will observe, document, and report a student performing each skill at different levels of development. Using the Pangrazi online curriculum resource, students will select an activity to teach students at each of the targeted developmental levels. After teaching the activity to the specified group, students will take the activity, modify it, and teach it to a different developmental group. Students will reflect on what differences occur between developmental levels in terms of performance and physical maturation and what accommodations or modifications are necessary to account for these differences.

Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 or below	F

Appropriate dress for activity will be wind pants, sweat pants, walking shorts, or at least mid-thigh shorts with T-shirts or sweat shirts (no tank tops), and gym shoes with socks.

Assignments are due on scheduled date. Late assignments will not be accepted. Students missing an exam for a sanctioned school activity should schedule a makeup time to take the test before the next class time.

Policy on Absences:

The policy on cheating and plagiarism, as defined in the Student Handbook, will be adhered to in this class. Well, this is not going to work well this semester is it? Stay safe. Be well. Come to class in whatever form is right for you.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. A complete copy of this policy is available at the Office of the Vice President of Academic Affairs at http://www.atu.edu/acad_services.htm.

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.

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).

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Be Aware:

Students are required to follow instructor rules, comply with instructions given, and utilize correctly all safety equipment or procedures provided or indicated.

College of Education 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.

College of Education 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.

Privacy & Accessibility Policies

A comprehensive list of all Privacy and Accessibility policies for software and services on Arkansas Tech's Blackboard server can be found at: 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/>

COVID-19 Considerations

For more information about ATU COVID-19 policies, please refer to the following ATU guidance documents.

ATU Pandemic Frameworks (<https://www.atu.edu/docs/Pandemic%20Framework-2020.pdf>)

ATU COVID-19 Student Daily Testing (<https://www.atu.edu/pandemicrecovery/student-health-screening.php>)

The excerpt below is from the 2019-2020 Student Handbook:

Classroom Behavior

Each member of the Arkansas Tech University community is obliged to conduct her/himself in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct (see Article III, Section C of the Arkansas Tech University Student Handbook).

If a classroom incident constitutes an emergency (e.g., any immediate threat to life and/or property) and requires an immediate response from police, fire or emergency medical services, please call 911.

“Students are required to follow instructor rules, comply with instructions given, and utilize correctly all safety equipment or procedures provided or indicated.”

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Course Outline:

Week One Background

Understanding motor development
Models of human development

Week Two

Motor development: Theoretical models
Selected factors related to motor development

Week Three Infancy

Prenatal factors affecting development
Prenatal and infant growth

Week Four

Infant reflexes and rhythmical stereotypies
Rudimentary movement abilities

Week Five

Infant perception
Bayley Scales of Infant Development
Peabody Developmental Motor Scales

Week Six Childhood

Childhood growth and development
Development of fundamental movement: Manipulation skills

Week Six

Development of fundamental movement: Locomotor skills
Physical development of children

Week Seven

Perceptual motor development and motor skill interventions
Bruininks – Oseretsky Test of Motor Proficiency

Week Eight Adolescence

Adolescent growth, puberty, and reproductive maturity
Specialized Movement skills

Week Nine

Fitness changes during adolescence
Louisiana Competency Test for Adapted Physical Education

Week Ten Adulthood

Motor performance in adults
Bruininks Motor Ability Test

Week Eleven

Teaching activities for children in K-2

Week Twelve

Teaching activities for children in 3-5

Week Thirteen

Teaching activities for children in 6-8

Week Fourteen

Teaching activities for children in 9-12

Week Fifteen

Teaching activities for children with developmental delays

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

National Standards For Initial Physical Education Teacher Education (2017)

SHAPE America – Society of Health and Physical Educators

Standard 1. Content and Foundational Knowledge

Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Components

Candidates will:

- 1.a** Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b** Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c** Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d** Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e** Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f** Describe the historical, philosophical and social perspectives of physical education issues and legislation.

¹ Throughout this document, the term *candidate* refers to an individual in a preparation program, and the term *student* refers to a preK-12 pupil or learner.

Standard 2. Skillfulness and Health-Related Fitness²

Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

Components

Candidates will:

- 2.a** Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2.b** Achieve and maintain a health-enhancing level of fitness throughout the program.

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Components

Candidates will:

- 3.a** Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

² To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs).

³ *Skillful performance:* A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

Standard 3. Planning and Implementation *(Cont.)*

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Components

Candidates will:

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components

Candidates will:

- 5.a** Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- 5.b** Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c** Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components

Candidates will:

- 6.a** Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b** Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c** Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Health and Physical Education	06/22/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>J. Weaver</i>	7/14/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>J. Bean</i> 9/9/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3583
Official Catalog Title:	
Methods and Materials in Physical Education and Recreation for Kindergarten and Elementary Grades	

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)

Methods and Materials in Physical Education for Kindergarten and Elementary Grades

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

MET/MAT PE K & EL

New Course Description:

New Cross List:

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

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

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

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

Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Health and Physical Education	06/22/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>Melanie</i>	7/14/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Ree L Bean 9/9/21</i>
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	4203
Official Catalog Title:	
Methods of Teaching Adapted Physical Education in the Schools	

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)

Methods of Teaching Adaptive Physical Education

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

MTS OF TEACHING ADAPTIVE PE

New Course Description:

New Cross List:

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

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

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

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

Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Health and Physical Education	06/29/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>Yueauer</i>	7/14/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Ree L Bean</i> 9/9/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Health and Physical Education Teacher Licensure

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

- 1) Delete PE 3103 Methods of Teaching Movement Patterns and Activities for Children
- 2) Add PE 3543 Motor Development and Lifespan Applications in Pedagogy

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing, other programs or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
No change.
- 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?
Greater focus on Motor Development and its role in developing and implementing learning experiences to promote motor skills in children and youth.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Skill test results from PE 2101, PE 2111, and PE 3051 indicate levels of motor skill development in university students are not at mature levels of performance.
- 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.
Adding this course increases the alignment of the HPE TL program with current national accreditation standards. A review of similar programs in state universities revealed the presence of a similar course in each program.
- 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 previous accreditation report.

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

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

Curriculum Matrix for Catalog Curriculum in <u>HPE Teacher Licensure</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>PE 3543 Motor Development and Lifespan Applications in Pedagogy</p> <p>Delete:</p> <p>PE 3103 Methods of Teaching Movement Patterns and Activities for Children</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer & Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/17/21
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 Science in Computer Science
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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete 36 hours, the following courses:
 - COMS 1403 Orientation to Computing, Information, and Technology
 - COMS 1411 Computer and Information Science Lab
 - COMS 2003 Microcomputer Applications
 - COMS 2104 Foundations of Computer Programming I
 - COMS 2701 Computer Architecture and Networks Lab
 - COMS 2903 Discrete Structures
 - COMS 3913 Advanced Discrete Structures
 - COMS 4033 Systems Analysis and Design I
 - COMS 4043 Systems Analysis and Design II
 - COMS 4403 Compiler Design
 - COMS 4701 Data Communications and Networking Lab
 - COMS 4703 Data Communications and Networks
 - Management Elective – 3 hrs
 - Elective (Math or Science) – 2 hrs

2. Add 36 hours, the following courses:
 - MATH 2703 Discrete Math
 - CSEC 1113 Introduction to Networking
 - CSEC 2213 Network Forensics and Incident Response
 - COMS 1013 Programming I
 - COMS 1011 Programming I lab
 - COMS 1333 Web and Mobile Technologies
 - COMS 4063 IT Project Administration
 - COMS 4413 Parallel and Distributed Computing
 - COMS 4913 Capstone
 - Elective – 3 hrs, with footnote 2: Students who do not qualify to go directly into MATH 2914 may take MATH 1914 here to prepare
 - Approved 3-4xxx elective – 8 hours

3. Delete 8 hrs of: Science Sequence I and Science Sequence II (and associated footnote)
4. Add 8 hrs of: Science with lab; allow any science with lab to fulfill the science requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements
5. Allow TECH 1013 as a substitution for TECH 1001; add footnote 2: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour
6. Allow COMM 2003 as a substitution for COMM 2173; add footnote 3: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking

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

No anticipated impact

Answer the following Assessment questions:

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

The proposed changes align with the mission of Arkansas Tech University by providing additional opportunities for progressive intellectual development and keeping up with changes in technology. The Bachelor of Science in Computer Science provides students with comprehensive, specialized instruction in the application of mathematics and computer science principles. Students will be highly sought after by employers across a wide variety of settings and career paths, as well as graduate-level education.

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

n/a

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

This program has not had any major changes in over a decade. New technologies have emerged that warrant a change in curriculum so that graduates can compete in a competitive job market.

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

The deletion of outdated technology courses and the addition of current technology courses will have a positive impact on student learning, as well as allow the students to compete in a competitive job market. The changes do not alter the program learning outcomes for the program, which align with the ABET 2020-21 criteria for computing programs.

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

n/a

- 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.

Given that the field of Computer Science has been established in Arkansas for over 50 years, it is no surprise that many of the major 4-year universities offer a degree in CS:

ASU Jonesboro – both BA and BS

Henderson State – BS

SAU Magnolia – BS

UofA Fayetteville – BA and BSCS

UofA Ft. Smith – BS

UofA Little Rock – BS

UofA Pine Bluff – BS

UCA – BS

The changes proposed in the CS program at ATU will more closely align with other institutions in the state, as well as the field of Computer Science.

- 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 Appendix A.

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

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Computer Science	
<p>Freshman Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • CSEC 1113 Introduction to Networking • COMS 1333 Web and Mobile Technologies • MATH 2914 Calculus I • Change TECH 1001 Orientation to the University - add footnote 2: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour" <p>Delete:</p> <ul style="list-style-type: none"> • Fine Arts & Humanities • U.S. History/Government • COMS 1403 Orientation to Computing, Information, and Technology • COMS 1411 Computer and Information Science Lab <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 1013 Programming I • COMS 1011 Programming I lab • COMS 2703 Computer Hardware and Architecture • Elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • MATH 2914 Calculus I • COMS 2003 Microcomputer Applications • COMS 2104 Foundations of Computer Programming I <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Change course name of COMS 2203 "Foundations of Computer Programming II" to "Programming II" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 2903 Discrete Structures for Technical Majors <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMM 2173 Business and Professional Speaking, with footnote 3: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking <p>Delete:</p> <ul style="list-style-type: none"> • Science Sequence I (and associated footnote) • COMS 3913 Advanced Discrete Structures <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 3703 Advanced Operating Systems • Approved 3-4xxx elective – 3 hrs • COMS 3053 Ethical Issues in Technology • Change course name of COMS 3213 "Advanced Data Structures and Algorithm Design" to "Algorithm Design and Analysis" <p>Delete:</p> <ul style="list-style-type: none"> • Science Sequence II (and associated footnote) • STAT 3153 Applied Statistics 	<p>Junior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • STAT 3153 Applied Statistics • Approved 3-4xxx elective – 2 hrs • Change course name and number of COMS 4163 Personal Software Engineering to COMS 3313 Software Engineering <p>Delete:</p> <ul style="list-style-type: none"> • COMM 2173 Business and Professional Speaking

<ul style="list-style-type: none"> • COMS 2701 Computer Architecture and Networks Lab • COMS 2703 Computer Networks and Architecture <p>Total Hours: 15</p>	<ul style="list-style-type: none"> • COMS 3703 Operating Systems • COMS 4701 Data Communications and Networking Lab • COMS 4703 Data Communications and Networks <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • U.S. History or Government, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • Fine Arts and Humanities, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMS 4063 IT Project Administration <p>Delete:</p> <ul style="list-style-type: none"> • Social Sciences • COMS 3053 Implications of Technology on Society • COMS 4033 Systems Analysis and Design I <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMS 4413 Parallel and Distributed Computing • COMS 4913 Capstone • Approved 3-4xxx elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 4043 Systems Analysis and Design II • COMS 4403 Compiler Design • Management Elective (and associated footnote) • Elective (Math or Science) – 2 hrs (and associated footnote) <p>Total Hours: 12</p>

Appendix A

Computer Science Assessment Outline

ABET Student Outcomes:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. Communicate effectively in a variety of professional contexts
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. Apply computer science theory and software development fundamentals to produce computing-based solutions

Computer Science Assessment Outline

Course	Outcome					
	1	2	3	4	5	6
CSEC 1113 Introduction to Computer Networks				I		
COMS 1333 Web and Mobile Technologies					I	
COMS 1013 Programming I		I	I			
COMS 2203 Programming II	I					
COMS 2213 Data Structures		R				I
CSEC 2213 Network Forensics and Incident Response				R	R	
COMS 3053 Ethical Issues in Technology				M		
COMS 3213 Algorithm Design and Analysis						R
COMS 3233 Database Design and Implementation	R		R			
COMS 4913 Capstone		M	M		M	
COMS 3313 Software Engineering	M					M

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

We will re-evaluate our assessment strategy by focusing on 1 – 2 objectives every year to ensure continuous improvement.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Data Collection:

Level	Outcome	Course	Performance Indicator/Course Objective	Student Work Example
I	1	COMS 2203	Develop Large Scale Programs	Assignment
R	1	COMS 3233	Design a normalized database which is free of modification anomalies	Final Project
M	1	COMS 3313	Given a problem, design and specify a set of modules based on information hiding for solving the problem	Assignment
I	2	COMS 1013	Given an algorithm and/or problem statement, write a well-structured, well-documented program or program segment using standard control structures	Exam Question
R	2	COMS 2213	Employ advanced features of programming languages such as templates, classes, inheritance, polymorphism and operator/function overloading when implementing abstract data types	Assignment
M	2	COMS 4913	Team evaluations concentrating on Analysis & Design plus Product Development	Capstone Project
I	3	COMS 1013	Use terms properly when explaining programming concepts	Assignment
R	3	COMS 3233	Describe major operational issues associated with database applications such as transaction management, security, and integrity	Assignment
M	3	COMS 4913	Write clear system and end-user documentation, as well as present information verbally to support their development, product usage, and product maintenance	Capstone Project
I	4	CSEC 1113	Identify the function of a firewall and how it keeps a computer secure and safe	Assignment
R	4	CSEC 2213	Help to Write procedures for assessing and controlling risk, including continuity plans.	Assignment
M	4	COMS 3053	Explain professional ethics and responsibilities related to computing technology	Assignment: Review ACM Code of Ethics and Professional Conduct
I	5	COMS 1333	Design and publish a web page with text, images, and hyperlinks using standards-based coding	Group Assignment
R	5	CSEC 2213	Develop plan for forensic examination of a computer system	Final Project

M	5	COMS 4913	Team evaluations concentrating on Teamwork questions	Capstone Project
I	6	COMS 2213	Employ advanced features of programming languages such as templates, classes, inheritance, polymorphism and operator/function overloading when implementing abstract data types	Assignments
R	6	COMS 3213	Determine run-time vs. space tradeoffs for various strategies for solving a problem	Final Project
M	6	COMS 3313	Apply formal/systematic techniques relevant to modeling software	Assignment



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer & Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	8/18/21
Graduate Dean (Graduate Proposals Only) n/a		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Lee & Bean</i> 9/9/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Science in Computer Science Education (for Teacher Licensure)

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

1. Delete 25 hours, the following courses:
COMS 1403 Orientation to Computing, Information, and Technology
COMS 1411 Computer and Information Science Lab
COMS 2104 Foundations of Computer Programming I
COMS 2701 Computer Architecture and Networks Lab
COMS 2903 Discrete Structures
COMS 3903 Systems Software and Architecture
COMS 4033 Systems Analysis and Design I
COMS 4701 Data Communications and Networking Lab
COMS 4703 Data Communications and Networks
CSEC 2113 Introduction to Information Systems
2. Add 25 hours, the following courses:
ENGL 2053 Technical Writing
MATH 2703 Discrete Math
CSEC 1113 Introduction to Networking
CSEC 2213 Network Forensics and Incident Response
COMS 1013 Programming I
COMS 1011 Programming I lab
COMS 2713 Survey of Operating Systems
COMS 4063 IT Project Management
Elective – 3 hrs
3. Allow TECH 1013 as a substitution for TECH 1001; add footnote 2: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Elective would reduce from 3 hours to 1 hour
4. Allow COMS 3703 as a substitution for COMS 2713; add footnote 3: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems

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

No anticipated impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Future computer science teachers will be more successful in the classroom with the updated changes in technology courses.
- 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? **The Computer and Information Science Department is making several course changes – modifying course names/numbers, updating courses, adding some courses and deleting others. Since all of the degrees share common courses, it is necessary to update this curriculum along with all of the other degrees in the department.**
 1. How will the program change impact learning for students enrolled in this program?

These changes will enhance the learning of students enrolled in this program because the curriculum changes reflect changes in technology.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
n/a – changes to the assessment plan can be seen at the end of this document

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

According to ADHE's list of degrees in the state (updated Jan 2021), these are the only degrees that relate to Computer Science Education:

Institution	CIP code	Degree	Approval Date
ASU (Jonesboro)	13.1321	GC in Computer Science Education (15 hrs) MSE in Computer Science Education (30 hrs)	1/26/2018
UAPB	13.1321	MEd in Computer Science	1/29/21
HSU	13.1303	BSE in Computer Science & Business Technology Educ (134 hrs)	10/28/2016
UCA	13.0501	GC in Computer Science Teaching and Learning (15 hrs)	7/26/2019

The only other Bachelor's degree is at HSU, and it combines CS and Business licensure. ATU's degree is therefore the only Bachelor's degree in the state that focuses solely on preparing undergraduate future Computer Science teachers.

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

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

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Computer Science Education (for Teacher Licensure)	
<p>Freshman Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • CSEC 1113 Introduction to Networking • COMS 1333 Web and Mobile Technologies • Change TECH 1001 Orientation to the University - add footnote 2: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour" <p>Delete:</p> <ul style="list-style-type: none"> • Science with Lab • COMS 1403 Orientation to Computing, Information, and Technology • COMS 1411 Computer and Information Science Lab <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 1013 Programming I • COMS 1011 Programming I lab • COMS 2703 Computer Hardware and Architecture • COMS 2713 Survey of Operating Systems, with footnote 3: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems <p>Delete:</p> <ul style="list-style-type: none"> • Social Science • COMS 1333 Web Publishing I • COMS 2104 Foundations of Computer Programming I <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Change course name of COMS 2203 "Foundations of Computer Programming II" to "Programming II" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 2701 Computer Architecture and Networks Lab • COMS 2703 Computer Networks and Architecture • COMS 2903 Discrete Structures • CSES (typo in catalog – should have been CSEC) 2113 Introduction to Information Systems <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • ENGL 2053 Technical Writing • Change/correct: COMM 2173 Business and Professional Speaking or COMM 2003 Professional Public Speaking (typo? – "Professional" is printed in catalog, but course is "Public") <p>Delete:</p> <ul style="list-style-type: none"> • Science with Lab <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 3413 App Development • Change course name COMS 3053 "Implications of Technology in Society" to "Ethical Issues in Technology" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3903 Systems Software and Architecture 	<p>Junior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • Elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3413 App Development

<p>Total Hours: 15</p>	<ul style="list-style-type: none"> • COMS 4701 Data Communications and Networking Lab • COMS 4703 Data Communications and Networks <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 4063 IT Project Administration <p>Delete:</p> <ul style="list-style-type: none"> • COMS 4033 Systems Analysis and Design I <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

Appendix A

BS Computer Science Education Assessment Plan

Program Objectives/S standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Standard 1 (InTASC 4-5): Content Knowledge	The prospective teacher displays competency in computational thinking; collaboration; computing practice and programming; and computers and communication devices.	CSEC 1113 Introduction to Networking COMS 1333 Web and Mobile Technologies COMS 1013 Programming I COMS 1011 Programming I lab COMS 2203 Programming II COMS 2213 Data Structures CSEC 2213 Network Forensics and Incident Response COMS 2703 Computer Hardware and Architecture COMS 2713 Survey of Operating Systems COMS 3053 Ethical Issues in Technology COMS 3233 Database Design and Implementation COMS 3243 Data Mining COMS 3413 App Development COMS 4063 IT Project Management COMS 4813 Teaching Methods in Computer Science Education	Computer Science Praxis exam results Student checklist of competencies Student survey Supervising teacher survey	80% pass rate 90% of competencies met 90% "prepared" or higher status 90% "prepared" or higher status
Standard 2 (InTASC 1-2): Learner Development and Diversity	The prospective teacher uses understanding of individual differences and diverse cultures and communities, along with an understanding of how learners grow and develop, to ensure inclusive learning environments that enable each learner to meet high standards.	SEED 4054 Educating Developing, Diverse and Exceptional Learners	RAP (Research Awareness Project)	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 3 (InTASC 3): Learning Environment	The prospective teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active	SEED 4556 Classroom Application of Educational Psychology	Second Teach	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"

	engagement in learning, and self-motivation.			
Standard 4 (InTASC 6-8): Instructional Practice	The prospective teacher understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.	SEED 4556 Classroom Application of Educational Psychology	Unit Plan	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 5 (InTASC 9 and 10): Professional Responsibility	The prospective teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	SEED 4809 Internship	Task 5 Reflection on Student Learning	Overall median ratings of "Acceptable" or "Exceptional" on the task.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer & Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/17/21
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 Science in Cybersecurity

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 the following courses:
CSEC 3113 Assembly Programming
COMS 3213 Advanced Data Structures and Algorithm Design
2. Add the following courses:
COMS 2223 Computer Organization and Programming
CSEC 4153 Human Factors in Cybersecurity
3. Change course name/number of COMS 2104 Foundations of Computer Programming I to COMS 1013 Programming I and COMS 1011 Programming I lab
4. Drop MATH 2914 Calculus I and replace with MATH 2243 Calculus for Business and Economics
5. Drop COMS 2903 Discrete Structures for Technical Majors and replace with MATH 2703 Discrete Math
6. Drop STAT 3153 Applied Statistics and replace with STAT 2163 Introduction to Statistical Methods
7. Allow TECH 1013 as a substitution for TECH 1001; add footnote 2: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour
8. Allow MATH 2914 as a substitution for MATH 2243; add footnote 3: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics
9. Allow COMM 2003 as a substitution for COMM 2173; add footnote 4: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking

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

There should be no changes needed in regards to staffing or lab space; the net impact of the changes on the Department is neutral. These changes have also been considered in the program revisions for Computer Science and Information Technology where appropriate.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
The changes collectively allow the program to better align with the Mission objectives of furthering intellectual development and empowerment via including topics that previously did not fit into the degree plan, while also furthering student success by implementing an additional introductory course to ease new students into the discipline.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - **The addition of CSEC 4153 is directly responsive to ABET Curriculum requirement 2.f, "Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation."**
 - **Other changes in course objectives and scoping are designed to better align with the knowledge units required by the National Centers of Academic Excellence in Cybersecurity standards found here:**
[https://www.iad.gov/NIETP/documents/Requirements/CAE-CD 2020 Knowledge Units.pdf](https://www.iad.gov/NIETP/documents/Requirements/CAE-CD%2020%20Knowledge%20Units.pdf)
- 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 changes should ease the transition of new students into the discipline via a dedicated introduction, which will ease the current difficulty of students

entering more advanced courses without encountering terminology or concepts needed to contextualize information.

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

n/a

- 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.

Program structure as revised is very similar to the programs at UCA and UALR, which are full Cybersecurity degrees. The structure is significantly different from SAU, in which Cybersecurity is a concentration option to their Computer Science degree, and only includes 9 hours of Cyber-specific courses. Both UCA and UALR offer an introductory course for Cybersecurity (titled Intro to Cybersecurity) and a course on human factors, policy, and government which is titled Cyber Governance and Policy and Human Behavior and Privacy. Other program changes also closely track with the UCA and UALR programs such as requiring applied calculus, discrete math, and network forensics.

- 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.

See Appendix A

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

n/a

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Cybersecurity	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • Change TECH 1001 Orientation to the University - add footnote 2: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour" • MATH 2243 Calculus for Business and Economics, with footnote 3: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics <p>Delete:</p> <p>U.S. History/Government</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • COMS 1013 Programming I • COMS 1011 Programming I lab • CSEC 2113 Introduction to Information Systems • U.S. History/Government, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" <p>Delete:</p> <ul style="list-style-type: none"> • Social Science • MATH 2914 Calculus I • COMS 2104 Found of Computer Programming I <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 2733 Intro to Computer Forensics and Security • COMS 2903 Discrete Structures for Technical Majors • CSEC 2113 Introduction to Information Systems <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • COMS 2223 Computer Organization and Programming • Change COMM 2173 Business and Professional Speaking – add footnote 4: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking <p>Delete:</p> <ul style="list-style-type: none"> • CSEC 2213 Forensics and Incident Response <p>Total Hours: 16</p>

<p>Junior Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • STAT 2163 Introduction to Statistical Methods • COMS 3703 Advanced Operating Systems • CSEC 4133 Large Scale Distributed Systems <p>Delete:</p> <ul style="list-style-type: none"> • STAT 3153 Applied Statistics • COMS 3213 Advanced Data Structures and Algorithm Design • CSEC 3113 Assembly Programming <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • Elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3703 Operating Systems <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • CSEC 4233 Legal Issues in Cybersecurity • CSEC 4153 Human Factors in Cybersecurity <p>Delete:</p> <ul style="list-style-type: none"> • CSEC 4133 Large Scale Distributed Systems <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • 3-4xxx Electives – 4 hrs <p>Delete:</p> <ul style="list-style-type: none"> • CSEC 4233 Legal Issues in Cybersecurity • CSEC 4240 Software Security Analysis and Reverse Engineering Lab • Electives (3000-4000 Level) – 3 hrs <p>Total Hours: 13</p>

Appendix A

Cybersecurity Assessment Outline

ABET Student Outcomes:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. Communicate effectively in a variety of professional contexts
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. Apply security principles and practices to maintain operations in the presence of risks and threats

Cybersecurity Assessment Outline

Course	Outcome					
	1	2	3	4	5	6
COMS 1013 Programming I		I	I			
CSEC 1113 Intro to Networking				I		
CSEC 2113 Introduction to Information Systems				R	I	
COMS 2203 Programming II	I					
COMS 2213 Data Structures		R				
CSEC 2213 Network Forensics and Incident Response						I
CSEC 3123 Cyber Defense I	R		R			R
CSEC 3233 Cyber Defense II					R	
CSEC 4143 Building Secure Software	M	M				M
CSEC 4233 Legal Issues in Cybersecurity				M		
CSEC 4293 Capstone			M		M	

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

We will re-evaluate our assessment strategy by focusing on 1 – 2 objectives every year to ensure continuous improvement.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Data Collection:

Level	Outcome	Course	Performance Indicator/Course Objective	Student Work Example
I	1	COMS 2203	Develop Large Scale Programs	Assignment
R	1	CSEC 3123	Identify vulnerabilities and determine appropriate measures to reduce or eliminate vulnerabilities	Assignment
M	1	CSEC 4143	Understand secure programming principles and practices	Assignment
I	2	COMS 1013	Given an algorithm and/or problem statement, write a well-structured, well-documented program or program segment using standard control structures	Exam Question
R	2	COMS 2213	Employ advanced features of programming languages such as templates, classes, inheritance, polymorphism and operator/function overloading when implementing abstract data types	Assignment
M	2	CSEC 4143	Demonstrate common tools utilized in reverse engineering, including but not limited to: disassemblers, debuggers, virtualization-based sandbox environments, process and file activity monitors, and network activity monitors	Capstone Project
I	3	COMS 1013	Use terms properly when explaining programming concepts	Assignment
R	3	CSEC 3123	Describe methods used to defend computer systems and networks	Assignment
M	3	CSEC 4293	Write clear security disaster recovery plan for a computing system	Capstone Project
I	4	CSEC 1113	Identify the function of a firewall and how it keeps a computer secure and safe	Assignment
R	4	CSEC 2113	Identify ethical issues related to privacy and security	Assignment
M	4	CSEC 4233	Provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data	Assignment
I	5	CSEC 2113	Identify mechanisms for securing data in a networked environment	Group Assignment

R	5	CSEC 3233	Apply security design principles to reduce or eliminate vulnerabilities	Group Assignment
M	5	COMS 4293	Design and implement a secure computing system	Capstone Project
I	6	CSEC 2213	Understand the basics of network forensics and incident response	Assignments
R	6	CSEC 3123	Identify vulnerabilities and determine appropriate measures to reduce or eliminate vulnerabilities diagrams	Assignment
M	6	CSEC 4143	Demonstrate knowledge in the methods that lead to the development of robust, secure software	Assignment



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer & Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	9/13/21
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 Science in Information Technology

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)

Addition of 2 tracks:

Track 1: Programming, Database, and Web

Track 2: Network and Security

Changes for Track 1: Programming, Database, and Web

1. Delete 45 hours, the following courses:
 - BUAD 2053 Business Statistics
 - COMS 1403 Orientation to Computing, Information, and Technology
 - COMS 1411 Computer and Information Science Lab
 - COMS 2104 Foundations of Computer Programming I
 - COMS 2333 Web Publishing II
 - COMS 2701 Computer Architecture and Networks Lab
 - COMS 2733 Intro to Computer Forensics and Security
 - COMS 2903 Discrete Structures
 - COMS 3903 Systems Software and Architecture
 - COMS 4043 Systems Analysis and Design II
 - COMS 4313 Server Administration
 - COMS 4701 Data Communications and Networking Lab
 - COMS 4703 Data Communications and Networks
 - COMS 4710 Heterogeneous Networks Lab
 - COMS 4713 Heterogeneous Networks
 - COMS Elective 2xxx or above – 2 hrs
 - COMS (3000-4000) Elective – 3 hrs
 - Elective (3000-4000) – 3 hrs

2. Add 45 hours, the following courses:
 - MATH 1113 College Algebra
 - MATH 2703 Discrete Math
 - STAT 2163 Introduction to Statistical Methods
 - CSEC 1113 Introduction to Networking
 - CSEC 2213 Network Forensics and Incident Response
 - COMS 1013 Programming I
 - COMS 1011 Programming I lab
 - COMS 3413 App Development
 - COMS 3163 Web Programming
 - COMS 3243 Data Mining
 - COMS 4913 Capstone
 - Elective – 3 hrs
 - Approved 3-4xxx elective – 11 hours

3. Delete ECON 2003 Principles of Economics I (this was being used to fulfill a Social Science requirement)

4. Allow any Social Science to fulfill the Social Science requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements

5. Allow MATH 1113 to be waived if a student goes directly into MATH 2243 or MATH 2914; add footnote 2: Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place

6. Allow TECH 1013 as a substitution for TECH 1001; add footnote 3: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour

7. Allow MATH 2914 as a substitution for MATH 2243; add footnote 3: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics

8. Allow COMS 3703 as a substitution for COMS 2713; add footnote 5: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems
9. Allow COMM 2003 as a substitution for COMM 2173; add footnote 6: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking

Changes for Track 2: Network and Security

1. Delete 45 hours, the following courses:
 - BUAD 2053 Business Statistics
 - COMS 1403 Orientation to Computing, Information, and Technology
 - COMS 1411 Computer and Information Science Lab
 - COMS 2104 Foundations of Computer Programming I
 - COMS 2333 Web Publishing II
 - COMS 2701 Computer Architecture and Networks Lab
 - COMS 2733 Intro to Computer Forensics and Security
 - COMS 2903 Discrete Structures
 - COMS 3903 Systems Software and Architecture
 - COMS 4033 Systems Analysis and Design I
 - COMS 4043 Systems Analysis and Design II
 - COMS 4213 Database Administration
 - COMS 4701 Data Communications and Networking Lab
 - COMS 4703 Data Communications and Networks
 - COMS 4710 Heterogeneous Networks Lab
 - COMS Elective 2xxx or above – 2 hrs
 - COMS (3000-4000) Elective – 3 hrs
 - Elective (3000-4000) – 3 hrs
2. Add 45 hours, the following courses:
 - MATH 1113 College Algebra
 - MATH 2703 Discrete Math
 - CSEC 1113 Introduction to Networking
 - CSEC 2213 Network Forensics and Incident Response
 - CSEC 2223 Virtualization
 - CSEC 3123 Cyber Defense I
 - CSEC 3233 Cyber Defense II
 - COMS 1013 Programming I
 - COMS 1011 Programming I lab
 - COMS 3373 Data Center Operations
 - COMS 4913 Capstone
 - Elective – 3 hrs
 - Approved 3-4xxx elective – 11 hours
3. Delete ECON 2003 Principles of Economics I (this was being used to fulfill a Social Science requirement)
4. Allow any Social Science to fulfill the Social Science requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements
5. Change the course number of COMS 4313 Server Administration to COMS 3363 Server Administration
6. Change the course name of COMS 4713 Heterogeneous Networks to Networking Practicum
7. Allow MATH 1113 to be waived if a student goes directly into MATH 2243 or MATH 2914; add footnote 2: Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place

8. Allow TECH 1013 as a substitution for TECH 1001; add footnote 3: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour
9. Allow MATH 2914 as a substitution for MATH 2243; add footnote 3: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics
10. Allow COMS 3703 as a substitution for COMS 2713; add footnote 5: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems
11. Allow COMM 2003 as a substitution for COMM 2173; add footnote 6: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking

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

No anticipated impact

Answer the following Assessment questions:

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

The proposed concentrations in the Bachelor of Science in Information Technology align with the mission of Arkansas Tech University by providing additional opportunities for progressive intellectual development. The Bachelor of Science in Information Technology provides students with comprehensive, specialized instruction in the application of information technology and students will be highly sought after by employers across a wide variety of settings and career paths. Students enrolled in the BS-IT will learn about programming, networks, security, databases, and web development/technologies. Upon completion of this program, students will be equipped to seek out numerous career opportunities in the field of information technology based on individual skill set, interests, and initiative, as well as graduate-level education.

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

n/a

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

This program has not had any major changes in over a decade. New technologies have emerged that warrant a change in curriculum so that graduates can compete in a competitive job market.

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

The addition of the two areas of concentration does not alter the program learning outcomes for the program, which align with the ABET 2020-21 criteria for computing programs. The specialization provided by the two concentration areas will provide additional educational opportunities for students who need an appropriate four-year degree to advance in their respective career fields.

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

n/a

- 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.

No other institution in the state was found to have a Bachelor of Science degree in Information Technology with the CIP code 11.0103. U of A eVersity has a Bachelor of

Applied Science in Information Technology (CIP code 11.0101, approved on 10/26/2018). Therefore, this type of program is needed in the state.

- 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 Appendix A.

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

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Information Technology Track 1: Programming, Database, and Web	
<p>Freshman Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • MATH 1113 College Algebra, with footnote 2: Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • CSEC 1113 Introduction to Networking • COMS 1333 Web and Mobile Technologies • Change TECH 1001 Orientation to the University - add footnote 3: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Elective would reduce from 3 hours to 1 hour" <p>Delete:</p> <ul style="list-style-type: none"> • Science with Lab • MATH 2243 Calculus for Business and Economics • COMS 1403 Orientation to Computing, Information, and Technology • COMS 1411 Computer and Information Science Lab <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • MATH 2243 Calculus for Business and Economics, with footnote 4: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics • COMS 1013 Programming I • COMS 1011 Programming I lab • COMS 2703 Computer Hardware and Architecture • COMS 2713 Survey of Operating Systems, with footnote 5: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems <p>Delete:</p> <ul style="list-style-type: none"> • U.S. History or Government • ECON 2003 Principles of Economics I • COMS 1333 Web Publishing I • COMS 2104 Foundations of Computer Programming I <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMM 2173 Business and Professional Speaking, with footnote 6: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Change course name of COMS 2203 "Foundations of Computer Programming II" to "Programming II" <p>Delete:</p> <ul style="list-style-type: none"> • ENGL 2053 Technical Writing • COMS 2333 Web Publishing II • COMS 2701 Computer Architecture and Networks Lab • COMS 2703 Computer Networks and Architecture • COMS 2903 Discrete Structures <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • ENGL 2053 Technical Writing • STAT 2163 Introduction to Statistical Methods • COMS 2163 Scripting Languages • Elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • BUAD 2053 Business Statistics • COMS 2713 Survey of Operating Systems • COMS 2733 Intro to Computer Forensics and Security • COMS elective – 2 hrs (and delete associated footnote) <p>Total Hours: 15</p>

<p>Junior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMS 3053 Ethical Issues in Technology • COMS 3413 App Development • Approved 3-4xxx elective – 2 hrs <p>Delete:</p> <ul style="list-style-type: none"> • Fine Arts and Humanities • COMM 2173 Business and Professional Speaking • COMS 3903 Systems Software and Architecture • COMS 4313 Server Administration <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Fine Arts and Humanities, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMS 3163 Web Programming • COMS 3243 Data Mining • Approved 3-4xxx elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • Science with lab • COMS 2163 Scripting Languages • COMS 4701 Data Communications and Networking Lab • COMS 4703 Data Communications and Networks <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • U.S. History or Government, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • COMS 4063 IT Project Administration • Approved 3-4xxx elective – 3 hrs • Change course name of COMS 4033 "Systems Analysis and Design I" to ""Systems Analysis and Design" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 4213 Database Administration • COMS 4710 Heterogeneous Networks Lab • COMS 4713 Heterogeneous Networks • COMS (3000-4000) Elective – 3 hrs <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 4213 Database Administration • COMS 4913 Capstone • Change Elective (3000-4000 level) to "Approved 3-4xxx elective" – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3053 Implications of Technology on Society • COMS 4043 Systems Analysis and Design II • COMS 4063 IT Project Administration <p>Total Hours: 12</p>

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Information Technology Track 2: Network and Security	
<p>Freshman Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • MATH 1113 College Algebra, with footnote 2: Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • CSEC 1113 Introduction to Networking • COMS 1333 Web and Mobile Technologies • Change TECH 1001 Orientation to the University - add footnote 3: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Elective would reduce from 3 hours to 1 hour" <p>Delete:</p> <ul style="list-style-type: none"> • Science with Lab • MATH 2243 Calculus for Business and Economics • COMS 1403 Orientation to Computing, Information, and Technology • COMS 1411 Computer and Information Science Lab <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • MATH 2243 Calculus for Business and Economics, with footnote 4: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics • COMS 1013 Programming I • COMS 1011 Programming I lab • COMS 2703 Computer Hardware and Architecture • COMS 2713 Survey of Operating Systems, with footnote 5: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems <p>Delete:</p> <ul style="list-style-type: none"> • U.S. History or Government • ECON 2003 Principles of Economics I • COMS 1333 Web Publishing I • COMS 2104 Foundations of Computer Programming I <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote: See appropriate alternatives or substitutions in "General Education Requirements" • COMM 2173 Business and Professional Speaking, with footnote 6: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Change course name of COMS 2203 "Foundations of Computer Programming II" to "Programming II" <p>Delete:</p> <ul style="list-style-type: none"> • ENGL 2053 Technical Writing • COMS 2333 Web Publishing II • COMS 2701 Computer Architecture and Networks Lab • COMS 2703 Computer Networks and Architecture • COMS 2903 Discrete Structures <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • ENGL 2053 Technical Writing • COMS 2163 Scripting Languages • CSEC 2223 Virtualization • Elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • BUAD 2053 Business Statistics • COMS 2713 Survey of Operating Systems • COMS 2733 Intro to Computer Forensics and Security • COMS elective – 2 hrs (and delete associated footnote) <p>Total Hours: 15</p>

<p>Junior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 3053 Ethical Issues in Technology • CSEC 3123 Cyber Defense I • Approved 3-4xxx elective – 3 hrs • Change course number of COMS 4313 Server Administration to COMS 3363 Server Administration <p>Delete:</p> <ul style="list-style-type: none"> • Fine Arts and Humanities • COMM 2173 Business and Professional Speaking • COMS 3903 Systems Software and Architecture <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 3373 Data Center Operations • CSEC 3233 Cyber Defense II • Approved 3-4xxx elective – 2 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 2163 Scripting Languages • COMS 4701 Data Communications and Networking Lab • COMS 4703 Data Communications and Networks <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Fine Arts and Humanities, with footnote: See appropriate alternatives or substitutions in "General Education Requirements" • U.S. History or Government, with footnote: See appropriate alternatives or substitutions in "General Education Requirements" • COMS 4063 IT Project Administration • Approved 3-4xxx elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 4033 Systems Analysis and Design I • COMS 4213 Database Administration • COMS 4710 Heterogeneous Networks Lab • COMS 4713 Heterogeneous Networks • COMS (3000-4000) Elective – 3 hrs <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 4713 Networking Practicum • COMS 4913 Capstone • Change Elective (3000-4000 level) to "Approved 3-4xxx elective" – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3053 Implications of Technology on Society • COMS 4043 Systems Analysis and Design II • COMS 4063 IT Project Administration <p>Total Hours: 12</p>

Appendix A

Information Technology Assessment Plan

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Identify and analyze user needs and take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.

Information Technology Assessment Outline

Course	Outcome					
	1	2	3	4	5	6
CSEC 1113 Introduction to Computer Networks				I		
COMS 1333 Web and Mobile Technologies					I	
COMS 1013 Programming I		I	I			
COMS 2203 Programming II	I					
COMS 2703 Computer Hardware and Architecture						I
COMS 2213 Data Structures		R				
CSEC 2213 Network Forensics and Incident Response				R	R	
COMS 3053 Ethical Issues in Technology				M		
COMS 3233 Database Design and Implementation	R		R			R
COMS 4063 IT Project Administration					M	M
COMS 4913 Capstone	M	M	M			

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

We will re-evaluate our assessment strategy by focusing on 1 – 2 objectives every year to ensure continuous improvement. We will begin in May 2021 and will continue each May so we have a complete academic year of data for analysis.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Data Collection:

Level	Outcome	Course	Performance Indicator/Course Objective	Student Work Example
I	1	COMS 2203	Develop large scale programs.	Assignment
R	1	COMS 3233	Design a normalized database which is free of modification anomalies.	Final Project
M	1	COMS 4913	Design, develop, and implement computer systems of varying complexity to satisfy client's needs.	Capstone Project
I	2	COMS 1013	Given an algorithm and/or problem statement, write a well-structured, well-documented program or program segment using standard control structures.	Exam Question
R	2	COMS 2213	Employ advanced features of programming languages such as templates, classes, inheritance, polymorphism and operator/function overloading when implementing abstract data types.	Assignment
M	2	COMS 4913	Prepare an analysis report corresponding to a system request by generating a requirement list and building data and process models.	Capstone Project
I	3	COMS 1013	Use terms properly when explaining programming concepts.	Assignment
R	3	COMS 3233	Submit a written report corresponding to the design and implementation of a normalized database.	Assignment
M	3	COMS 4913	Write clear system and end-user documentation, as well as present information verbally to support their development, product usage, and product maintenance.	Capstone Project
I	4	CSEC 1113	Identify the function of a firewall and how it keeps a computer secure and safe.	Assignment
R	4	CSEC 2213	Help to write procedures for assessing and controlling risk, including continuity plans.	Assignment

M	4	COMS 3053	Explain professional ethics and responsibilities related to computing technology.	Assignment
I	5	COMS 1333	Design and publish a web page with text, images, and hyperlinks using standards-based coding.	Group Assignment
R	5	CSEC 2213	Develop an action plan for the forensic examination and recovery of a computer system.	Group Assignment
M	5	COMS 4063	Apply key project management techniques to IT projects such as risk management, estimation, assigning resources, establishing task interdependencies, drawing and analyzing network diagrams, and performing critical path analysis.	Group Assignment
I	6	COMS 2703	Design and implement a computer system based on user needs.	Assignments
R	6	COMS 3233	Develop a data model for a database application using ER diagrams and implement it using SQL.	Final Project
M	6	COMS 4063	Apply key project management techniques to IT projects such as risk management, estimation, assigning resources, establishing task interdependencies, drawing and analyzing network diagrams, and performing critical path analysis.	Assignment

Criteria for Success:

For the above outcomes, we will use the below criteria for success:

- For lower-division courses, seventy percent of students must achieve at least a 70/100 on the project or assignment
- For upper-division courses, eighty percent of students must achieve at least an 80/100 on the project or assignment

If either of the above criteria are not met, we will revisit any/all of the outcomes, course objectives/performance indicators and the projects/assignments used for measurement where failure was indicated. We will then work to improve those measures for the next round of assessment.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer & Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	9/13/21
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:
Associate of Applied Science in Cybersecurity

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

1. Change course name/number of COMS 2104 Foundations of Computer Programming I to COMS 1013 Programming I and COMS 1011 Programming I lab
2. Drop MATH 2914 Calculus I and replace with MATH 2243 Calculus for Business and Economics
3. Drop COMS 2903 Discrete Structures for Technical Majors and replace with MATH 2703 Discrete Math
4. ~~Drop STAT 3153 Applied Statistics and replace with STAT 2163 Introduction to Statistical Methods.~~ **Change Electives from 1 hour to 2 hours**
5. Allow TECH 1013 as a substitution for TECH 1001; add footnote 2: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 2 hours to 0 hours
6. Allow MATH 2914 as a substitution for MATH 2243; add footnote 3: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics
7. Allow COMM 2003 as a substitution for COMM 2173; add footnote 4: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking

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

There should be no changes needed in regards to staffing or lab space; the net impact of the changes on the Department is neutral. These changes have also been considered in the program revisions for Computer Science and Information Technology where appropriate.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
The changes collectively allow the program to better align with the Mission objectives of furthering intellectual development and empowerment via including topics that previously did not fit into the degree plan, while also furthering student success by implementing an additional introductory course to ease new students into the discipline.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - **The minor changes made to this AAS were needed to align with the changes being made to the BS degree. See that document for more information on those changes.**
 - **Other changes in course objectives and scoping are designed to better align with the knowledge units required by the National Centers of Academic Excellence in Cybersecurity standards found here:**
https://www.iad.gov/NIETP/documents/Requirements/CAE-CD_2020_Knowledge_Units.pdf
- 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 changes should ease the transition of new students into the discipline via a dedicated introduction, which will ease the current difficulty of students entering more advanced courses without encountering terminology or concepts needed to contextualize information.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
n/a
- 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.

Program structure as revised is similar to the programs offered at ASU and NorthArk. Changes to the program should result in easy integration of students from NorthArk as outlined in discussions with them, and lead to a straightforward integration into the BS-CSEC program for students to continue.

- 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.

See Appendix A

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

n/a

Appendix A

AAS - Cybersecurity Assessment Outline

ABET Student Outcomes:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Cybersecurity Assessment Outline

Course	Outcome	
	1	2
COMS 1103 Programming I		I
CSEC 1113 Intro to Networking	I	
CSEC 2113 Introduction to Information Systems		I
COMS 2203 Programming II	I	

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

We will re-evaluate our assessment strategy by focusing on 1 – 2 objectives every year to ensure continuous improvement. We will begin in May 2022 and will continue each May so we have a complete academic year of data for analysis.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Data Collection:

Level	Outcome	Course	Performance Indicator/Course Objective	Student Work Example
I	1	CSEC 1113	Setup and maintain a virtualized environment	Project
I	2	COMS 1103	Given an algorithm and/or problem statement, write a well-structured, well-documented program or program segment using standard control structures	Assignment
I	1	COMS 2203	Develop large scale programs	Assignment
I	2	CSEC 2113	Identify the techniques used in acquiring and preserving digital media	Assignment

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

Curriculum Matrix for Catalog Curriculum in Associate of Applied Science in Cybersecurity	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • MATH 2243 Calculus for Business and Economics, with footnote 3: MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics • Change TECH 1001 Orientation to the University - add footnote 2: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 2 hours to 0 hours" <p>Delete:</p> <p>U.S. History/Government</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • COMS 1013 Programming I • COMS 1011 Programming I lab • CSEC 2113 Introduction to Information Systems • U.S. History/Government, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" <p>Delete:</p> <ul style="list-style-type: none"> • Social Science • MATH 2914 Calculus I • COMS 2104 Found of Computer Programming I <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 2903 Discrete Structures for Technical Majors • CSEC 2113 Introduction to Information Systems • Elective – 1 hr <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • Elective – 2 hrs <p>Delete:</p> <ul style="list-style-type: none"> • CSEC 2213 Forensics and Incident Response <p>Total Hours: 15</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer and Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	9/13/21
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:
Associate of Applied Science in Information Technology

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 the following courses:
COMS 1403 Orientation to Computing, Information, and Technology;
COMS 1411 Computer and Information Science Lab;
COMS 2003 Microcomputer Applications;
COMS 2104 Foundations of Computer Programming I;
COMS 2233 Introduction to Databases; and
COMS 2701 Computer Architecture and Networks Laboratory;
2. Add the following courses:
COMS 1013 Programming I;
COMS 1011 Programming I lab;
COMS 2713 Survey of Operating Systems;
CSEC 1113 Introduction to Networking; and
CSEC 2213 Network Forensics and Incident Response;
3. Allow any higher-level MATH course as a substitution for MATH 1113; add text "or higher-level Mathematics" so that entry reads: MATH 1113 College Algebra or higher-level Mathematics
4. Delete 12 hours above 1000 level COMS Electives; and delete footnote: 1000-level courses may not be used to satisfy this requirement;
5. Delete PHSC 1013 Introduction to Physical Science and PHSC 1021 Physical Science Laboratory;
6. Allow any science with lab to fulfill the science with lab requirement; add footnote 1: See appropriate alternatives or substitutions in General Education Requirements;
7. Allow TECH 1013 as a substitution for TECH 1001; add footnote 2: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 15 hour to 13 hours;
8. Allow COMS 3703 as a substitution for COMS 2713; add footnote 3: COMS 3703 Operating systems is a substitution for COMS 2713 Survey of Operating Systems;
9. Allow COMM 2003 as a substitution for COMM 2173; add footnote 4: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking; and
10. Change Electives from 2 hours to 15 hours and add footnote 5: Students seeking a Bachelor's degree in computing should take courses that count towards that degree rather than just general electives

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

No anticipated impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Updating this curriculum will allow the university and our students to remain competitive in the field of IT. In addition, this revised AASIT has been built into the Bachelor's degrees of Information Technology, Computer Science, and Computer Science Education, giving every student in these programs the ability to earn both a 2-year and a 4-year degree.
- 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?
Changes to this degree were necessary to ensure that students receive at least one course in each major computing area so that they are prepared for an entry-level job in the IT

field. Having the AASIT built into both (proposed new) tracks of the BS in IT, BS in CS, and BS in CSED will not only allow ATU to grant more degrees, but will also benefit students who do not finish a BS degree.

Or will allow ATU to grant more degrees and will benefit students who do not finish a BS degree.

Which one?

1. How will the program change impact learning for students enrolled in this program?
The proposed changes will allow students a broad body of knowledge in the field of IT, which will benefit them as they pursue entry-level employment, internships, and their upper-level courses.

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

n/a

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

There are several institutions in AR that offer an AS or AAS in Information Technology (IT) or Computer Information Technology (CIT):

- ASU Jonesboro offers an AS in CIT, CIP 52.1201
- U of A eVersity offers both an AS and AAS in IT, CIP 11.0101
- Black River Technical College offers AAS in CIT, CIP 11.0901
- SouthArk Community College offers AAS in CIT, CIP 11.0801
- U A Community College at Hope/Texarkana offers AAS in IT, CIP 11.0101

Even though several institutions in the state offer a comparable 2-year degree, this degree is greatly needed throughout the state. In addition, this degree contains all of the foundational courses for the 4-year computing degrees at ATU.

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

See Appendix A.

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

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

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

Curriculum Matrix for Catalog Curriculum in Associate of Applied Science in Information Technology	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • COMS 1333 Web and Mobile Technologies • CSEC 1113 Introduction to Networking • Change: MATH 1113 College Algebra; add “or any higher-level Mathematics” • TECH 1001 Orientation to the University - add footnote 2: TECH 1013 Principles of Collegiate Success can be substituted for TECH 1001 Orientation to the University. <p>Delete:</p> <ul style="list-style-type: none"> • COMS 1403 Orientation to Computing, Information, and Technology • COMS 1411 Computer and Information Science Lab • COMS 2003 Microcomputer Applications <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • COMS 1013 Programming I • COMS 1011 Programming I lab • COMS 2703 Computer Hardware and Architecture • COMS 2713 Survey of Operating Systems- add footnote 3: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems. • Change: Elective (2 hours) to Elective (3 hours) - add footnote 5: Students seeking a Bachelor’s degree in computing should take courses that count towards that degree rather than just general electives. <p>Delete:</p> <ul style="list-style-type: none"> • COMS 1333 Web Publishing I • COMS 2104 Foundations of Computer Programming I • COMS 2233 Introduction to Databases <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • Science with lab - add footnote 1: See appropriate alternatives or substitutions in General Education Requirements. • CSEC 2213 Network Forensics and Incident Response • Change course name of COMS 2203 “Foundations of Computer Programming II” to “Programming II” • Elective (6 hours) - add footnote 5: Students seeking a Bachelor’s degree in computing should take courses that count towards that degree rather than just general electives. <p>Delete:</p> <ul style="list-style-type: none"> • PHSC 1013 Introduction to Physical Science • PHSC 1021 Physical Science Laboratory • ENGL 2053 Technical Writing • COMS 2703 Computer Networks and Architecture • COMS 2701 Computer Architecture and Networks Laboratory • COMS Elective <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • COMM 2173 Business and Professional Speaking; add footnote 4: COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking. • ENGL 2053 Technical Writing • Elective (6 hours) - add footnote 5: Students seeking a Bachelor’s degree in computing should take courses that count towards that degree rather than just general electives. <p>Delete:</p> <ul style="list-style-type: none"> • COMS Elective (9 hours) <p>Total Hours: 12</p>

Appendix A

AAS Information Technology Assessment Plan

ABET Student Outcomes:

1. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
2. Communicate effectively in a variety of professional contexts.

Course	Outcome	
	1	2
COMS 1013 Programming I	I	
COMS 1333 Web and Mobile Technologies		I
COMS 2203 Programming II	I	
COMS 2703 Computer Hardware and Architecture		I

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

We will re-evaluate our assessment strategy by focusing on 1 objective every year to ensure continuous improvement.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Level	Outcome	Course	Performance Indicator/Course Objective	Student Work Example
I	1	COMS 1103	Given an algorithm and/or problem statement, write a well-structured, well-documented program or program segment using standard control structures	Assignment
I	1	COMS 2203	Develop large scale programs	Assignment
I	2	COMS 1333	Design and publish a web page with text, images, and hyperlinks using standards-based coding	Assignment
I	2	COMS 2703	Demonstrate the ability to communicate correct terminology of various personal computer hardware components	Assignment